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Jump-Starting the C's~~ with the WPA Breakfast

Elizabeth VanderLei

Start the 2002 4C's the right way!

Mark your calendars and reserve your spot for the 2002 WPA Breakfast at CCCC in Chicago. We will gather on Thursday, March 21, from 7:00-8:30 a.m. at DePaul University's DePaul Center Cafeteria (11th Floor of the DePaul Center). There you can renew old friendships and make new ones as you enjoy an excellent buffet of scrambled eggs, bacon and sausage, French toast, assorted Danishes, bagels, fresh fruit, assorted juices, and coffee.

At the breakfast you will have a chance to view the results of new WPA-supported research; hear more about the 2002 WPA Workshop, Assessment Institute, and Conference in Park City, Utah; and enjoy the presentation of awards—some of which may be surprising! And don't forget those party favors as well as the chance to see old friends.

You can enjoy all this good food and good company for \$18! Please encourage graduate students to attend at the reduced rate of \$10 (underwritten in part by the Robert J. Connors fund). This is a great opportunity for them to meet WPAs from across the nation and to learn a little more about the work we do.

(To sign up for the breakfast, please use the form on the WPA webpage <http://www.cas.ilstu.edu/English/Hesse/2002wpabreakfast.html> or use the form inside this newsletter.)



Call for Proposals: Council of Writing Program Administrators at MLA 2003

Duane Roen, Chair of the Committee for Proposals for MLA, invites proposals on the following topics.

1. "Developing Outcomes for Literature Courses: Extending the WPA Outcomes Statement."
2. "The Role of Genre in Composition: Theory, Practice, and Research."

Send one-page abstracts via e-mail to Duane Roen (duane.roen@asu.edu) by March 8, 2002. Please include complete contact information.

New Efforts Underway: Committees and Task Forces

☞ Best Practices Ad Hoc Committee

Organizations and disciplines signal good work in a number of ways, one of which is by making awards. In recognizing excellence, we both reward and construct.

WPA currently does not recognize good practices, and yet good practices are in some significant ways the foundation for the field. Among some of the more obvious reasons to have awards for good practices are:

- helping good programs demonstrate national recognition to their home audiences
- highlighting programs that others looking for solutions could adapt
- providing a useful alternative to accrediting programs, which we don't--and don't want to--do
- recognizing the kind of quality that attaches to programs, rather than (necessarily) to people
- being able to pick out good practices that are associated with long-standing and/or emerging needs in our field, and

- rewarding the courage of innovative work and encouraging it

The Charge to the Committee

The committee will create a system of identifying best practice that is flexible enough (1) to recognize what we might call enduring needs—e.g., program assessment, placement, TA training—as well as (2) to identify the unique or brand-new initiatives. In other words, the Committee will outline the criteria for two kinds of awards: one for **Best Continuing Practice**, and another for **Best Innovative Practice**. The committee also will make recommendations for the number of such awards made in a given time period.

Chaired by Bill Condon, the committee will begin work electronically, meet at CCCC, and present a plan to the WPA Executive Board during their meeting at the 2002 conference. Members are Greg Glau, Bonnie Kyburz, Meg Morgan, and Elizabeth Vanderlei.



☞ A Task Force for Distance Learning and Writing

At the WPA Executive Board meeting of October 2001, it was noted that “Distance Learning” is becoming increasingly common. Bundled into this expression are a number of issues involved with distance learning – for instance, issues around intellectual property; ways that WPAs should respond to upper administration's calls to create online writing courses; considerations of how to assess the work of students learning in this environment; and more generally, whether and how working in this environment is best for students; the training of teachers; and exploitation of teachers.

It was moved that the WPA President appoint a group to develop a statement and set of guidelines on distance learning and writing. The motion passed unanimously.

The Charge to the Task Force

The Task Force will develop a set of **Guidelines for the Teaching and Learning of Writing in Online Environments** that WPAs can use to create such environments; to assess the work of both faculty and students in such environments; and to argue in favor of appropriate environments.

Chaired by Alice Gillam, the committee will work electronically until CCCC 2002 and WPA 2002, and report to the WPA Executive Board at WPA 2002 on the status of the project. Members include Nick Carbone, Kathy Fitch, Susanmarie Harrington, Brook Hessler, James Inman, Barry Maid, Marlene Minor, Cindy Selfe, and Howard Tinburg.

Task Force on Plagiarism

In the summer of 2001, a Task Force was created to consider recommendations the organization might make regarding plagiarism, particularly given the resources available to students through the Internet and the perception that plagiarism has somehow gotten “more prevalent” or “worse” since the advent of the WWW. Becky Howard chaired the Task Force and was assisted by Nick Carbone and Barry Maid.

In September 2001, the Task force “proposed three actions the WPA should take to respond to the very different face of plagiarism today, a difference due in no small part to the advent of its online component.” To quote from the report submitted by the Task Force, these actions are:

- (1) that the WPA issue a press release to counteract the "find 'em and kill 'em" mentality of the plagiarism police;
- (2) that the WPA develop an Outcomes Statement on Plagiarism; and
- (3) that the WPA develop materials for faculty development workshops on plagiarism.

The WPA Executive Board met at the Miami Conference in October 2001, at which time it considered the report. In discussing these proposed actions, the Executive Board noted the complexity of plagiarism as an issue, finding a need to address issues of plagiarism in both its online iterations and its print versions. Two proposals then came forward:

- (1) that we thank the original Task Force for its good work; and
- (2) that we establish a somewhat larger group that will develop something like

an outcomes statement on plagiarism writ large.

It was moved that we constitute a committee of 8-10, with representatives from the WPA membership and Executive Board, to develop a plagiarism statement along the lines of an outcomes statement. The motion passed unanimously.

In January 2002, the Task Force was created to carry out this charge, with the suggested timeline.

- Task Force begins work electronically.
- Task Force meets at CCCC Chicago and at WPA 2002. A preliminary report is presented to the Executive Board at the 2002 conference.
- A first version of the Position Statement on Plagiarism is published in the fall 2002 issue of the WPA Newsletter and *WPA: Writing Program Administration*. Response is solicited and considered.
- A final version of the WPA Position Statement on Plagiarism is presented to the WPA Executive Board at CCCC New York for adoption.

Chaired by Chris Anson, the Task Force includes Linda Adler-Kassner, Eli Goldblatt, Joe Harris, Marguerite Helmers, Doug Hesse, Becky Howard, Andrea Lunsford, Micheal Neal, Peggy O’Neill, Jeff Sommers, and Irwin Weiser.

<p>The WPA <i>President’s Newsletter</i> is published generally in fall, winter, and spring and is written and edited by Kathleen Blake Yancey, who welcomes professional notes related to WPA. Her contact information is included on the back page. The Newsletter is sent to all members of The Council of Writing Program Administrators.</p>

Please Join Us for Summer Fun

The WPA Workshop,
the WPA Assessment Institute,
and the WPA Conference

ANNUAL WPA SUMMER WORKSHOP

July 7-11, 2002, Salt Lake City, Utah

Hosted by the University Writing Program, University of Utah

Places for the workshop are beginning to fill, so please register as soon as possible.

WPA invites up to 30 prospective and new writing program administrators--as well as experienced WPAs desiring renewal—to take part in an intensive four-day workshop in writing program administration. The Workshop will provide information, strategies, advice, encouragement, and a rich and supportive professional network.

The Workshop is intended not only for those with formal WPA appointments but also for others who are *de facto* WPAs, having primary responsibility for writing instruction or support of writing instruction on their campuses. Representatives from community colleges are especially encouraged to attend.

Topics will include curriculum and program design, faculty development, assessment, writing centers, and use of technology. We will consider administrative concerns, such as program organization, budget and personnel management, institutional contexts, and the politics of running writing programs. We will address career concerns of WPAs. Participants will also be encouraged to raise issues from their own professional situations.

The workshop will **begin Sunday evening, July 7**, and will **conclude with lunch on Thursday, July 11**. Sessions will run from 9 to 4:30 each day, with consulting times available in the evenings.

WORKSHOP LEADERS

- **Jeanne Gunner** is director of Core Composition at Santa Clara University and editor of *College English*
- **Duane Roen**, Director of the Center for Learning and Teaching Excellence at Arizona State University, served as WPA on the same campus.

WORKSHOP LOCATION

- The University of Utah and Olympic Village sit on the foothills of the Wasatch Mountains, with easy access to the Bonneville Shoreline Trail for hiking or jogging, or enjoying a view of the valley.
- The University Golf Course is a five-minute walk from the workshop site, perfect for evening recreation.
- Access to University recreational facilities can be arranged on request.
- For more information about the host university, visit <http://www.utah.edu>
- For more information about the host writing program, visit <http://www.utah.edu/uwp/about.html>
- Salt Lake City is the home of the University of Utah, the 2002 Winter Olympics, and the world's largest collection of family history records.
- From the University, visitors can easily access downtown by bus, light rail, and taxi.
- For more information about Salt Lake City, point your browser to <http://utah.citysearch.com/>

The \$730 workshop fee includes all materials, meals, and double-occupancy lodging at the University of Utah Olympic Village, Sunday through Wednesday. Special events include a Sunday evening supper and reception, a Tuesday night banquet, and a Thursday lunch (sponsored by Longman).

For more details, please point your browser to <http://www.cc.utah.edu/~dd4/wpaworkshop.html> or e-mail Doug Downs at d.downs@utah.edu



2002 Summer Workshop Registration Form

Please e-mail d.downs@utah.edu if you intend to register.
Then photocopy, complete, and mail this form, with your personal or business
check payable to the University Writing Program, to the address below.

Name _____
(as you would like it to appear on your badge)

Institution _____

E-mail: _____

Address _____

City _____ State _____ Zip _____

Phone (work) _____ (home) _____

Fax: _____

Fees

_____ Workshop Fee -- \$730 (before June 1)

_____ Workshop Fee, Late Registration (June 1-June 30) -- \$780

_____ Workshop Fee, including private room in Guest House--\$900

_____ Accompanying Family or Guests (until June 30) -- \$300 per person

_____ Banquet Fee for Family or Guests -- \$30 per person

_____ **Total Payment**

- Include a check for the workshop registration fee with this form.
- Reservations for additional family/guests may be made at any time through June 30. However, because housing availability is subject to change, we encourage you to make reservations and payments for family/guests with this form.
- No workshop registrations or family/guest reservations can be accepted after June 30.
- Full refunds will be given for cancellations received in writing by June 30, 2002. After June 30, a partial refund of \$400 will be given.

Please mail completed form and check (payable to the University Writing Program) to:

Bridgid Best
ATTN: WPA Workshop
University Writing Program
University of Utah
255 South Central Campus Drive, Room 3700
Salt Lake City, UT 84112-0495

Details: <http://www.cc.utah.edu/~dd4/wpaworkshop.html>

Questions? d.downs@utah.edu

WPA Assessment Institute

July 11, 2002

WPA will offer a one-day Assessment Institute on July 11, 2002, just prior to the opening of WPA 2002. Led by Chris Anson, Chet Pryor, and Kathleen Yancey, the Institute will focus on issues of program assessment. Specifically, participants will examine

- (1) various options for program assessment;
- (2) the advantages and disadvantages of each;
- (3) ways to negotiate for best assessment practices, and
- (4) ways to represent and build on findings.

Hosted at the Shadow Ridge Lodge in Park City, the site of WPA²⁰⁰², the Institute will run from 8-4:30 and will include discussion of principles of assessment; consideration of various scenarios; identification of innovative assessment practices around the country, especially as these link to writing programs and general education; and opportunities for discussion of individual situations.

Enrollment is limited to 25 people and is filling quickly. Cost is \$125. The WPA Executive Board has established a fund of \$250. to assist those whose institutions are unable to cover the full cost.

**

Institute Leaders

Chet Pryor, as a testing coordinator for Montgomery College, maintained day-to-day control of one campus' exit assessment process for first-semester writing.

Chris Anson is Professor of English and director of the Campus Writing and Speaking Program at North Carolina State University, where he is working with nine colleges to implement curricular changes in writing and speaking based on departmental-specific outcomes assessment.

Kathleen Blake Yancey directs the Roy and Marnie Pearce Center for Professional Communication where she is helping develop the Clemson Electronic Portfolio.

To enroll, please complete the form on the WPA webpage <http://www.cas.ilstu.edu/English/Hesse/2002wpaassessreg.html> and mail it with your check made out to WPA, to

Kathleen Yancey
2002 WPA Program Chair
Department of English
POB 340524
Clemson University
Clemson, SC 29634-0524



The Form(ation) of Relationships

The Conference

July 11-14, 2002
Park City, Utah

The 2002 WPA Conference will be held in scenic Park City, Utah, high in the Wasatch Mountains, just 30 minutes from the Salt Lake International Airport and 10 minutes off Interstate 80. The conference will be held at the Shadow Ridge Hotel, part of the Park City Mountain Resort. The room rates are so good you will want to bring spouses, children, friends, and neighbors (well, maybe not neighbors). The conference promises to be intellectually stimulating with numerous sessions to choose from and four outstanding guest speakers: Barbara Cambridge, Doug Hesse, Becky Howard, and Tom Miller.

A rip-roaring silver mining town in the late nineteenth century, Park City was nearly dead by 1960, when enterprising recreationists realized that the mountain slopes around the town were good for something besides the minerals in them. Now home to three world-class ski resorts, Park City has preserved its past by restoring the colorful Main Street District, listed in the National Register of Historic Places. You won't want to miss the conference, of course, but look what else there is to do:

- ❑ For those who love good food and drink, the city boasts over 100 excellent restaurants and bars, including microbreweries.
- ❑ For those interested in the arts, there are several very fine galleries featuring paintings, photography, and sculpture; the historic Egyptian Theatre, which screens films from the Sundance Film Festival in January and other off-beat movies the rest of the year; the Park City International Music Festival, which will run from June 17 through July 28, 2002.
- ❑ For history buffs, the stories of IWW organizer Joe Hill and other interesting characters are told in the restored Park City Jail. For recent history buffs, the story of the 2002 Winter Olympics will be retold at the actual venues.
- ❑ For sports enthusiasts, you can be hiking on a trail, riding a mountain bike, sliding down the mountain like a luger (minus snow), going up in a hot air balloon, riding horses, boating, golfing, swimming, or fishing within minutes of leaving your hotel.

In the surrounding area, you can visit Robert Redford's Sundance Ski Resort; the Uintah Mountains; the Great Salt Lake; Vernal, Utah, gateway to Dinosaur National Monument and the Flaming Gorge/Green River recreation areas; Salt Lake City, home to the University of Utah; Provo, home to Brigham Young University; Ogden, home to Weber State University; Logan, home to Utah State University and the terrific Utah Festival Opera; or Cedar City, home to Southern Utah University and the Tony Award-winning Utah Shakespearean Festival. Five spectacular national parks in southern Utah are within 3-4 hours drive (but some are too hot to visit in July).

So be cool and cool off in the low humidity and brisk mountain air of Utah this summer. Come to the WPA Conference! Reserve your space now by registering online at <http://home.byu.net/~kh22>

~~And it's still not too late to propose a full panel, a poster session, a paper, a roundtable!

Call for Proposals for WPA²⁰⁰²

It's a truism that WPAs act as the nexus for a diversity of constituencies. Most of us became teachers so that we could work with students, fostering relationships with them and helping them foster relationships with the materials of and the intellectual life represented in the curriculum. As WPAs, we continue this effort, especially at a programmatic level, where we bring together students, discourses of the curriculum, discourses of the academy, and (for many of us) discourses of the public. And as part of this rhetorical situation, we develop another set of relationships, socializing-- as we are socialized by--graduate students joining us as fellow scholars and teachers.

At the same time WPAs find themselves talking with, coordinating with, working with, and sometimes coming into conflict with, many others, among them—

high school faculty
faculty in various programs and departments across campus/es
other administrators on and off campus, and
colleagues and others around the country.

From one perspective, then, positive relationships of various kinds are at the heart of what WPAs do. Without them, WPAs can't accomplish much. With them, much synergy and symbiosis can result. Everyone gains something

WPAs also do the intellectual work that the formation of relationship requires. They tease out the connections and overlaps between and among syllabus and curriculum and program and assessment and student identity, creating an experience that locates students and helps them enter and thrive within the academy and beyond. WPAs help theory inform practice inform theory. WPAs bring the past into dialogue with both present and future.

I invite proposals addressing this theme as well as those addressing any issue of concern or interest to WPAs, including those who work in WAC programs, writing centers, technical or professional communication programs, departments of writing, graduate programs, and freshman composition programs.

__What/ are the "natural" relationships for us? What form do they take? What kind of culture fosters them? What about them makes them natural, and how might we build upon them?

__As the role and work of WPAs have changed, how has our relationship-making changed?

__Is there is a life cycle to the relationships that center WPAs? We talk in stages—initiation, maintenance, and elaboration or extension: is this too simplistic a model? What are other models? How does a model influence what we do?

__Can we identify impediments to relationships? Are they systematic? How might we categorize them? As important, how might we productively respond to them?

__How does relationship-making change the work that we do? How does it change us?

I also strongly encourage reports on assessments of writing programs or features within them, including "local" studies, discussions of effective practices in program design, faculty development, working conditions, and so on. I welcome as well analyses of issues like distance learning, articulation, technologies and writing, and education reform. Of particular interest this year, perhaps, are three related topics:

- (1) the nature of dual enrollment programs;
- (2) the nature and experience of specifically relationship-based programs like learning communities and service learning programs; and
- (3) our construction of the theory-practice relationship.

The topic areas above are merely suggested. Please feel free to discuss ideas with me. I invite proposals for a range of formats, including standard papers, workshops, roundtables/issue groups, and "effective practices" and/or poster presentations.

In the spirit of recent WPA conferences, this one, too, will be participant-centered and highly interactive, with frequent breakouts, working group sessions, extensive discussions, and social opportunities.

The conference will open Thursday with a plenary address and a reception and will close Sunday morning. Registration costs, in the range of \$190, with discounts for nontenure-line registrants, will include breakfasts, receptions, breaks, and a banquet.

Please send completed proposals and inquiries to

Kathleen Yancey, 2002 WPA Program Chair
Department of English
POB 340524
602 Strode Tower
Clemson University
Clemson, SC 29634-0524

Kyancey@clemson.edu
Phone 864-656-5394
FAX 864-656-1846



Knotted Threads from WPA-L

by Carol Rutz, Carleton College

Arbitrary highlights from the past few months on our favorite listserv:

CompPile, the bibliographic resource mounted by **Rich Haswell** with **Glenn Blalock** as web master, has shown itself to be the site of choice for any number of queries. Rich has posted sample research results to specific research questions, and we should have confidence in starting with *CompPile* as we frame our own questions: <http://comppile.tamucc.edu/>

Erika Lindemann provided a thoughtful addition to our ongoing professional conversation about non tenure-track appointments with her new guidelines for employing lecturers. **Kathleen Kelly**, **Bud Weiser**, and others applauded Erika's list, noting that such guidelines necessarily vary with the institution. Nevertheless, those who hold or consider applying for such positions are better off for knowing the terms in detail. **Becky Howard** upped the ante somewhat with her query about non-tenure track positions that are approved by the local AAUP. Stay tuned on this one.

Clyde Moneyhun called attention to increased enrollment resulting in higher demand for comp courses, a trend echoed by others in schools large and small. Strategies for handling that higher demand while resisting increased class size led to an informal survey on class size. Clyde dutifully reported the results, which show that writing classes with enrollments over 25 are rare indeed (in this sample), and many schools restrict enrollment to 20 or fewer.

Speaking of enrollment, the issue of college composition courses taught in high schools, a.k.a. dual enrollment, sparked a lively discussion that featured **David Schwalm**, **Keith Rhodes**, **Kathleen Dixon**, **Richard Fulkerson**, and a cast of dozens. With some notable exceptions, many of our colleagues worry about the developmental and pedagogical implications of moving college courses into high school. Nevertheless, the economics of higher education foster dual enrollment, a "delivery system" that seems likely to continue to grow.

Jeanne Rose raised a question about accommodations for a visually impaired student that revealed limits and creative applications of adaptive technologies, tutors, and classroom helpers. A visually impaired student helps crystallize the difficulties of teaching writing in general—particularly where the social context of peer groups and in-class reading and writing are concerned.

J.L. McClure's question about the relative merits of Blackboard and Web-CT software garnered responses and advice from **Bill Condon**, **Bob Yagelski**, **Clay Bond**, **Barb L'Éplattenier**, and many more. Among the notable comments was **Marty Patton's** observation that students may have three or four courses in a semester that use Web software; how much is too much of a good thing?

Check the WPA-L archives <<http://lists.asu.edu/archives/wpa-l.html>> for details on these and other topics, as well as instructions for joining the list.

Size Matters: WPA @ MLA (and beyond)

Bonnie Lenore Kyburz, Utah Valley State College

At the 2000 WPA/MLA sessions, we wondered if our venue reflected proportional realities regarding Composition on the English Studies map. That year, our room was a small closet. In 2001, by contrast, we enjoyed a superbly elongated and elegant room. Adding to our comfort (?) was a surprising coherence among the presenters Chidsey Dickson, Becky Howard, and Bonnie Kyburz. This unity was unexpected in a session devoted to the limitless subject of The Roles of Theory in FYC.

“Complexity,” was central to the panelists, each arguing for resistance both to stasis and to rigid applications of theory which might render alternative theoretical approaches irrelevant. Examining faculty issues, assessment, and pedagogy, the speakers agreed that “ambiguity,” and other concepts suggestive of dynamic structuration should be embraced particularly by WPAs and generally by compositionists, who work within institutional contexts and with powerful agents (administrators, legislators, regents) often seeking to “fix” our field and its objectives.

From among some 40 audience members, one questioned the “missing” discussion of *how particular theories might be used in FYC classrooms*, suggesting a persistent desire for and/or anticipation of prescriptive uses of theory, despite the speakers’ emphasis on complexity and ambiguity.

Some Reflections~~

Last year, I wrote my first issue of this newsletter. I remember finishing it out while I was in my office on campus: although it was a dark and stormy night ;) I was glad for the opportunity to put so much good material together and to say hello to such good people—and I said so.

This year, I’m finishing this issue of the newsletter during one of those moments we steal at home, but my feeling is the same: I’m gratified to be a member of this group. Partly, the evidence as to why lies inside the pages of this newsletter, from Bonnie’s report on the MLA session we sponsored, to the Best Practices Committee and the two new task forces we’ve set up, and to the WPA breakfast that again promises a surprise or two. Each of these contributes to the organization and to the work. The session at MLA allows us to raise issues important to us, and to speak them to audiences that may not always be ready to hear what it is that we have to say. Still, the act of presentation itself can help to create a readiness. Or: this process is part of change, I think. The Best Practices Committee will, I hope, enable us to showcase our own work in another way: to acknowledge it, yes, but more importantly, to honor it. The two task forces, one on plagiarism and another on distance learning and the teaching of writing, can help us assure that our work with students takes place in the best environments possible, that it is informed by theory and practice rather than by myth.

And of course we have a full schedule of events. Activities at CCCC include the WPA breakfast, the Executive Board meeting, a gathering of the Consultant Evaluators, and a session for the Editorial Board of our journal *WPA: Writing Program Administration* as well as numerous sessions and workshops. (In fact, I’d invite you to look at the CCCC preview for Chicago: the number of sessions identified as WPA-related is surprising.) This summer, we host a new Assessment Institute in addition to the WPA workshop and WPA2002, our conference. So we have many opportunities to gather, to share our work, to think together, and—not least—to have fun in the process.

What isn’t quite so obvious here is the enthusiasm and good will that infuse all of our efforts. **Every** person who was asked to help—by chairing a committee or making arrangements or taking on an extra charge—has said yes, eager to help, glad to be asked. In many cases, WPA members—faculty and grad students and staffers alike—did much more than was asked—and for that, too, I am enormously grateful.

In a word, then: thanks.

kathleen yancey



2002 WPA Breakfast Reservation Form

WPA Breakfast
Thursday, March 21, 2002
7:00 to 8:30 a.m.
DePaul University Center

(Note: Directions will be posted at www.wpacouncil.org by March 7)

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Email address: _____

Please check:

_____ Faculty (\$18) or _____ Graduate Student (\$10)

_____ Donation to the Robert J. Connors Memorial Fund to support graduate student attendance at the breakfast that Bob never missed. Any amount. Suggestion: \$10

Total Enclosed \$ _____

Please make your check payable to WPA and send it with a completed form by Monday March 4th to:

Carol Rutz--WPA Breakfast
Scoville 201
Carleton College
Northfield, MN 55057

Contacting WPA

Questions or suggestions about the mission, activities, or initiatives of the organization or about this newsletter:
Kathleen Blake Yancey, President, 602 Strode Tower, Box 340524, Clemson University, Clemson, SC 29634-0524.

Membership Dues: John Heyda, WPA Treasurer, Dept. of English, Miami University—Middletown. 4200 E. University Blvd.
Middletown, OH 45042. heydajf@stream.mcs.muohio.edu

Questions about membership status, mailing, subscriptions to *WPA: Writing Program Administration*
Jennie Dautermann, Dept. of English, Miami University, Oxford, OH 45046. dauterjp@muohio.edu. 513/529-1393

WPA: Writing Program Administration (official journal of the WPA): **Articles and Editorial Correspondence:** Dennis
Lynch, Co-Editor, Humanities, Michigan Tech U, 1400 Townsend Drive, Houghton, MI 49931; dalynch@mtu.edu or
Marguerite Helmers, Co-Editor, English, U Wisconsin-Oshkosh, Oshkosh, WI 54901; helmers@uwosh.edu. **Advertising/
Production:** David Blakesley, Production Ed. *WPA*, Department of English, Purdue University, West Lafayette, IN 47909

Consultant Evaluator Service: Deborah Holdstein, Dept. of English, Governor's State University, University Park, IL 60466;
d-holdstein@govst.edu, Ed White, University of Arizona, ewhite@mail.csusb.edu

Council of Writing Program Administrators Home Page: www.wpacouncil.org

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Council of Writing Program Administrators
Department of English
Miami University
Oxford, OH 45046

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