

Edited Collection · Call for Papers

Toward More Sustainable Metaphors of Writing Program Administration

Metaphors of writing program administration feature a single person juggling, shepherding, plate-twirling, firefighting, or otherwise taking sole responsibility for negotiating among different stakeholders' urgent, often contradictory demands (e.g., George, 1999). Not only is this work exhausting and unsustainable (Hesse, 2013), it evinces a managerial ethos (Strickland, 2011) at cross-purposes with our field's commitment to resisting manufactured crises of literacy, funding, and values that underpin systemic inequity in higher education (Scott & Welch, 2016).

This collection builds on conversations about metaphors of writing program administration at the CWPA Workshop and responds to Scott and Welch's warnings about austerity during the CWPA 2017 plenary address. Our metaphors disclose our values to ourselves and others, yet too often those values are not our own. Following an ecological approach to writing program administration (Reiff, Bawarshi, Ballif, & Weisser, 2015), this collection asks: What if we replace these managerial metaphors with sustainable metaphors drawn from more humane, non-exploitative sources? What new ways of being, doing, making, and thinking are made available by sustainable metaphors? How can these metaphors assert humane values like social and ecological justice or support decolonial and antiracist methods for placement, assessment, etc.? Finally, how can sustainable metaphors of writing program administration sustain WPAs in their daily work?

We seek to spotlight scholarship focused on sustainable metaphors that counteract the current emphasis on depleting management models circumscribed by inhumane neoliberal politics. We are especially interested in contributions that address these questions that we think of as starting points for bigger conversations:

- How do metaphors drawn from more sustainable sources help WPAs speak and act in more sustainable, humane ways?
- What do more sustainable metaphors disclose about labor in writing programs administration?
- What institutional, programmatic, or professional conditions shape the metaphors we use to describe WPA work? How does a WPA change these metaphors?
- How do more sustainable metaphors resist managerial and/or neoliberal logics, politics, and practices in their discursive and material manifestations?
- How can these metaphors assert humane values like social and ecological justice or support decolonial and antiracist methods for placement, assessment, etc.?
- How does a reorientation toward more sustainable metaphors affect students and other stakeholders who are vulnerable to exploitative institutions and surveillance systems?
- What does success or failure to speak and enact more sustainable metaphors look like?
- What hinders or facilitates forming these enabling metaphors?
- How does adopting a new sustainable metaphor affect the WPA(s) and instructors' morale? How does this reflect on teaching and learning in the writing classroom?
- What connections can a WPA develop between a sustainable and humane metaphors and the program data they have to mine and process to support their work and argument?
- How can more sustainable metaphors factor in the hiring, professional development, mentoring, and assessment decisions a WPA makes?

We are interested in proposals from WPAs at various stages in their academic and WPA careers who may have developed different metaphors about their work over the years, or have experienced the influence of certain metaphors on their own work as well as their programs. We would also like to hear the perspective of writing instructors working at the frontline and experiencing the varied weight of these WPA metaphors firsthand. Proposals from WPAs and faculty working in diverse contexts are encouraged: large or small two and four-year colleges. Putting multiple perspectives in conversation will inspire many in the field to reconsider their WPA work and the metaphors shaping it.

We seek proposals that will put these questions and others in a broad conversation of WPA work at various institutions. Towards that end, we welcome proposals that utilize a wide range of research methods—(auto)ethnography, narrative, case-study, philosophical, empirical—that engage with more sustainable metaphors drawn from humane, non-exploitative sources.

TIMELINE

Proposals due	September 7, 2018	Reviews returned to authors	May 17, 2019
Response to authors	October 26, 2018	Revised manuscripts due	July 12, 2019
Drafts due	March 29, 2019	Final revisions due	August 16, 2019

SUBMISSION INFORMATION

Email 500 word proposals to Lydia Wilkes (lydiacwilkes@gmail.com), Lilian Mina (lilian.mina@gmail.com), or Patti Poblete (patti.poblete@gmail.com) by **September 7, 2018**. Authors of accepted proposals will be notified by October 26, 2018.

ABOUT THE EDITORS

Lydia Wilkes is an Assistant Professor of English and the Director of Composition at Idaho State University in Pocatello, ID, where she teaches graduate, upper-division and FYW courses. Wilkes researches contemporary war and systemic inequities that can be addressed with more sustainable approaches to living together with all of our relations. She has published about student-veterans on campus in the *Journal of Veterans Studies* and *Composition Forum*.

Lilian Mina is Assistant Professor and the Director of Composition at Auburn University at Montgomery where she teaches graduate and upper-level and FYC courses. Mina researches digital writing with special emphasis on multimodality and social media, and multilingual composition, particularly the position of multilinguals in the writing classroom. She's also interested in professional development of writing faculty and professionalizing graduate students. She has published in prestigious peer-reviewed journals and edited collections.

Patti Poblete is an Assistant Professor of English and the Writing Program Administrator at Henderson State University in Arkadelphia, AR, where she teaches FYW and upper-division writing courses. Her research investigates the intersections between and juxtapositions of composition pedagogy, public rhetorics, and rhetorical know-how. Her examinations of WPA frameworks, writing center pedagogy, and rhetorical praxis have been found in *Composition Forum*, *WPA: Writing Program Administration*, and, inexorably, on Twitter.