Symposium
Writing Program Administration: A Queer Symposium

Analyzing Student Evaluations of Teaching: A Generic Prescription

Troublesome Knowledge: A Study of GTA Ambivalence with Genre-Informed Pedagogy

Challenging the Efficiency Model: Supporting Inclusive Pathways Toward Student Success

WPAs as University Learning Space Managers: Theorizing and Guiding the Creation of Effective Writing Classrooms

A Return to Portland: Making Work Visible through the Ecologies of Writing Program Administration
Council of Writing Program Administrators

Executive Board
Mark Blaauw-Hara, President ...................... North Central Michigan College
Paula Patch, Vice President .......................... Elon University
Dominic DelliCarpini, Past President ............ York College of Pennsylvania
Courtney Adams Wooten ............................. George Mason University
Beth Brunk-Chavez ................................... University of Texas, El Paso
Sheila Carter-Tod ..................................... Virginia Tech
Annie Del Principe ..................................... Kingsborough Community College
Genevieve Garcia de Müeller ....................... Syracuse University
Lilian Mina ............................................. Auburn University at Montgomery
Derek Mueller .......................................... Virginia Tech
Patti Poblete .......................................... Henderson State University

Ex Officio Members
Sherry Rankins-Robertson, Treasurer ........ University of Arkansas at Little Rock
Jennifer Clary-Lemon, Secretary ............... University of Waterloo
Shirley K Rose, Co-Director CES ................... Arizona State Univ.
Michael Pemberton, Co-Director, CES ............ Georgia Southern University
Lori Ostergaard, Editor, WPA ...................... Oakland University
Jim Nugent, Editor, WPA .......................... Oakland University
Jacob Babb, Editor, WPA .......................... Indiana University Southeast
Gabrielle Kelenyi, Vice Chair, WPA-GO ........ University of Wisconsin–Madison
Amanda Presswood, Chair, WPA-GO .............. Florida State University
Guide for Authors

WPA: Writing Program Administration publishes empirical and theoretical research on issues in writing program administration. We publish a wide range of research in various formats, research that not only helps both titled and untitled administrators of writing programs do their jobs, but also helps our discipline advance academically, institutionally, and nationally. Possible topics of interest include:

- writing faculty professional development
- writing program creation and design
- uses for national learning outcomes and statements that impact writing programs
- classroom research studies
- labor conditions: material, practical, fiscal
- WAC/WID/WC/CAC (or other sites of communication/writing in academic settings)
- writing centers and writing center studies
- teaching writing with electronic texts (multimodality) and teaching in digital spaces
- theory, practice, and philosophy of writing program administration
- outreach and advocacy
- curriculum development
- writing program assessment
- WPA history and historical work
- national and regional trends in education and their impact on WPA work
- issues of professional advancement and writing program administration
- diversity and WPA work
- writing programs in a variety of educational locations (SLACs, HBCUs, two-year colleges, Hispanic schools, non-traditional schools, dual credit or concurrent enrollment programs, prison writing programs)
- interdisciplinary work that informs WPA practices

This list is meant to be suggestive, not exhaustive. Contributions must be appropriate to the interests and concerns of the journal and its readership. The editors welcome empirical research (quantitative as well as qualitative), historical research, and theoretical, essayistic, and practical pieces.

Submission Guidelines

Please check the WPA website for complete submissions guidelines and to download the required coversheet. In general, submissions should:

- be a maximum 7,500 words;
- be styled according to either the MLA Handbook (8th edition) or the Publication Manual of the American Psychological Association (7th edition), as appropriate to the nature of your research;
- include an abstract (maximum 200 words);
• contain no identifying information;
• be submitted as a .doc or .docx format file; and
• use tables, notes, figures, and appendices sparingly and judiciously.
Submissions that do not follow these guidelines or that are missing the cover page will be returned to authors before review.

Reviews

*WPA: Writing Program Administration* publishes both review essays of multiple books and reviews of individual books related to writing programs and their administration. If you are interested in reviewing texts or recommending books for possible review, please contact the book review editor at wpabookreviews@gmail.com.

Announcements and Calls

Relevant announcements and calls for papers may be published as space permits. Announcements should not exceed 500 words, and calls for proposals or participation should not exceed 1,000 words. Submission deadlines in calls should be no sooner than January 1 for the fall issue and June 1 for the spring issue. Please email your calls and announcements to wpaeditors@gmail.com and include the text in both the body of the message and as a .doc or .docx attachment.

Correspondence

Correspondence relating to the journal, submissions, or editorial issues should be sent to wpaeditors@gmail.com.

Subscriptions

*WPA: Writing Program Administration* is published twice per year—fall and spring—by the Council of Writing Program Administrators. Members of the council receive a subscription to the journal and access to the *WPA* archives as part of their membership. Join the council at http://wpacouncil.org. Information about library subscriptions is available at http://wpacouncil.org/aws/CWPA/pt/sp/journal-subscriptions.
WPAs in Quarantine ................................................................. 7
Lori Ostergaard, Jacob Babb, and Jim Nugent

Symposium

Writing Program Administration: A Queer Symposium ..................... 11
William P. Banks, Michael J. Faris, Collie Fulford, Timothy Oleksiak, GPat Patterson, and Trixie G. Smith

Essays

Analyzing Student Evaluations of Teaching: A Generic Prescription .. 44
Alexis Teagarden and Michael Carlozzi

Troublesome Knowledge: A Study of GTA Ambivalence with Genre-Informed Pedagogy .................................................. 66
Aimee C. Mapes, Brad Jacobson, Rachel LaMance, and Stefan M. Vogel

Challenging the Efficiency Model: Supporting Inclusive Pathways Toward Student Success ................................................. 89
Cristine Busser

WPAs as University Learning Space Managers: Theorizing and Guiding the Creation of Effective Writing Classrooms .............. 109
Julia Voss

A Return to Portland: Making Work Visible through the Ecologies of Writing Program Administration .................................... 131
Leigh Graziano, Kay Halasek, Susan Miller-Cochran, Frank Napolitano, and Natalie Szymanski
Review Essay

Reaching (for) the Future: Writing Center Studies Expands ............ 152
Jackie Grutsch McKinney

Book Reviews

Composing Feminist Interventions: Activism, Engagement, Praxis ... 165
Kimberly A. Turner

Resilient, Proactive, and Visible: Lean Programmatic
Development and Better Writing Programs .............................. 172
Amelia Chesley