

From the Editors: Gratitude, Greetings, and Gatherings

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Our editorial board serves many purposes. We rely on them as advisors to us as editors. On occasion, we ask them to mentor writers to get their manuscripts ready for review. For previous editorial teams, the editorial board helped make tough decisions. We would like to thank those members who moved off the editorial board July 1, 2023: **Chen Chen** (2020-2023), **Casie Fedukovich** (2013-2023), and **Amy Ferdinandt Stolley** (2013-2023). In our attempts to continue to be more inclusive and represent diversity in many different ways, we welcome three new members to the board. **Wonderful Faison** is the director of the writing center at Jackson State University. Her research interests are in writing center administration and anti-racist writing program administration. **Erin Lehman** is associate professor of English at Ivy Tech Community College and faculty lead for Arts, Sciences, and Education for Ivy Tech Community College, IvyOnline/Systems Office. Her areas of expertise are two-year college issues within WPA work and online course design. **Amy Vidali** is chair of the Writing Program at the University of California, Santa Cruz. Her research areas are WPA work and disability studies. Please watch our social media accounts for features of our editorial board members, their picks for favorite *WPA: Writing Program Administration* articles from the archives, and WPA hacks.

IN THIS ISSUE

Everything Is Praxis

We're thrilled to continue our "Everything is Praxis" article category in this issue. We begin with a contribution from Anuj Gupta, Gail Shuck, and Christine Tardy. "Using Case Studies for Training WPAs in SLW Issues: A Dialogic Exploration" provides readers with a sample case study that Gupta developed to help future WPAs assist second-language writers while also navigating the expectations of university administrators. The authors provide contextual framing for the case study as well as materials that readers can use in graduate courses in their own programs. Case study materials include model responses from Shuck and Tardy to a hypothetical (but very realistic) scenario involving two seemingly incompatible demands placed on a WPA: a petition from students calling for an end to writing teachers' practice of using grammar as a grading criteria because that practice

unfairly disadvantages students from diverse linguistic backgrounds; and emails from upper administrators expressing grave concern about the petition in light of expectations for “standard English” use in the global economy. While the case study is presented as an activity for use in a graduate course context, we believe that the background information and the sage advice that Shuck and Tardy have crafted in responses to the scenario will be valuable to all WPAs.

The second “Everything is Praxis” piece is Heather N. Hill’s “Moving Away from ACT for Placement: A Three-Year Journey to Implementing Directed Self-Placement.” In the article, Hill guides us through her program’s journey as they dealt with a challenge faced by many of us as more and more institutions make standardized tests like the SAT and ACT optional for admissions. When those scores—long used to place students into seemingly appropriate introductory writing courses—are not available, what metric should then be used? As Hill acknowledges, standardized tests have always been an imperfect measure, but other pressures as well as institutional inertia have often kept them in place as “good enough.” By guiding us through the process of pivoting to directed self-placement, Hill grants us a deep look at the assumptions being challenged and the iterations played through in their program reform. This article provides a clear guide for the steps to take when developing and implementing directed self-placement for a writing program with, perhaps most valuably, frank identification and discussion of mistakes made along the way, particularly when accompanied by the specter of scheduling efficiency.

Essays

In Reno this past July, the Council of Writing Program Administrators held its annual conference, once again face-to-face! As part of the theme, “Social Justice WPAing: Talking the Talk AND Walking the Walk,” Dominic DelliCarpini shared a keynote, “Students’ Right to Their Own Language: The Gordian Knot of Social Justice for Writing Program Administration.” In this written version of DelliCarpini’s talk, we’re treated to a historical view of the delicate and sometimes hesitant ways WPAs have woven concerns about social justice into the work they have done. DelliCarpini suggests that acting on behalf of justice, however, should be done with more vigor: “The things we do aren’t just professional acts. They are social acts” (44). While he doesn’t go so far as to discuss CWPA’s recent history, we should take his narrative as an exhortation: The ways we address our past and present, the ways in which we choose to acknowledge (or not) the wrongs we have done, aren’t just empty rhetoric. DelliCarpini provides us

with a long view of concerns while hinting at the needs of the present, but the conversation is urgent and must continue—we hope you'll join in this conversation as we move forward.

In “Exclusive of Ourselves: Private Multilingualisms in the Writing Center,” Lizzie Hutton shares information collected from a mixed-methods study of undergraduate and graduate consultants in an English-dominant writing center. After reporting on survey data and information gathered through interviews of both undergraduate and graduate writing center consultants, Hutton asks writing center directors, and WPAs in general, to challenge standard language ideologies and to question assumptions about monolingualism among writing center consultants and students. Informing her findings on “multilinguistic conceptions and identities,” Hutton works with research on multilingualism and language differences.

As her title suggests, in “Where Have You Been? Where Are You Going? Reconsidering Literacy Narratives in the Context of Neuroscience Research,” Irene Clark articulates the value of literacy narrative assignments in composition courses by connecting the recollective and reflective aspects of such assignments to the furtherance of neuroplasticity, an essential biocognitive component of critical thinking that also enables writers to recognize and challenge linguistic injustice. Clark provides us with neuroscientific research that reinforces current calls from scholars in writing studies to explore and teach diverse personal stories because of their capacity to promote empathy and deepen understanding.

As first-year writing courses have included more and more multimodal composing, Ryan P. Shepherd, Rachael A. Ryerson, and Courtney A. Mauck reminds us in “Scariest Than It Seems: Multimodal Composition in GTA Training” that little research exists on training teachers to teach multimodal assignments. Shepherd, Ryerson, and Mauck share information collected from interviews with eight new graduate teaching assistants before they taught, while they taught, and reflecting after they taught multimodal assignments and offer us suggestions to help teachers new to teaching multimodal assignments.

Reviews

The issue concludes with two book reviews. First, Lauren Fusilier highlights the practical applications for WPAs included in Staci Perryman-Clark's *The New Work of Writing Across the Curriculum: Diversity and Inclusion, Collaborative Partnerships, and Faculty Development* (2023). Fusilier's review provides a helpful overview of the book while emphasizing the particular ways WPAs might use or adapt Perryman-Clark's recommendations for

collaboration between writing across the curriculum and centers for faculty development, particularly for the purpose of enriching diversity, equity, and inclusion goals on college campuses. Fusilier recommends that WPAs interested in exploring such collaborations and initiatives use *The New Work of Writing Across the Curriculum* as a resource for enacting positive and meaningful change.

Finally, Skyler Meeks's review of *Radiant Figures: Visual Rhetorics in Everyday Administrative Contexts*, edited by Rachel Gramer, Logan Bearden, and Derek Mueller, focuses on both the content and unique organization of the text, published by Computers and Composition Digital Press in 2021. Meeks underscores the book's central argument that WPAs can, might, and do employ visual rhetoric as an administrative strategy by providing useful examples from a variety of the book's chapters, which demonstrate visual administration from programmatic marketing campaigns to assessment and beyond. He also highlights the editors' recommendations for reading the text, which provide several different approaches with which WPAs might take on the book's content depending on their own goals for using visual rhetoric. Meeks's review of *Radiant Figures* presents a productive introduction to the book for WPAs looking to learn more about the role of visual rhetoric in writing program administration.

CONCLUSION: TO FUTURE GENERATIVE GATHERINGS

Conferences, both in person and virtual, regional and national, are chances to reconnect and inspire each other. And as many of us face, almost unbelievably, the end of another academic year, we might also consider what insights the year's challenges have brought to us, and what wisdom we might share with our fellow WPAs. We look forward to gathering with and learning from many of you in Spokane at the CCCC meeting. Too, we are excited about the innovative ideas that emerge from this coming summer's regional WPA conferences. More information about these regional events will be available on the CWPA website soon, if it is not already there by the time this issue goes to print. Be sure to check out what meetings will be held in your area of the country. If you attend a gathering, please consider sharing some of the knowledge that you gain from the event by submitting a full-length article or an "Everything is Paxis" piece to the journal!

We know that travel, even for one-day gatherings in your region, is a cost many cannot take on now, particularly in light of limited (or non-existent) travel budgets. We hope those of you who cannot attend an in-person event will take the opportunity to share your wisdom and learn from others through our various social media initiatives, including Throwback

Thursdays (in which members of our Editorial Board share their favorite past articles from the journal archives), Editorial Board Highlights (which provide glimpses into the professional and personal lives of our Editorial Board members), and Conversation Starters (brief videos that feature WPAs discussing pressing issues facing the field right now and which invite conversation and insight-sharing through comments and replies). Please reach out to us if you have an important Conversation Starter you want highlighted on our social media: we are happy to create a virtual gathering place to talk through ideas.

