

Melissa Ianetta
Michael McCamley

**Assistant Professor Administrators:
A Bibliographic Resource**

Job Search

“ADE and AFL Online Job Counseling.” *Association of Departments of English*.
Online: <http://www.ade.org/jil/index.htm> Accessed: March 11, 2003.

An online collection of advice on effective job searching in academe, this website covers everything from nonacademic career planning to when a candidate should knock on the door at MLA. This resource is notable in both its breadth and its easy accessibility.

Formo, Dawn M and Cheryl Reed. *Job Search in Academe: Strategic Rhetorics for Faculty Job Candidates*. Sterling, VA: Stylus, 1999.

Don't let the use of “Rhetoric” in the title fool you: while Formo and Reed are both English professors, their book is aimed at a broader academic audience than just English studies. Accordingly, you will find no mention of the specific issues rhetoric and composition applicants face. Nevertheless, their book usefully addresses the variety of potential academic positions from adjunct to tenure-track. *Job Search* is markedly strong in its attention to the post-application aspects of the job search.

Heiberger, Mary Morris and Julia Miller Vick. *The Academic Job Search Handbook*. 3rd ed. Philadelphia: U of Pennsylvania P, 2001.

Heidberger and Vick's text is particularly useful in that it takes a protracted view of the application process. Thus, the first two sections of the book deal with issues to consider long before entering the job market. As with *Job Search*, *Academic Job* is written with a broad academic audience in mind, so many of their tips and strategies concern disciplines far removed from rhetoric and composition. Given the comprehensiveness and clarity of this volume, however, I'd recommend it to the job candidate who was only going to read one book.

Toth, Emily. *Ms. Mentor's Impeccable Advice for Women in Academia*. Philadelphia: U of Penn P, 1997.

While only one chapter deals explicitly with the job market, this is nonetheless an excellent general guide to issues commonly faced by both women and men in academe. Sadly, the usually pragmatic Ms. Mentor offers little advice to the junior faculty WPA, dismissing all administrative work as “Early Administrative Trap” (E.A.T.) and claiming “it eats you up.” While this observation might be true in some instances, as practical advice it is less than useful for those on the job market in composition and rhetoric.

Assistant Professor/ WPA Positions

Miller, Scott, Brenda Jo Brueggemann, Bennis Blue and Deneen Sheppard. "Present Perfect and Future Imperfect: Results of a National Survey of Graduate Students in Rhetoric and Composition Programs." *CCC* 48.3(1997): 392-409.

Miller et al. analyze the results of a nationwide survey of rhetoric and composition graduate students. Among the areas of concern that respondents identify are "dissatisfaction and ignorance [. . .] regarding professional issues, job market difficulties" and "the transition from graduate school to the professoriate" (397). The authors discuss the problematic nature of those programs that have not made "many concerted efforts to foster understanding about rhetoric and composition as a profession, as an institutional structure situated within other institutional structures" (398). Brueggemann and Miller later followed up on this study in a *CCC* Interchange, "The Job Market and Graduate Programs in Composition," which also included responses from Clyde Moneyhun and Raúl Sánchez. See *CCC* 50.1 (1998) 91-100.

Mountford, Roxanne. "From Labor Relations to Middle Management: Graduate Students in Writing Program Administration." *Rhetoric Review* 21.1 (2002):40-87.

For its accurate portrayal of the unexpected ideological and administrative crises that the new Assistant Professor WPA quickly encounters, Mountford's essay is required reading for graduate students considering applying for this sort of job.

Pinard, Mary. "Bliss and Anxiety in a WPA's First Year, or Appreciating the Plate Twirler's Art." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Portsmouth, NH: Boynton/Cook. 56-62

An analysis of the potential offered by the new WPA's first semester(s) on campus, Pinard argues that this "honeymoon period" period is useful for implementing change.

Rhodes, Keith. "Mothers, Tell Your Children Not To Do What I Have Done: The Sin and Misery of Entering the Profession as a Composition Coordinator." *Kitchen Cooks, Plate Twirlers and Troubadours: Writing Program Administrators Tell Their Stories*. Portsmouth, NH: Boynton/Cook. 86-94

Rhodes explains his reasons for accepting employment as an untenured WPA and examines the "sin and misery" of the first-year on the job. He then goes on to reflect upon ways in which to support junior faculty WPAs. Like Mountford, Rhodes offers an accurate depiction of the potential pitfalls of life as an Assistant Professor Administrator and thus is useful to those considering applying for these types of positions.

Writing Across the Curriculum

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning into the Classroom*. San Francisco: Jossey-Bass, 2001.

Aimed at an audience of professors from all disciplines, *Engaging Ideas* redresses myths, misconceptions, and hesitations about using writing in all college classrooms. Bean premises his book on the idea that writing constitutes the “most intensive and demanding tool” for teaching critical thinking (xiii). In addition to discussing the theories and debates of the writing across the curriculum movement, Bean provides guidance in formulating writing assignments (both formal and exploratory,) teaching critical thinking and active reading, promoting active learning during class time, and grading student work efficiently and effectively.

Farris, Christine, and Raymond Smith. “Writing-Intensive Courses: Tools for Curricular Change.” *Writing Across the Curriculum: A Guide to Developing Programs*. Ed. Susan H. McLeod and Margot Soven. Newbury Park: Sage Publications, 1992. 71—86.

Farris and Smith argue that the most lasting WAC programs are the ones that inspire curricular change, rather than act as writing “crisis management.” They detail the premises and definitions of writing-intensive courses. WAC specialists and programs, the authors assert, play very different roles in writing-intensive courses, depending on institutional context. Farris and Smith insist that the success of writing-intensive courses depends on faculty control. The authors list the incentives for developing these courses, such as stipends, teaching support, discipline-specific tutorial services, and reflection on teaching practice. Farris and Smith conclude that writing-intensive courses could provide fertile ground for WAC research.

Magnotto, Joyce Neff, and Barbara R. Stout. “Faculty Workshops.” *Writing Across the Curriculum: A Guide to Developing Programs*. Ed. Susan H. McLeod and Margot Soven. Newbury Park: Sage Publications, 1992. 32—46.

Magnotto and Stout argue that faculty workshops are critical to WAC programs. The authors suggest that, when planning workshops, WAC staff pay close attention to program goals, choose an enthusiastic planning group, analyze their target audience, brainstorm pertinent topics, enlist experienced and knowledgeable presenters, budget realistically and pursue funding vigorously, schedule judiciously, publicize workshops at least three times beforehand, and evaluate the workshops afterward as a planning tool for subsequent WAC efforts.

McLeod, Susan H. “Writing Across the Curriculum: An Introduction.” *Writing Across the Curriculum: A Guide to Developing Programs*. Ed. Susan H. McLeod and Margot Soven. Newbury Park: Sage Publications, 1992. 1—11.

McLeod elucidates two approaches to WAC: expressive (or cognitive,) and transactional (or rhetorical), which refer to writing to learn and writing to join a discourse community, respectively. The author insists that these two approaches are not mutually exclusive, and share many common assumptions. McLeod also details the possible components of a WAC program, such as faculty development, curricular development, and support system placement.

Mullin, Joan A. "Writing Centers and WAC." *WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs*. Ed. Susan H. McLeod, Eric Miraglia, Margot Soven, and Christopher Thaiss. Urbana: NCTE, 2001. 179—99.

Writing Centers and WAC both respond to the increasingly complex demands in contemporary education. The interwoven histories of both disciplines show their common theories and practices underlying Writing Centers and WAC. Two basic models of this relationship emerge: Writing Centers leading to the establishment of WAC, and WAC leading to the establishment of Writing Centers. Therefore, it's not surprising that rich partnerships exist between the two. The relationships with faculty change not only disciplinary curricula but Writing Center and WAC practices as well. Mullin argues that Writing Centers and WAC both help faculty explore how technology impacts the intellectual work in all the disciplines. Writing Centers can, in a variety of ways, assist WAC directors in developing effective tools for assessment. Writing Centers also serve as an extra effort for WAC programs to reach out to the community. Writing Centers and WAC both contribute to institutions' goals of retention and preparation of students for the challenges of the new millennium.

Soven, Margot. "Curriculum-Based Peer Tutors and WAC." *WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs*. Ed. Susan H. McLeod, Eric Miraglia, Margot Soven, and Christopher Thaiss. Urbana: NCTE, 2001. 200—32.

Soven argues that Curriculum-Based Peer Tutors (CBPTs), while not entirely new, are the new mainstay of WAC and one of the reasons to remain optimistic about the future of WAC. She analyzes the controversies over the roles of CBPTs and what services they should provide. Most CBPT programs, such as those at Western Washington State, Brigham Young, and LaSalle are based on the program initiated at Brown. The author offers suggestions on how to implement CBPT programs, and warns against the pitfalls of elitism, tutor burnout, and program stagnation. The author includes samples of program documents.

Townsend, Martha A. "Writing-Intensive Courses and WAC." *WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs*. Ed. Susan H. McLeod, Eric Miraglia, Margot Soven, and Christopher Thaiss. Urbana: NCTE, 2001. 233—58.

In this chapter, Townsend lists the common requirements for Writing-Intensive (WI) courses, presents the cases for and against WI labels and curricular requirements, and suggests factors which contribute to the success of WI courses. Townsend relates the story of the University of Missouri's WI course program to illustrate the challenges and successes of such efforts. Townsend believes WI courses will prove crucial to finding innovative ways to serve better students from varied language and cultural backgrounds and solve the difficult issues of assessment.

Walvoord, Barbara E. "Getting Started." *Writing Across the Curriculum: A Guide to Developing Programs*. Ed. Susan H. McLeod and Margot Soven. Newbury Park: Sage Publications, 1992. 12—31.

Walvoord structures her essay around frequently-asked questions about getting a WAC program started. All WAC programs, Walvoord argues, must be based on faculty dialogue. The author warns against approaching a WAC initiative using the training model, conversion model, or problem-solving model. Walvoord suggests a possible sequence of activities for beginning a WAC program. Potential problems that Walvoord points out include circulating a faculty-wide survey or questionnaire of teaching practices, producing a booklet of campus-wide standards for student papers, and instituting a writing exit exam as a graduation requirement. Walvoord suggests several options to find resources, including obtaining grants and collaborating with other schools. The author estimates that the cost of a WAC program centers on released time for its director and stipends for workshop leaders and participants. For directors reviving a WAC program, Walvoord suggests finding ways to integrate earlier WAC efforts into new ones.

Writing Centers

Barnett, Robert W., and Jacob S. Blumner, eds. *The Allyn and Bacon Guide to Writing Center Theory and Practice*. Boston: Allyn and Bacon, 2001.

Of particular interest to new APAs are Chapters 4 and 6 of this volume. Each chapter is comprised of several short essays by different authors. Chapter 4, "The Process of Tutoring: Connecting Theory and Practice," begins with Kenneth Bruffee's application of his models of thought and language to peer tutoring. Jeff Brooks then advocates for a minimalist approach to tutoring. After that, Linda K. Shamon and Deborah H. Burns urge readers to reconsider directive tutoring in the Writing Center. Irene L. Clark and Dave Healy then consider the ethics of non-interventionist tutoring. Next, Jean Kiedasch and Sue Dinitz juggle the merits, drawbacks, and realities of specialist writing tutors. Muriel Harris follows, asking educators to keep in mind that writing center tutorials and in-class peer work are not equivalent activities. Then, John Trimbur explores the conceptual inequalities in the terms "peer" and "tutor," and suggests ways for tutors to deal with the terms' dichotomy. Christina Murphy subsequently introduces psychoanalytic principles into writing center practice. Thomas Newkirk then contemplates the dramatic, agenda-setting first minutes of a writing conference. Kristin Walker offers three different ways of helping difficult clients find a balance between dependence and independence. Evelyn Posey concludes with ideas to provide ongoing training to writing center tutors.

In Chapter 6, "Writing Centers and Writing Across the Curriculum: A Symbiotic Relationship?", Ray Wallace, and subsequently Louise Z. Smith, argue that writing centers and WAC are an integral part of each other's work. Mark Waldo then contends that WAC programs should be housed in an independent writing center. Muriel Harris

follows with and insistence that WPAs carefully examine the institutional context when blending writing center and WAC work. Next, Michael Pemberton explores the efficacy of automatically pairing writing centers and WAC, particularly if a generalist-tutor approach is being used. Christina Murphy and John Law conclude with a look at the future of writing centers and WAC.

Assessment

Bleich, David. "Evaluating Teachers of Writing: Questions of Ideology." *Evaluating Teachers of Writing*. Ed. Christine A. Hult. Urbana: NCTE, 1994. 11—29.

Bleich analyzes the effect of reports like Ernest Boyer's *Scholarship Reconsidered* on teaching evaluation and assessment. He concludes that despite Boyer's call rethinking the criteria for scholarship, the report still reinforces an ideology of competitive individualism, a construct that often privileges the few and alienates the majority. Bleich explores portfolio evaluation as a strategy for undermining the ideologies of competition. Bleich points out that the academic emphasis on status acts as a gender-encoded means to keep teaching subsumed under research, and further devalues the teaching of writing specifically. The author concludes by questioning whether teaching requires evaluation, and calling for direct engagement with those who insist that it does. If evaluation is necessary, then methods such as portfolio evaluation could be useful, but only if it is accompanied by an interrogation of academic ideologies.

Huot, Brian, and Ellen Schendel. "A Working Methodology of Assessment for Writing Program Administrators." *Allyn and Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Longman, 2002. 207—77.

Huot and Schendel suggest that while the thought of assessment often makes WPAs cringe, assessment can be a positive force for writing programs. The authors first define the terms "reliability" and "validity" in relation to writing program assessment, then outline the methodologies and practices of the most common kinds of assessment that WPAs are most often assigned: placement testing, exit testing, and program assessments. Huot and Schendel end by urging WPAs to approach assessment with the same critical acumen as they would with any research and consult with experts to help with the design and implement assessments.

Jones, Jesse. "Evaluating College Teaching: An Overview." *Evaluating Teachers of Writing*. Ed. Christine A. Hult. Urbana: NCTE, 1994. 30—45.

Jones approaches teacher evaluation by interrogating several crucial issues, such as whether teaching should be evaluated at all, and if so, what purposes should govern it. Jones also questions what methodologies work best for evaluation. The author also suggests that the effectiveness of evaluation can often depend on the metaphors or language we choose to describe the process. Jones argues that the expanded definitions of

scholarship, the increasing use of teaching portfolios, and the rise of discipline-specific research on teaching and evaluation bode well for writing teachers.

Pula, Judith J., and Brian A. Huot. "A Model of Background Influences on Holistic Graders." *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*. Ed. Michael M. Williamson and Brian A. Huot. Cresskill: Hampton Press, 1993. 237—65.

Using the methods of think-aloud protocols, interviews, and concurrent reading protocols of holistic raters, Pula and Huot examine the influence of background, training, and experience on reading and rating in holistic scoring sessions. The researchers suggest that the raters use these factors to create an "extended discourse community" that results in effective and efficient holistic scoring sessions.

Royer, Daniel J., and Roger Gilles. "Placement Issues." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown and Theresa Enos. Mahwah: Lawrence Erlbaum, 2002. 263—274.

Royer and Gilles insist that any placement decisions must be made in light of each institution's needs. The authors suggest several questions to determine if placement is needed at all in a given institution, and what courses could be offered to best serve the students. Royer and Gilles outline the demands of validity and reliability in placement methods, and set forth options for placement. The authors conclude by stressing that all these decisions need to be made within the context of the institution at large, not just the English Department, because the scope and effect of writing programs tend to be university-wide.

Schwalm, David E. "Evaluating Adjunct Faculty." *Evaluating Teachers of Writing*. Ed. Christine A. Hult. Urbana: NCTE, 1994. 123—132.

Schwalm offers a procedure for developing an evaluation strategy for adjunct faculty in two steps. First, through a series of questions, WPAs develop an institutional profile detailing how the department utilizes adjuncts. Then Schwalm presents options for evaluation based on the purpose for evaluation, the focus of evaluation, models for evaluation, evaluation agents, and methods for evaluation. Schwalm concludes by applying this procedure to a large public university as an example.

Smith, William L. "Assessing the Reliability and Adequacy of Using Holistic Scoring of Essays as a College Composition Placement Technique." *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*. Ed. Michael M. Williamson and Brian A. Huot. Cresskill: Hampton Press, 1993. 142—205.

Smith uses data from the University of Pittsburgh's placement test to focus on two issues in direct assessment: rater reliability and the adequacy of placement decisions. Also treated are issues of the resolution of split decisions by raters and rater training. Smith's

analysis finds rater reliability quite high, even when raters disagree, and Smith suggests several ways to measure adequacy of placement. The author's research complicates notions of calibration or rater training in achieving reliability. Smith's preliminary analysis suggests that depending on the institutional context, the more-expensive method of direct assessment is still preferable to indirect assessment, due to the relevance of the decisions made from the testing.

Williamson, Michael M. "An Introduction to Holistic Scoring: The Social, Historical, and Theoretical Context for Writing Assessment." *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*. Ed. Michael M. Williamson and Brian A. Huot. Cresskill: Hampton Press, 1993. 1—43.

Williamson discusses the debates and theories on indirect and direct (in the form of holistic scoring) writing assessment. The author then traces the theoretical, methodological, and historical development of educational, psychological, and psychometric measurement, emphasizing the role of holistic writing assessment in those developments. The social functions of assessment, Williamson illustrates, reflect the changing demands of the American economy and society. The author concludes by sketching the unsolved problems in assessment research.

Yancey, Kathleen Blake. "Standards, Outcomes, and All That Jazz." *The Outcomes Book: Debate and Consensus after the WPA Outcomes Statement*. Ed. Susanmarie Harrington, Keith Rhodes, Ruth Overman Fischer, and Rita Malenczyk. Logan: Utah State UP, 2005. 18—23.

Yancey suggests that the inclination toward enforcing standards is a natural one, as they are seen as an indication of achievement or mastery. However, the definition, implementation, and effects of standards can vary widely. Thinking in terms of outcomes serves writing programs better, Yancey argues, because outcomes act as curricular frameworks, clarify program assessment goals, and allow for teacher creativity. Yancey concludes that thinking about outcomes leads to clearer and more effective curricula.

Basic Writing

McNenny, Gerri. "Writing Instruction and the Post-Remedial University: Setting the Scene for the Mainstreaming Debate in Basic Writing." *Mainstreaming Basic Writers: Politics and Pedagogies of Access*. Ed. Gerri McNenny with Sallyanne H. Fitzgerald. Mahwah: Lawrence Erlbaum, 2001. 1—15.

Writing professionals are increasingly faced with the option to mainstream basic writing students due to political developments across the country. Although many issues complicate decisions about mainstreaming, McNenny concentrates on two key concerns: the role of institutional testing/placement and the design of writing programs. McNenny believes that dire predictions about the future of basic writing can only be counteracted by theoretically reflective teacher/researchers.

Soliday, Mary. "Ideologies of Access and the Politics of Agency." *Mainstreaming Basic Writers: Politics and Pedagogies of Access*. Ed. Gerri McNenny with Sallyanne H. Fitzgerald. Mahwah: Lawrence Erlbaum, 2001. 55—72.

Soliday argues that the ongoing conflicts at the City University of New York (CUNY) over basic writing programs are representative of national debates, and are a denunciation of liberal programs to educate the urban working classes of the 1960s. The changing student body at CUNY revealed racially- and politically-coded attitudes toward remediation. Remediation also suffered from administrators' conflicting aims of admitting more students while trying to maintain academic standards. Neoliberals like James Traub equated issues of remediation to failures of social programs like welfare and affirmative action nationwide. The debates over remediation obscure the damaging effects of downsizing and privatization that has ravaged all the academic efforts of CUNY.

White, Edward M. "Revisiting the Importance of Placement and Basic Studies: Evidence of Success." *Mainstreaming Basic Writers: Politics and Pedagogies of Access*. Ed. Gerri McNenny with Sallyanne H. Fitzgerald. Mahwah: Lawrence Erlbaum, 2001. 19—28.

White details the attacks against placement tests and required freshman writing programs from both outside and inside the academy. However, a number of studies have emerged that show the value of placement and first-year writing programs. White highlights two studies in particular, the California State University studies and the New Jersey Basic Skills Council study, that show how helpful these programs are for basic writing students.

The Rhetorics, Politics, and Mathematics of Writing Program Administration

Anson, Chris A. "Figuring It Out: Writing Programs in the Context of University Budgets." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown and Theresa Enos. Mahwah: Lawrence Erlbaum, 2002. 233—252.

Many WPAs do not relish the thought of working with money. Anson suggests using a technique called mapping to begin developing and maintaining budgets. The author demonstrates the use of mapping by working through the budget of a fictional writing program, guiding readers through program expenses, income, budget management, potential problems, and annual changes. Anson goes on to show how to develop budgets as a persuasive tool in relating to university administrators.

Glau, Gregory. "Hard Work and Hard Data: Using Statistics to Help Your Program." *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*. Ed. Stuart C. Brown and Theresa Enos. Mahwah: Lawrence Erlbaum, 2002. 291—302.

WPAs are often bombarded with questions that require statistical information. Glau suggests using these opportunities as teaching moments and using the rhetorical analysis skills that WPAs already possess to capitalize on these moments for the program's benefit. Glau offers suggestions on where to find raw data and developing guiding questions to shape the presentation of the data in rhetorically-effective ways.

Kinkead, Joyce, and Jeanne Simpson. "The Administrative Audience: A Rhetorical Problem." *Allyn and Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Longman, 2002. 68—77.

Kinkead and Simpson insist that WPAs need to stop conceptualizing their programs as unquestionably good and use their rhetorical training to advocate more effectively for their programs. To do this, WPAs need to learn the culture and language (such as the terms FTE, productivity, mission statement, assessment, and accountability) to communicate with administrators. Kinkead and Simpson warn that documents such as proposals need to reflect the limited time, conflicting priorities, and political pressures administrators face. In fact, the preparation of these documents, the authors suggest, serve as a good opportunity to engage in collaborative problem-solving with writing program staff and excellent training for future WPAs. Kinkead and Simpson forward that since WPAs straddle the frontier between administrators and faculty, they are in a rhetorically crucial position to act as mediators and translators for their institutions.

Maid, Barry M. "Working Outside of English." *Allyn and Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Longman, 2002. 38—46.

Maid describes the galaxy of possible configurations for writing programs that exist outside of an English department. While the thought of administering a program independent of English may seem both terrifying and liberating, this article supplies crucial issues to consider in order to run these programs effectively. Maid argues that academic status issues (whether the program grants degrees, if those degrees are undergraduate or graduate,) staffing considerations, budget struggles, and curricular decisions all affect how an independent writing program operates.

White, Edward M. "The Rhetorical Problem of Program Evaluation and the WPA." *Resituating Writing: Constructing and Administering Writing Programs*. Ed. Joseph Janangelo and Kristine Hansen. Portsmouth: Boynton/Cook, 1995. 132—150.

An excellent starting point for new WPAs who are first considering assessment practices. White positions assessment as a rhetorical act by demonstrating the ways in which such data is employed in persuasive situations. He then goes on to describe the construction of an assessment cycle and a range of program evaluation models. This essay would be immediately useful in a broad range of institutional locales and easily accessible by WPAs from a diverse range of backgrounds.

_____. "Use It or Lose It: Power and the WPA." *Allyn & Bacon Sourcebook for Writing Program Administrators*. Ed. Irene Ward and William J. Carpenter. New York: Longman, 2002. 106—13.

White insists that WPAs have more power than they think, and have to be comfortable using it. The article identifies two categories of writing program enemies: those who seek to gain resources for their own programs, and those who scorn the process of teaching writing in the first place. White then itemizes the kinds of power the WPA can utilize: power over staff, power within the department, the power of rhetorical skill that comes with many WPAs' disciplinary training, and perhaps the most risky of all, the power to resign. While many WPAs might be uncomfortable with wielding power, White argues that they cannot do their jobs without being aware of power relationships.