

Writing Program Administration and Servingness at Hispanic-Serving Institutions: Testimonios, Practices, and Theories

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Writing Program Administrators (WPAs), including directors of writing across the curriculum, integrated reading and writing, writing centers, first-year composition, and other writing program or literacy coordinators, at Hispanic-Serving Institutions (HSIs) must navigate a complex landscape of political and institutional constraints. These include changes in state and federal policies, limited funding structures tied to enrollment, and labor inequities. Such constraints often shape, and at times limit, the possibilities for transformative work. Yet, within these tensions, WPAs continue to develop innovative strategies that balance institutional demands with commitments to access, justice, and student success. Nevertheless, student success can often be defined by our institutions in different ways especially when only linked to enrollment and graduation outcomes. However, as scholars in higher education studies and writing studies point out (Garcia, Núñez, and Sansone, 2019; Baca, Hinojosa, and Wolff Murphy, 2019; Enríquez-Loya and Leon, 2017), just because an HSI is designated as such does not mean that institutions and, by extension, writing programs are serving students. This edited collection examines writing program administration at HSIs and questions of servingness – a concept that Gina Ann Garcia, Anne-Marie Núñez, and Vanessa Sansone (2019) argue is “a multidimensional and conceptual way to understand what it means to move from simply enrolling Latinx students to actually serving them” (p. 1).

To interrogate questions of servingness requires what Gina Ann Garcia (2023) describes as “freedom dreaming about HSIs,” a utopian vision that is organizational, programmatic, and one that does not yet exist. Garcia describes the work of transforming HSIs as “no easy feat, and we may never see it in our lifetimes, but we must try anyway” (p. 9). Writing program administrators, we argue, are implicated within Garcia’s call especially since they are positioned within a programmatic praxis of writing. They are positioned to shape policies and practices related to student writing, communication, and languaging often in institutional settings that by default have been built against minoritized students even within an institutional commitment to servingness. Additionally, WPAs might be involved in crucial decisions related to placement, faculty development and promotion, Graduate Teaching Assistant (GTA) training, writing center tutor training, hiring practices, and/or programmatic assessment, among other activities. As a result, there is a need to listen to the experiences of

students, teachers, and administrators regarding the questions and tensions of servingness within writing programs at HSIs.

We seek proposals from authors who engage with these questions and tensions, and who consider how WPAs might enact or reimagine servingness within the context of HSIs and emerging HSIs. We also welcome proposals that offer both practical insights and theoretical contributions to WPA scholarship, particularly those that foreground asset-based and culturally sustaining approaches (Yosso, 2005; Ladson-Billings, 2014, Paris and Alim, 2014). Contributors may explore programmatic innovations, administrative strategies, classroom practices, or institutional collaborations that advance servingness in meaningful ways. Additionally, we invite testimonios related to programmatic issues or topics of writing at HSIs through the lived experiences and identities of Latinx students, teachers, and administrators. We believe that engaging practical and theoretical orientations of writing program administration and “freedom dreaming about HSIs” (Garcia, 2023) also requires the sharing of testimonios (Cantú and Perez, 2022), histories, and memories.

We invite contributors from all institutional types, including two-year colleges, R2, regional comprehensive universities, faith-based universities, among others to consider the following questions in their proposals:

- What does it mean to be a WPA at an HSI?
- How does your institution’s designation as an HSI shape the mission, values, and practices of your writing program?
- How are writing programs at HSIs actually serving or understanding “servingness”?
- What key scholarship or critical frameworks have guided your work in instituting servingness in your writing program?
- What might a culturally sustaining writing program administration framework or orientation look like for HSIs across the United States? Proposals from Puerto Rico are especially welcomed.
- What future directions do you see as critical for the next generation of WPAs at HSIs?
- How do you direct a writing program at a HSI in an anti-DEI climate?
- What does it mean to direct a writing program that is impacted and/or shaped by lived knowledges and experiences related to borders and bordered communities?
- What are the challenges facing students in writing programs at HSIs? How are WPAs in unique positions to respond and support students?

- How does your graduate curriculum prepare students to teach effectively at a HSI?

With a focus on writing program administration at HSIs, this CFP is inspired by previous edited collections on the teaching of writing at HSIs (Baca, Hinojosa, and Wolff Murphy, 2019; Kirklighter, Cardenas, and Wolff Murphy, 2007). Ultimately, we hope to showcase how WPAs at HSIs enact dreamwork in their daily practices--negotiating constraints while imagining and building more equitable futures for the students they serve.

Submission & Timeline

Please submit a 300-400 word proposal to **writingprograms.hsi@gmail.com** by **November 1st**. Any human-subject research must include IRB approval and documentation.

- Proposals due: November 1, 2026
- Notifications sent: December 1, 2026
- Initial draft due: April 1, 2027
- Editor feedback: July 2027
- Revisions due: October 2027
- Full manuscript to press: December 2027