

Artificial Intelligence and Writing Program Administration: Sustainable Approaches to a Rapidly Changing Future

Editors:

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Overview:

We are soliciting 500-word chapter proposals for a first-of-its-kind anthology exploring the impact of generative artificial intelligence (GAI) on WPA work.

The sudden proliferation of generative AI (GAI) tools like ChatGPT has forced college faculty, staff, and administrations to reconsider nearly every aspect of their curricula, particularly with regards to student writing. Given their position at the nexus of writing and pedagogy, Writing Program Administrators often find themselves—or seek to position themselves—in the middle of these discussion, and thus have to navigate institutional relationships between faculty, staff, students, and administration while seeking to influence institutional policies, support faculty with widely differing views on this new technology, and attend to students' needs and perspectives. Adding an additional layer of complication is the unprecedented speed at which AI technology continues to develop, seemingly making today's responses outdated by tomorrow morning.

This anthology will explore the ways that WPAs in a variety of positions and at a variety of institutions have redefined their roles in response to GAI. Though the individual essays will be rooted in discussions, policies, and pedagogical approaches the authors have already developed, the focus of the anthology will be forward-looking. In particular, we will explore ways that the skills and values at the heart of higher education and composition studies can lead WPAs and their institutions to *coherent, sustainable, and equitable* responses to GAI. We therefore particularly seek essays that engage the broader issues that generative GAI technology raises, such as educational equity, content bias, and questions of originality and authorship, and that look past the present moment to imagine long-term practices or strategies.

To include as many voices as possible, we encourage co-authored pieces, especially pieces that represent similar WPA roles (WAC, writing centers, FYS/FYC programs) at different types of institutions (R1s, SLACs, 2-year colleges, tribal colleges, HBCUs, etc.). Potential contributors might seek interested counterparts via the WPA-L listserv or similar channels.

Deadline: October 21, 2024

Key Questions:

Potential contributors are welcome to propose essays on anything related to GAI and WPA work. However, we're particularly interested in essays that address one or more of these questions:

- How do we assess our own role as WPAs in relation to generative AI: how do we know what work we should be doing, and how do we do it sustainably when the technology and the theories and strategies for using AI change so rapidly?
- What does an effective institutional response to AI look like, and how do we know when we have it?
- How do we get faculty at different levels to discuss AI productively?
- How do institutions with limited resources and/or students with limited resources respond to and engage GAI technologies and conversations?
- How might concerns about AI incentivize faculty to try different pedagogies, such as metacognitive writing, in-class writing, process writing, and oral presentations?
- How can existing models and practices in WPA work, including those most concerned with inclusion, accessibility, and belonging (UDL, TILT, etc.), help us respond to GAI?
- How can we introduce and sustain conversations and community around AI and writing at our institutions?
- What are the potential uses for AI in the writing curriculum, and what proposed uses are unhelpful or actively damaging?
- Can we identify places and pedagogies in which AI simply does not belong, and how can we *disentangle* our work from seeming imperatives about adopting new technologies?
- How can we simultaneously meet the demand to teach students “AI literacy” and engage larger ethical and moral questions this technology raises?
- How can the ethical and moral questions about AI be used to reopen conversations about the meaning and purpose of education itself?

- What student populations are ill-served by AI, and how do we include them? How can we help make such issues more visible to other institutional actors?
- Given that AI isn't going anywhere, what does the future of WPA work look like?

Format:

Proposals should be roughly 400-500 words in length and should address the overall argument of the chapter, plus the author or authors' relevant experience to date. We will consider pieces that will focus on works in progress (i.e. policies, workshops, or processes that are just beginning), provided that the timeline will allow for the author(s) to make some meaningful conclusions about their work in time for the anthology to go to press.

Please submit current CVs for all co-authors along with your proposal.

Timeline:

This anthology is not yet under contract, but a press has expressed interest, and we're hoping to have a fully completed manuscript by summer of 2025.

- October 21, 2024: Deadline for proposals—**EXTENDED to November 4, 2024 to accommodate those affected by hurricanes**
- November 2024: Full slate of contributors confirmed
- March 1 2025: Complete drafts of all submissions due
- April 2025: Drafts returned with comments
- June 2025: Revised manuscript submitted to press

Contact:

Please submit inquiries or proposals to George Cusack (gcusack@carleton.edu).