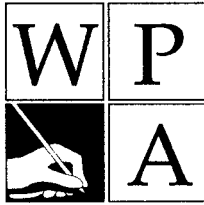




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**Special Issue: Black Lives Matter and Anti-Racist
Projects in Writing Program Administration**



Writing Program Administration

Journal of the
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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;

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- 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

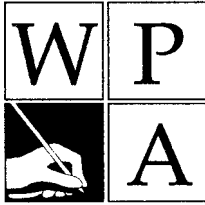
Relevant announcements and calls for papers may be published as space permits. Announcements should not exceed 500 words, and calls for proposals or participation should not exceed 1,000 words. Submission deadlines in calls should be no sooner than January 1 for the fall issue and June 1 for the spring 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.

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I am a cisgender, able-bodied African American associate professor. After previously being a WPA at a large R1 PWI, I am currently transiting into a WPA position at a small PWI liberal arts college. I am keenly aware of my positionality as an African American female, and thus continually teach and conduct research as a means of social, racial and intellectual disruption.

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I am an Asian Islander immigrant who has lived and experienced education systems across Asia, Australia, and North America, non-native English speaker, contingent faculty at a doctoral research institution in the US South, doing various institutional and organizational administration, research, service, and teaching.

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*I am cis-gender, Black, feminist, first generation college graduate, who
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I am a white man, with tenure at a Minority Serving Institution. I have served in the role of WPA for first-year writing for five years.

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Our team includes students, writing tutors, alum, and a writing program administrator who come to this work from a range of positions, including Black, Afro-Caribbean, Asian, Asian American, Arab American, Jewish American, and white and share a commitment to community engagement, antiracism, and language justice.

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I am a Black, cis gender, queer assistant professor of rhetoric and composition, and the first-year writing director at a four-year doctoral granting metropolitan institution in the south.

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I am a white, queer, disabled woman working as a writing program administrator and classroom faculty on the tenure track at an historically Black university where the students are predominantly Black.

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I am Filipina Canadian, currently acting as a WPA and professor at a public liberal arts institution that serves a large number of first-generation students. I come from an immigrant community and a fundamentalist culture and some days none of these things seem to construct me, but some days they really, really do.

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Carmen Kynard

I am a cisgender, able-bodied Black Feminist educator, agitator, and dreamer who currently lives and works as a professor, former WPA, and descendent of Enslaved Africans on the lands of the Wichita and Affiliated Tribes.

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