

Review

Brown, Stuart C., Theresa Enos, and Catherine Chaput, eds. *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002. 538 pages. \$55.00 (paper), \$115.00 (cloth).

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The first thing that a reader might notice about Stuart C. Brown, Theresa Enos, and Catherine Chaput's edited collection is a key phrase in the subtitle: *reflective institutional practice*. Not only does this phrase denote the character and quality of the discussions presented throughout the text, but it also emphasizes that writing program administrators must place their choices in the context of their local institutional infrastructure, population, resources, and stakeholders. The thirty chapters combined with Lynn Z. Bloom's foreword (ix–xvi) and Brown and Enos' introduction (xvii–xix) work together to encourage readers to broaden their perspectives and to reflect about their professional pathways and administrative work.

Brown and Enos describe the edited collection as “an essential desk reference, a text as close at hand as the *MLA Handbook* or a dictionary, a resource to consult as the daily complexities of WPA life occur” (xix). The book's scope is vast and covers issues of curriculum development, the preparation of graduate students for WPA careers, decision-making heuristics, the effect of institutional climates and contexts on writing program design and maintenance, and professional development issues. This is, without a doubt, a book that both practicing WPAs and graduate students interested in learning more about writing program administration will refer to and recommend.

Peterson Haviland and Stephenson's chapter (377–392) highlights a key contribution that this volume makes: “However, as this book complicates our views of WPAs as more than schedulers of FYC and of the different ways writing program directors are positioned both by themselves and in relationship with others, it offers greater understanding of the terrain” (377). This resource thus becomes a way for those already involved in WPA work to expand their views about what constitutes the “terrain” of writing program administration and becomes a way to educate others—such as departmental

colleagues, other institutional units, and the community—about what writing program administration *is and can be*. This guide makes one thing clear: Writing program administration is a multifaceted activity.

Brown, Enos, and Chaput's *Resource* significantly contributes to writing program administration theory and practice by incorporating multiple perspectives that put readers in touch with a variety of institutional contexts and issues that a WPA may encounter in one day, one week, one semester, or over many years. In *The Writing Program Administrator's Resource*, readers will find scenarios and advice that complement their membership on the WPA listserv, participation in conferences, and daily discussions with colleagues in meetings or in hallways. Ultimately, it is a resource that readers will not quickly outgrow. A reader will turn to this text for different reasons and at different times in his or her career because the contributors offer advice and philosophies that address WPAs as scholars, teachers, and administrators. Therefore, readers' needs for this book will change over time as their experiences, philosophies, and institutional settings change.

The text is divided into two sections, "Instituting Change" and "Instituting Practice." This division reflects the dual nature of the WPA role: acting as change agent within one's institutional context while simultaneously taking responsibility for implementing policies, assessing programs, and addressing staffing issues. Chapters in the first section provide a theoretical foundation for the work done by WPAs and for the leadership they provide. Readers may be inspired to revisit their administrative philosophies after reading the chapters by Wetherbee Phelps (3–39), Hesse (41–58), Enos (59–70), Stygall (71–87), McLeod (113–124), and Schwalm (125–135). Additionally, chapters in section one offer a well-informed overview of the complex issues faced daily by WPAs. These include ethical decision-making (Brown 155–163), department politics (Schilb 165–179), and curricular reform and development (Merrill and Miller 203–217). Chapters by White

(101–112) as well as Desser and Payne (89–100) include an important discussion of ways to prepare graduate students for WPA careers. Schell's chapter on staffing and labor issues (181–201) complements Pantoja, Tribensee, and Roen's presentation of legal issues (137–153). When these two chapters are read together with Crowley's chapter on elective first-year composition (219–230) and Brown's heuristic for ethical and consistent decision-making (158–162), readers gain a wider perspective of the many issues that surround writing program administration on departmental, disciplinary, and institutional levels.

The editors' organization of chapters in both sections one and two is certainly one of the hallmarks of this text since their distinctions enable readers to make important connections between ideas and practices. Sec-

tion two explores a variety of WPA practices. Chapters address WPAs roles, such as being trainers of educators (Ferganchick 331–339; Morgan 393–409; Brobbel et al. 411–428), independent writing program designer (Maid 453–466), and assessment specialist and researcher (Rose and Weiser 275–290; Glau 291–302; Burnham 303–314). Also addressed are suggested methods for situating one's administration in the local institutional context (Anson 233–252; Gunner 253–262; Royer and Gilles 263–274), within a Writing Across the Curriculum model (Townsend 439–452), and within a writing center environment (Peterson Haviland and Stephenson 377–392). Issues surrounding instructional computing (McAllister and Selfe 341–375), community outreach (Hall 315–330), and community college WPA work (Holmsten 429–438) round out the discussion of practice and underscore the dynamics of WPA work. Jackson and Wojahn's annotated bibliography (467–490) offers readers additional sources that complement themes presented in prior chapters.

Brown, Enos, and Chaput include three important appendices: the Portland Resolution (491–497), which provides guidelines for WPA working conditions and job descriptions; a statement of ways to evaluate the intellectual work of writing administration (499–517); and the *WPA Outcomes for First-Year Composition* (519–522), a statement describing common goals for first-year composition programs across the United States that has been adopted by the Council of Writing Program Administrators. The range of information provided in the guide makes it a usable and convenient resource for those involved in writing program administration.

The audience for this book is inclusive. New and veteran WPAs as well as graduate students will find the book to be valuable because of its thorough descriptions of the parameters of WPA work. The guide captures the complexity of WPA work while highlighting the excitement and the good that such work can produce.

