

CHAPTER 6.

FURTHERING WAC INFLUENCE THROUGH STRATEGIC PARTNERSHIPS

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Florida International University (FIU) is the nation's largest Hispanic-serving institution (HSI), located across two Miami campuses and serving approximately 58,000 students. It is also a relatively young institution—first welcoming students in 1972—with a dynamic, entrepreneurial culture and a national/international identity still in formation. The WAC program at FIU began as a provost's initiative in response to results from the National Survey of Student Engagement (NSSE) that indicated our students were not writing or revising as much as students in our peer institutions. In summer 2011, the vice provost formed a writing task force committee after the NSSE survey revealed that FIU students reported doing very little writing in their upper-division, major courses. One of the first actions of the task force was to consult with two nationally known WAC consultants—with one visiting campus twice to consult with stakeholders, including the provost, deans, and the task force and another hosting task force representatives at their home institution.¹ FIU's WAC program formally launched in 2012 with the goal of improving the institutional writing culture.

FIU's WAC program is a free-standing program, reporting to the Office of Academic Affairs. As WAC administration and consultants have always been writing program faculty, WAC is closely affiliated with the university writing program, housed in the English department; however, it is not a departmental program. Such independence brings both opportunities and challenges, and since its inception, our WAC program has had to be flexible and responsive to changes in upper administration, budgeting, and faculty needs. The program has gone through several iterations seeking the most effective, context-appropriate, and sustainable WAC model in response to these institutional changes. Right now, our WAC program is entering what we see as its third iteration. Initially, our program stemmed from a collaborative effort with our vice provost and

1 Many thanks to Mike Palmquist and Terry M. Zawacki for their expertise and encouragement in our program's start-up period.

resulted in a “school-based” WAC design, with WAC consultants housed in major schools such as the colleges of business and engineering and computing. This model transitioned to a program sustained largely through faculty grants; however, the funding to award faculty stipends for participating in WAC initiatives did not last. Given this reality, we have had to be creative with how we continue to build and sustain our WAC program with limited institutional resources, a common challenge faced by many WAC programs nationwide. Currently, our efforts focus on constructing cross-campus strategic partnerships, an approach that is proving promising as a strategy for sustaining the WAC program and keeping it institutionally relevant.

Our experiences suggest that building a strategic portfolio of partnerships can be a valuable and meaningful way to grow and sustain a WAC program. As a result of our cultivation of a varied portfolio of institutional partnerships in our urban, multilingual context, we have seen our program’s reach expand and the interest among faculty for support in teaching effectively with writing grow. Based on our efforts, we offer a *taxonomy of strategic partnerships* that might serve other WAC programs in building their own sustaining partnerships and in interrogating current partnerships to understand their potential and limitations for program growth. We see this chapter as contributing to Michelle Cox, Jeffrey R. Galin, and Dan Melzer’s 2018 call to theorize WAC program administration by presenting a classification of the types of strategic partners WAC programs can develop with the goal of sustaining WAC itself, while also contributing to a culture of transformational teaching and understanding of student writing.

CATEGORIZING AND DEFINING OUR STRATEGIC PARTNERSHIPS

In enacting a WAC sustainability strategy based on strategic partnerships, we recognize the importance of carefully considering and explicitly naming the types of partnerships being developed. This is because deliberately categorizing the partnership types invites us and others to more fully understand the unique nuances of each partnership: who is involved and in what roles, what each partnership entails, and how each one is sustained. As we will explain, while each partnership is not mutually exclusive, they do differ from one another in significant ways—and understanding these differences is key to curating a strategic portfolio of partnerships. To that end, we offer the following four categories to describe programmatic partnerships, a taxonomy that we developed to better understand, plan, and continue our programmatic sustainability efforts: invitational partnerships, imposed partnerships, supportive partnerships, and identity-building partnerships.

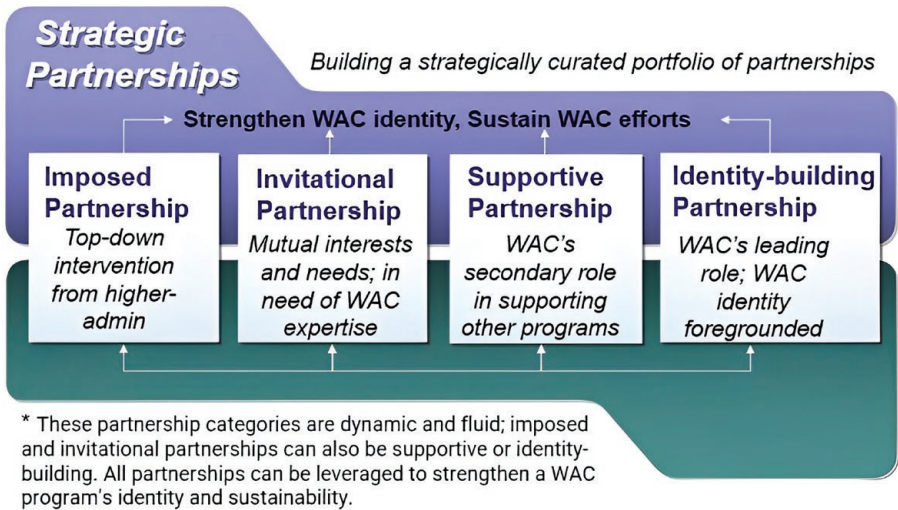


Figure 6.1. Four forms of strategic partnerships.

Invitational partnerships form out of mutual interests and needs between both parties. These partnerships are sparked by either WAC outreach to another university partner to offer programming and support or outreach by another program in need of WAC expertise. **Imposed partnerships** are those resulting from top-down intervention from higher administration. As made clear in WAC lore, these imposed relationships present challenges and require careful strategies for a productive partnership to form. Both invitational and imposed partnerships can be supportive or identity-building. We are calling **supportive partnerships** those in which WAC takes a supporting or secondary role, and the identity of the partner is forefront in programmatic efforts. In our experiences, these partnerships often occur when working with more established and better funded partners. **Identity-building partnerships**, on the other hand, occur when the partnership helps to foreground and build WAC program identity. In these collaborations, the identity of the partner may also be promoted, but not at the expense of our WAC program's identity. We use Figure 6.1 to illustrate these four forms of partnerships.

It is important to note that we have found all four forms of partnership valuable for keeping our WAC program institutionally relevant, and we advocate a multipronged approach that we have come to think of as building a strategically-curated portfolio of partnerships. In addition, although we present the partnership categories separately, we are not suggesting that the categories are mutually exclusive or unchanging. As Figure 6.1 shows, all four forms of partnership strengthen the WAC identity and sustain our WAC efforts. These partnership

relations are not static, and in reality, the partnerships can and often do evolve and overlap over time. For example, the imposed partnerships that develop and become invitational are certainly successes, as are those supportive partnerships that evolve into more equal partnerships based on respect and effective outcomes. As the WAC program grows, what started as a supportive partnership may allow WAC's leading role to gradually emerge, thus moving a supportive partnership towards an identity-building partnership. Implicit in each strategic relationship developed is attention to transformative institutional change. Due to our identity as a WAC program within a large HSI, we are well-positioned to pay heed to Michelle Cox and Terry M. Zawacki's (2014) call to promote "a difference-as-resource academic writing culture rather than programs and pedagogical practices aimed at assimilating L2 students to Western culture and standard written English (SWE) norms" (p. 17). Such efforts entail encouraging and supporting faculty as they shift from the assumption that monolingual student writers are the norm and instead consider the more inclusive perspective that our multilingual, multicultural student body offers a distinct context for the teaching of writing.

In what follows, we share our experiences building a strategically-curated portfolio of partnerships with the goal of sustaining the institutional reach and relevance of our WAC program. Specifically, we describe within the framework of our taxonomy several of the partnerships we have cultivated and outline successes and challenges with such a programmatic approach. Finally, we provide reflective questions other programs might use to identify and/or strengthen productive strategic partnerships at their own institutions.

THEORIZING OUR STRATEGIC PARTNERSHIPS

Below we categorize some examples of the WAC partnerships we have developed at our home institution, indicating both benefits and drawbacks to our program's development and sustainability. We do so with the realization that each university's infrastructure differs significantly and that the partners we describe might be unique to our context. Still, our aim is that they serve to illustrate our partnership categories and to indicate that our proposed classification necessarily includes fluidity as relationships develop and shift.

Imposed Partnerships: As noted above, imposed partnerships are those that are initiated outside the partnership, often in efforts to accomplish an institutional goal. For example, in our program's early days, WAC consultants were assigned to specific schools by our provost's office to work with faculty to increase writing in their majors. WAC consultants kept office hours in the colleges such as education, engineering, and business with the goal of supporting faculty in

teaching with writing. We further define this relationship as one that is *imposed/identity-building*, as WAC efforts were foregrounded. By agreeing to pilot WAC consultants in various schools, the WAC program gained funding for hires and course releases. Additionally, with the provost's office financial support, we hosted several well-attended WAC workshops and benefited from the expertise of national WAC consultants. The design of locating WAC consultants in schools, in the end, was not sustainable partially due to changes in school and provost office leadership. However, our program still benefits from gained resources and a number of the faculty who were participants in these partnership efforts are still active in WAC, so the relationship resulted in program growth.

Another imposed partnership is with the Center for Excellence in Writing (CEW), a unit that has a close relationship with our WAC program. Unlike at some other institutions where WAC is part of the writing center, at our institution, WAC and CEW are two separate entities with different operations and tasks. Still, we share the same mission of promoting a writing culture on campus, and the writing center staff are also our colleagues in the English department. Our collaboration with the CEW centers on the writing fellows program, which is housed in the CEW. The writing fellows program started before the formation of WAC, and we entered into the collaboration at the request of higher administration in our university who wanted to provide WAC training for faculty working with undergraduate student writing fellows to maximize their investment in the program. While the writing center trains writing fellows to work as peer writing mentors, our WAC team was tasked to focus on faculty development to best facilitate the effective use of the fellows in the courses within which they were embedded. We define this partnership as *imposed/supportive*, as our program was tasked to work with an established program housed in another unit. However, for our CEW colleagues, the partnership was an imposition that seemed to disrupt the work they had already been doing and the vision they had of the program, a vision that did not include systemized faculty development.

Since the fellows program predated the WAC program, it was somewhat challenging for their administration to see the value of WAC to their original programmatic operations, which focused solely on the training of writing fellows and not the faculty who participate in the fellows program. Therefore, the partnership has become one that is not systemized or coordinated. Instead, our WAC program offers support to the faculty who are assigned fellows, creating within the larger context of an imposed partnership opportunities for invitation-al partnerships for those faculty who choose to accept WAC support. We have had success with some faculty in this program who are receptive to our outreach. However, not all the faculty accept our invitation, and we struggle to persuade these faculty of our relevance. Additionally, we encounter some administrative

challenges, such as the coordination of the respective WAC and CEW responsibilities while not stepping on each other's toes. This experience has also been an important learning experience for us in forming strategic partnerships. Communication about clear responsibility division and expectations for the collaboration should precede any concrete collaborative actions, especially for imposed partnerships, and any resistance from either side needs to be addressed or negotiated from the onset.

Invitational Partnerships: These partnerships develop from the initiative of one party in the partnership. One of our primary invitational partners is with the FIU Center for Advancement in Teaching (CAT), a collaboration motivated by our common interest in faculty pedagogical development across disciplines. We have collaborated on many workshops with common WAC topics and principles, such as giving effective feedback, alternative writing assessment, writing assignment design, and understanding and addressing plagiarism. In addition, as the need for hybrid and remote teaching rose on campus during the pandemic, we helped facilitate the CAT hybrid training and remote teaching training programs. As a result of this collaboration, our relationship with the center has been enhanced, and we have connected with more faculty across campus who have subsequently contacted us for additional pedagogical support and who have joined our program listserv and received our program newsletter.

Still, despite the ways in which our WAC identity on campus has grown as a result of our collaboration with CAT, our identity is also often overshadowed by CAT during the actual collaborations. This is due to the fact that CAT is a much larger entity on campus, complete with office space, staff, and a budget, resulting in wider and broader influence. Therefore, our collaborative workshops and other programming most often occur under the CAT moniker. In this way, this partnership functions mainly as an *invitational/supportive* partnership in which WAC takes a supporting role and CAT takes the lead. Even when we have taken the lead in a specific faculty development activity, we find that faculty participants still view CAT as the host due to the programming, advertisement, or sometimes location of the event. Recently, CAT's leadership acknowledged the importance of more intentionally building WAC identity through the collaboration, and we expect to explore ways of leveraging this partnership as an identity-building one.

Similarly, our partnership with FIU Online is one that is *invitational/supportive*. FIU Online is a well-funded and visible unit charged with preparing faculty across campus for online teaching and maintaining online courses as they run. The COVID-induced remote teaching context in the academic year 2020-2021 led to this new partnership. As a result of many faculty being rushed into remote teaching during the onset of the pandemic, FIU Online developed

the Remote Teach Ready Badge (RTRB) and encouraged faculty to obtain the badge by attending a series of workshops on various remote teaching topics. FIU Online invited WAC to partner with them by offering a workshop as part of the requirement for the RTRB. We agreed to participate, and our workshop, which became a staple in the badge training sessions, focused on developing and facilitating online discussions. We identify this partnership as invitational and supportive, as we were providing WAC support in the university-wide initiative that was planned and executed by FIU Online. Through this collaboration, we were able to reach out to more faculty who may have not heard of WAC before, and we have also gained a new partnership—which we believe will lead to future collaborations, some with WAC taking a leading role.

Invitational/Identity-building partnerships are those in which WAC's identity is foregrounded from the start. This type of partnership is seen in the one we have with our faculty senate. While our state university system has a writing-intensive requirement, called the Gordon Rule Writing (GRW) requirement, our university had no mechanism for certifying or reviewing these courses until the development of WAC. Stemming from WAC outreach to the faculty senate chair to make the argument for such oversight, faculty senate established the Gordon Rule Oversight and WAC Committee to recommend university policies for the designation and recertification of GRW courses. WAC worked with the senate chair to establish a committee that included WAC directors and faculty members from various disciplines who had participated in WAC training or who were at least knowledgeable about our mission and values. Through this committee, we have established clear expectations for GRW courses based on WAC best practices.

The partnership with faculty senate that resulted in the Gordon Rule Oversight Committee was an invitational one; however, for some department chairs and faculty, the oversight committee can represent an imposed relationship. WAC encounters some resistance from departments and individual faculty who do not share the senate's felt need to have oversight of the GRW courses; they argue that faculty and departments are already under various accreditation oversight and such additional oversight adds unnecessary burden and workload. WAC works to redefine such relationships as more invitational by reaching out to departments and faculty to help clarify the GRW requirements and assist those faculty tasked with moving their department's courses through the approval process. Through such efforts, we have built sustained relationships. Also, working with the faculty senate offers additional benefits, including enhancing WAC's visibility on campus, supporting WAC's advocacy to the university upper administration, and boosting campus writing culture by making our WAC work known to the faculty representatives across disciplines in the senate.

Other *Invitational/ Identity-Building* partnerships are those we have formed with grant-supported initiatives. For example, FIU has a Mellon grant-funded program called the Humanities Edge (HE), which supports transfer students coming to FIU from the local transfer pathway partner college and majoring in the humanities. Given the HE's goal of supporting student success across the humanities, we approached HE leadership about how both of our programs might work together to support humanities faculty. They were excited to collaborate with the WAC program, and we view this relationship as an invitational partnership. One result of our collaboration with HE was a WAC Meet-n-Greet and Luncheon for humanities faculty held during the fall 2019 semester. As we started brainstorming with HE for this event, we worked together to identify the unique resources and strengths that both programs bring to the partnership; we then decided how to best structure this collaboration. As previously mentioned, our WAC program does not have its own source of funding; therefore, we agreed that the HE would offer their funding and outreach resources to invite faculty to the event and provide lunch for the attendees. WAC, in turn, would provide pedagogical resources to support the teaching of writing in the humanities and be present at the event to discuss such resources with the faculty. Since WAC took a visible lead during the event itself, we consider this partnership to also be identity-building. Not only did we share writing resources with many faculty for the first time, but the sign-in sheet for this event ultimately gave rise to our WAC email list, which we have since continued to build for outreach purposes.

Another Mellon grant-funded initiative at FIU is Project THINC: Teaching Humanities in the New Context. The overarching goal of Project THINC is to provide support around curricular development and scholarship for humanities faculty. One way Project THINC does so is by supporting a small number of humanities faculty in a course redesign based on learning-centeredness and inclusiveness. Upon hearing about this course redesign program, we recognized the potential for a strategic partnership in that our WAC program and Project THINC aim to support pedagogical growth and best teaching practices for our faculty. We therefore approached Project THINC about offering a workshop to support their course redesign plans, and our invitation was accepted. Since these initial conversations, we have worked with Project THINC to support two of their course redesign cohorts. Each time, Project THINC has connected us with their faculty cohort, and we have designed workshops to support the course redesigns. Beyond providing faculty contact information, Project THINC does not participate in the workshop plans or delivery; thus, faculty are fully aware that the workshops are designed and facilitated by WAC, and we therefore categorize this partnership as identity-building. This is not to say that Project THINC does not benefit as well. In reality, this partnership is mutually

beneficial. With WAC's writing pedagogy expertise offered to Project THINC, their course redesign program is ultimately more robust, which makes it more beneficial for the faculty participants and also enhances the end-of-grant report Project THINC submits to the university and their funders.

SUCSESSES AND CHALLENGES OF THE STRATEGIC PARTNERSHIPS

Through these collaborative and strategic efforts, our WAC program aims to continue its broad mission of curricular and pedagogical changes with regard to writing, even in the face of fluctuations in funding and institutional support for our program. Our efforts in forming strategic partnerships clearly bear some successes. One major success is the increased reach and campus visibility of the WAC program. Through strategic partnerships, WAC served over 450 faculty last year compared to under 100 that were served at the height of our grant-funded efforts. As a result of this increased reach, we see evidence of shifts in faculty views of writing and writing instruction. Especially relevant to our institutional context in which 65 percent of our students identify as Hispanic and close to 60 percent report living in a household in which English is not the first language, we are seeing faculty more readily consider the potential for writing to support multilingual students' learning (IPEDS, n.d.). For instance, we recently hosted a WAC summit in partnership with the Humanities Edge. The theme of the summit was "Teaching Humanities with Writing in Urban, Multilingual Contexts," and around 40 FIU faculty attended the event to hear panels of humanities faculty share their approaches to teaching with writing. Much of the conversation focused on the ways in which faculty from various disciplines are designing writing assignments with the strengths and needs of our multilingual students in mind. One faculty member described a recurring journaling assignment where students are invited to communicate in multiple languages and with multiple modes, the purpose of which is to understand that writing can "be unfinished or inhabiting the gray space between two or more languages and materialities." Another faculty offered a similar sentiment in her discussion of the ways in which she encourages students to mix languages and dialects in low-stakes digital writing assignments. These assignments, she explained, show students "how linguistic choices can be used to leverage stronger connections to audience."

Additionally, we are seeing faculty interest grow in assessment practices that foreground issues of equity and inclusion. Our recent workshop on alternative assessments drew almost 40 faculty interested in practices such as specifications grading, collaborative rubrics, and contract grading. Throughout the workshop,

we discussed the potential for alternative assessment practices such as these to create classrooms that are more inclusive and learner-centered. Faculty also commented on the need to “ungrade” and give students autonomy in the grading process. Following this workshop, several faculty asked for our help in reconsidering their approaches to assessment, and the Diversity, Equity, and Inclusion committee in the School of Social Work invited us to host a similar workshop for their faculty. We see that one workshop sometimes has a ripple effect in expanding and enhancing the transformative teaching practices that we advocate.

Not only have we seen a positive shift in faculty views, but we have also experienced increased trust with our campus partners, as evidenced by our ongoing work with CAT and the faculty senate. Our work with such well-known campus partners has led to more robust faculty buy-in across campus, as illustrated in increased faculty participation in WAC events and a greater number of faculty reaching out to WAC for individual support and consultations. We take this increased faculty interaction as a sign that our collaborations—even the ones that are initially imposed—have been fruitful in promoting WAC relevancy across campus. The increased trust also earns us more identity-building opportunities with current and new partners. Recently, for example, we formed a new partnership, after being invited to submit a proposal to the Office of Micro-credentialing in Academic & Student Affairs. The proposal was funded to support a WAC badging course and to compensate faculty who complete the badge. Faculty interest in the WAC badge is robust, with 57 faculty applying to our first badging course in the summer of 2022. Additionally, after partner events, we invite participants to subscribe to our WAC mailing list and are able to share our newsletter—which includes teaching tips, faculty spotlights, and promotions of upcoming events—with a much larger audience, further building WAC identity and faculty buy-in.

That said, while these partnerships have their strengths, they also have their challenges, the largest of which is that our WAC identity is overshadowed by that of the larger partner. Yet, due to our limited resources, our WAC program often needs to collaborate with larger campus partners with more resources and greater reach. As we have described, these partnerships have been voluntary, imposed, and supportive, and some of them have transformed into identity-building partnerships. However, when collaborations with these larger campus partners are only ever supportive, our WAC program identity is subsumed under the umbrella of these larger groups, which ultimately makes it more difficult to develop WAC as an independent campus program. It is important to maintain a strong WAC identity on our campus as one of our main reasons for establishing a WAC program was to centralize the teaching of writing across disciplines and challenge the marginalization of writing on campus. To advocate for WAC

pedagogy and, more importantly, to be able to initiate changes in the institutional writing culture, our WAC program needs to sustain its independent identity and establish itself as a major voice in the institutional network.

The challenge of a subsumed WAC identity and less autonomy is a complex one to tackle. But as Cox, Galin, and Melzer (2018a) state, the resiliency of a WAC program depends on its ability to overcome challenges and obstacles (p. 81). To promote WAC as an independent campus program, we attempt to strike a balance between supportive and identity-building partnerships—that is, between supporting and working with larger campus partners while also maintaining a unique WAC identity and agenda. One way of doing so is by purposefully pursuing identity-building collaborations where the WAC identity and mission remain central. This does not mean that we forgo supportive partnerships with larger and/or more robust groups on campus; it just means that we think carefully about these partnerships, the events in which we participate, and how we market and promote these events. Importantly, we consider the strategic steps we can take to make sure our portfolio of curated partnerships includes a balance of supportive and identity-building collaborations.

A specific example of such strategic planning is how we position ourselves into an identity-building partnership with the Humanities Edge (HE) despite our limited resources. In reflecting on our partnership with the HE, we recognize that one reason they were willing to partner with us is that we offer mutually beneficial events that do not take much planning or facilitating on their part. Put simply, we need their institutional resources in order to offer compensation and reach a large number of faculty. They need our expertise with cross-disciplinary writing-intensive classes to provide pedagogical support to humanities faculty. The result of this partnership has been WAC-sponsored events made possible by the support of the HE, rather than HE workshops in which WAC participates. Although a subtle difference, we believe this is an important distinction, one that allows us to promote WAC as a fully-functioning, independent campus program. Importantly, the identity and mission of the WAC program remains central through the marketing, implementation, and follow-up of the events, which is significant in our efforts to balance working within the larger university context while maintaining a unique WAC identity and agenda.

BUILDING STRATEGIC PARTNERSHIPS IN VARIOUS INSTITUTIONAL CONTEXTS

In sharing our classification of and experiences with strategic partnerships, our hope is that other WAC programs will consider the potential for various campus partnerships to support and sustain their programs. Of course, each

institution has its own context, and it is important for individual WAC programs to consider what a strategically-curated portfolio of partnerships might look like on their campus.

In an effort to help our readers identify their own strategic partnerships, informed by Cox et al. (2018b), we offer a series of questions that other WAC programs might ask themselves as they begin to curate their own partnerships. We developed these questions as we reflected on our experiences with varying partnerships, and they are the types of questions we ask ourselves as we move forward with future partnerships. Our hope is that these questions will spark meaningful reflection and discussion among other WAC programs interested in creating their own strategically-curated portfolio of partnerships.

IDENTIFYING POTENTIAL STRATEGIC PARTNERSHIPS:

- What are some of the initiatives on your campus that upper administration currently supports (i.e., your institution's strategic plan, recent grant-funded programs, etc.)?
- What are some of the most robust programs and/or centers on campus? (Here, you might list various campus programs and centers, thinking about "robust" in terms of campus and/or community outreach, monetary resources, and faculty/staff support.)
- Are there other campus groups or programs focused on teaching with and/or promoting writing on campus (i.e., a campus writing center, a digital writing studio, etc.)?
- What are the new programs/initiatives developing on campus, and how might these provide fruitful ground for new partnerships?
- What are the demographics of your student population, and what specific writing-related needs can you identify on your campus?

PLANNING FOR INVITATIONAL STRATEGIC PARTNERSHIPS:

- What collaborative projects can you imagine that would support WAC goals and mission?
- What collaborative projects can you and/or your partners imagine that would support the goals and missions of your partners?
- What collaborative projects might support the goals and missions of both your WAC program and those of your partner?
- What is the existing relationship between your WAC program and the programs you identified above? How might you leverage these relationships for further, mutually beneficial collaboration?

DEVELOPING STRATEGIC PARTNERSHIPS:

- What resources does your WAC program have at its disposal, and what resources does your WAC program lack (i.e., budget, full and/or part-time faculty, course releases, graduate and/or undergraduate student interns, mailing list, etc.)?
- In what specific partnerships, if any, is your WAC program already engaged? Are these partnerships invitational, imposed, supportive, and/or identity-building?
- Consider the potential fluidity of existing partnerships. For example, are there opportunities for WAC to take more of a leadership role in current supportive partnerships? Are there ways for imposed partnerships to shift toward invitational based on shared goals and priorities?
- In order to work with diverse partners, what specific types of partnerships might your WAC program pursue?

SUSTAINING STRATEGIC PARTNERSHIPS:

- How do the systems-level projects with larger campus partners lead to enduring changes on the campus culture of writing?
- How do micro-level projects (working with individual faculty) create opportunities for systems-level projects?
- How can your WAC program communicate regularly with various campus partners to maintain relevance and visibility (i.e., website, newsletter, campus committees, WAC signature events, etc.)?
- How can your WAC program monitor progress with and assess your partnerships so that your partnership portfolio continues to grow and includes a variety of partnership types?
- What steps can your WAC program take to help move supportive partnerships into identity-building partnerships in future collaborations?

Although this list of questions is certainly not exhaustive, we hope that it offers a helpful framework for how WAC programs might consider and pursue strategic partnerships within their specific institutional contexts. We have experienced firsthand the value of forming strategic partnerships on campus for building and sustaining a relevant WAC program. The four forms of strategic partnership we have cultivated all have enhanced our WAC work on campus and our WAC visibility, which supports our WAC program's sustainability. Looking forward, as Christopher Thaiss stated in his opening plenary speech for this

IWAC conference, “There is no sustainability without adaptability” (Rutz & Thaiss, 2021). While we know very clearly we would like to sustain WAC faculty development practices and expand WAC’s outreach and influence through our strategic partnerships, changes happen every day, every semester, and every year. Therefore, what we hold on to and what adaptations we make are perennial considerations. We offer our experiences with and categorizations of partnership-building in an effort to provide a heuristic for establishing and developing institutional partnerships as new situations arise.

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