

Introduction to Volume 20, Issue 1/2

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It has been a busy year for the journal, with nearly two dozen submissions since publication of our last issue. Even as the first issue for 2023 arrives quite late in the year, our special issue on ePortfolios across the curriculum is due out in the coming weeks. Additionally, we are already shaping the contours for the first issue in 2024 and making progress on a special issue due out later next year.

It is also an exciting time for *ATD*. We are participating in the New Scholars Fellowship program sponsored by the WAC Clearinghouse. We are pleased to share news that Hannah Locher, Ph.D. student in Writing, Rhetoric, and Literacies in the Department of English at The Ohio State University, joins *ATD* for a year as Susan H. McLeod New Scholar Fellow. Chosen from a sizable pool of highly qualified applicants, Hannah is working with us—principally with Julia Voss, associate editor, right now—on a project that we expect will help us better attend to matters of inclusion, linguistic justice, and multilingualism in *ATD*'s style guide, instructions to authors and reviewers, and review process. With Hannah's input and hard work helping us move *ATD* forward in these areas, we anticipate having more news to report in 2024. Emily Hedegard, an English and communications double major and writing minor at the University of New England, continues as our *ATD* undergraduate intern.

On the topic of recognizing the work that goes into *ATD*, I really need to acknowledge the key role of our reviewers in the process. I continue to be amazed by the quality and thoughtfulness of *ATD*'s peer reviewers. We are a journal in writing studies, and the feedback our authors receive is undeniably written by scholars who teach writing and recognize the value of formative feedback. In every letter from a reviewer to an author, I can readily identify concrete, specific suggestions intended to strengthen a project and its presentation in writing. As editor, I have the twin privileges of watching a manuscript develop and improve over multiple versions and working in the spaces between authors and reviewers, typically through multiple rounds of review. It is clear to me that our authors recognize the care and attention that our reviewers bring to their manuscripts, even when we decline to publish a submission. As always, we are open to growing our list of readers by adding newer and established scholars willing to join us in this work. Reach out directly to us if you think you would be a good candidate for the role.

This issue of *ATD* features three research studies and a book review. No single thread ties the articles together, but they do share a likely relevance for readers responsible for faculty development in WAC/WID contexts. One article focuses on content-specialist STEM writing fellows' views of writing. Another explores the language that students and faculty alike use when describing reading practices. And the last article reports findings from a study of faculty views on linguistic diversity, both in class and in student writing. Lastly, Karen Starkowski reviews *The Writing Studio Sampler: Stories about Change*, edited by Mark Sutton and Sally Chandler and published in 2018.

Our first article, "Undergraduate Writing Fellow Conceptions of Writing-to-Learn and Quality of Writing," will be of particular interest to readers involved in WAC/WID programs or writing centers, as well as to faculty teaching in STEM fields. In a study of the University of Michigan's MWrite

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program, Solaire A. Finkenstaedt-Quinn, Jennifer A. Schmidt-McCormack, Field M. Watts, Anne Ruggles Gere, and Ginger V. Shultz report on the ways that fellows who support writing development in STEM courses come to understand their work. The MWrite writing fellows are content specialists who offer guidance in writing-to-learn (WTL) assignments. Their familiarity with course content positions them to focus more on content than on mechanics in supporting students with WTL activities. Finkenstaedt-Quinn et al. find that writing fellows come to internalize the pedagogies they learn in their training, pointing to the value of a coherent writing fellow development program. Additionally, the authors report that writing fellows carry into their work some ideas about good writing drawn from their own experiences with writing. As I reflect on these results, I cannot help but notice that writing fellows—at least those in the MWrite program—are perhaps not all that different from disciplinary faculty who come through a WAC/WID professional development in the sense that prior writing experiences often contribute to their approaches following a WAC seminar or workshop. Megan Callow and Julie Dykema (2022) explored some of these very themes in a study published in *ATD* just last year.

With First Year Seminars taught by faculty across the academic disciplines now a well-established model at many colleges and universities, our second contribution will surely be directly (or indirectly) valuable to *ATD* readers, particularly those who are also interested in matters of reading in undergraduate courses. In “Seeing Reading: Faculty and Students in First-Year Experience Courses Visualize Their Reading Experiences,” Ann C. Dean examines the ways that students and faculty at a mid-sized, public university discuss reading. Dean finds that both groups use visual images and metaphors in describing their experiences with and approaches to reading. She identifies two distinct ways that her research subjects in the context of First Year Seminar (FYS) classes seem to describe reading. In the first category, readers outside texts, the reading is an object to which one might refer or upon which one might act. The reader manipulates the text or refers to it. The second category, readers inside texts, includes images that describe what happens at the nexus of reader and text. Inside texts, a reader might act on the text by doing something with it. Conversely, something might happen in the text or affect the reader. Dean’s framework makes an important contribution to the teaching of reading by offering language for instructors to help students become more aware of their reading practices. Her article, also offers specific activities and assignments that faculty in FYS courses might use to aid active reading, comprehension, and meta-awareness. Many of these suggestions would also work in the first-year writing classroom or in other lower-level courses associated with a WAC program.

Many readers of *ATD* will want to read the third article in this issue, “A Dual Mission: Antiracist Writing Instruction and Instructor Attitudes about Student Language,” an important study that takes up an issue that the field of writing studies has confronted since at least the CCCC’s 1974 Statement, “[Students’ Right to their Own Language](#).” Through surveys and interviews with faculty and graduate students who teach writing intensive courses in the humanities, sciences, and social sciences, Adrienne Jankins, Clay Walker, Linda Jimenez, Mariel Krupansky, Anna E. Lindner, Anita Mixon, and Nicole Guinot Varty drill into instructors’ linguistic practices, their acceptance of their students’ linguistic practices, and their priorities in describing good student writing and poor student writing. They find considerable acceptance of what they call non-standard English (NSE) in class discussion, with seeking to cultivate a welcoming environment for discussion, engagement, and exploration. With writing, though, faculty attitudes shift to more of an emphasis on what the authors term academic English (AE). While at least some faculty are uncomfortable with this shift, they see it as important if they are to prepare students for success in a world that values AE. As Jankins, et al. put it, “Writing intensive instructors want to value non-standard forms, but they can’t stop valuing the standard forms” (p. 57). Although the authors do not describe a faculty development initiative that

might follow from their study, WAC directors will be interested in considering how their findings might be a starting point for WAC faculty development.

Our “ePortfolios in the Disciplines” special issue, guest edited by Chris Basgier, Helen Chen, and Amy Cicchino will be out soon. Conceived and edited by a team that includes leaders in WAC/WID and ePortfolios, we anticipate the contributions will help two [AAC&U high-impact practices](#) together and stimulate further inquiry and innovation. Looking out to late next year, our special issue “Confluences of Writing Studies and the History of the English Language” also promises to bring two scholarly communities with significant overlapping interests into conversation. As always, we welcome submissions of original manuscripts for review and possible publication in an open issue, as well as inquiries or proposals for special issues. We would be especially interested in proposals that explore pandemic or post-pandemic WAC/WID, that pick up some of the important themes explored by Jankins et al. in their contribution to this issue, or WAC and generative AI.

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