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Submissions

The WAC Journal invites article submissions. The longest-running national peer-reviewed journal dedicated to writing across the curriculum, *The WAC Journal* seeks scholarly work at the intersection of writing with teaching, curriculum, learning, and research. Our review board welcomes inquiries, proposals, and articles from 3,000 to 6,000 words.

We are especially interested in contributions that creatively approach a diverse range of anti-racist pedagogies, feminist rhetorics across the curriculum, intersectional contexts of feminism, and international WAC initiatives. Articles focusing on the ways WAC can be fostered in online courses are welcome as well. *The WAC Journal* supports a variety of diverse approaches to, and discussions of, writing across the curriculum. We welcome submissions from all WAC scholars that focus on writing across the curriculum, including topics on WAC program strategies, techniques and applications; emergent technologies and digital literacies across the curriculum; and WID.

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Transforming WAC at 50: What, How, and for Whom?

Introduction

When editors Dave Blakesley, Cameron Bushnell, and Allison Daniel approached me about editing a *special section* of a regular issue of the *WAC Journal,* I knew before even meeting with them about it that I would do it. At the time, I was engaged in university-wide WAC efforts at my own institution, had recently designed and taught a WAC graduate seminar over multiple semesters, and participated in, then facilitated, the WAC Summer Institute. At the same time, the field of WAC was celebrating two important anniversaries: the 25th year of IWAC (Bartlett et al., 2020) and 50 years of WAC as a disciplinary movement (Palmquist et al., 2020). Furthermore, just prior to these events, leading WAC scholars had just launched the Association for Writing Across the Curriculum, with the stated goal of coordinating and sustainably supporting WAC efforts across organizations, institutions, and communities. With this prompting to look back on our WAC history and our looking to the future, I was, like others, curious about what that future might bring as revealed to and by us, as scholars and practitioners, within the *WAC Journal*, the longest-running national peer-reviewed publication in the field of WAC.

I titled my call for the special section "Transforming WAC at 50: What, How, and for Whom?" and invited authors to relate theory with research and practice in their examinations of how we might transform the ways we *do* WAC *with* and *for* whom. In response to the *what* or the *do*, I imagined new definitions of WAC that would change our understanding as well as suggest a new approach to the *how*, or our practice, and the ways we perform this work. And I had hoped that the responses to the *with* and *for whom* might further raise our awareness to the individuals and disciplines largely on the periphery of WAC, so that we might continue to address our field's history of marginalization and exclusion. The submissions I received did not disappoint.

Based on their scope and quality in response to my call, the following submissions quickly outgrew what was originally to be a special section and became this special issue. Some of the additional submissions not found here in this special issue may be seen in the pages of future issues of the journal. I am grateful to the scholars who trusted me with their work as they sought a home for their ideas. I feel privileged to have been among their first readers. I am also grateful to colleagues both on the editorial board for the journal and from the field more widely who reviewed the following manuscripts. Their labor, and their own contribution to the field in this way, is not lost on me. And, of course, I am grateful to Dave, Cameron, and Allison for this opportunity and their support along the way.

Perhaps the most difficult part of this almost two-year process comes down to this moment: deciding on the order in which the following manuscripts will appear in

this issue. It was remarkable to me the way I found these scholars speaking to each other without their having had the advantage of reading each other's work. It was the way in which they seemed to respond to each other, even if only in my mind, that influenced my decision on the order of presentation of the below articles. Overall, I view these articles moving from authors' calls for macro to micro level changes in WAC (Bouza, this issue), beginning with the reexamination of our underlying conceptions of WAC and calling for systemic changes within the field and across our institutions. The latter articles return us to the centering of individuals who are the reason for this enterprise: faculty and students. I hope you are as inspired by these scholars as much as I have been in working with them and reading their work.

In "Beyond WAC: Transforming Institutions, Transforming WAC through Deep Change," Caitlin Martin offers WAC leaders four strategies for bringing about institutional transformation. At the same time, she unintentionally and effectively sets the table, if you will, for the additional forms of transformative change that follow in the articles below.

Anne Ellen Geller and Neal Lerner amplify the call for transformative change with their analysis of WAC scholars' citation practices in *The WAC Journal*. Through the lens of the journal's mission statement, Geller and Lerner analyze volumes one through thirty-three, from 1989 to 2022. They then argue for the way we might transform the ways we *do* WAC *with* and *for* whom with a strengthened emphasis on inclusiveness through our citation practices.

In "Toward More Sustainable Antiracist Practices," Sherri Craig, Barclay Barrios, and Jeffrey Galin encourage us to transform our approach to antiracist practices by expanding our efforts beyond the classroom and our programs via a more sustainable whole systems approach to addressing inequities on campus.

Emily Bouza, in "(Re)Defining WAC to Guide a Linguistic Justice Ideological Change Across Campuses," asks us to "think bigger" through her analysis of and building on to current WAC theories. She seeks a change in language ideologies at the institutional level across our campuses to promote access and inclusivity while warning against simply retrofitting our existing curriculums, rather than redesigning the curriculum to address students' varying needs.

In "Languaging Across the Curriculum: Why WAC Needs CLA (and Vice Versa)," Shawna Shapiro, as if in response to Bouza, offers readers a "linguistic access-asset-agency" framework for advancing curricular linguistic justice, coupled with helpful classroom examples. She provides a clear picture of the ways that the field of WAC has much to gain from Critical Language Awareness, "conceptually, methodologically, and pedagogically," to help WAC practitioners make "languaging" a central part of writing studies work.

Resulting from her own desire to address inequities in higher education, Joanna Johnson argues, in "Race, Writing, and Research: Leveraging WAC to Reduce Disparities in Grant Funding," that our responsibility to social justice as WAC practitioners lies even beyond our own WAC communities. Johnson describes Writing Studies as a kind of "universal donor" of anti-racist practices, whose reach may be used to counter inequities in other disciplinary fields. Specifically, in an effort to address disparities in the sciences, Johnson argues for increased support of underrepresented scientists and investigators in grant and article writing to narrow the research funding gap.

Paul Cook, in "'The Total Pattern of the World': Digital Literacy, Misinformation across the Curriculum (MAC), and the Next Fifty Years of Higher Ed," also calls on WAC practitioners to grow their charge. Cook describes WAC as "an epistemological chameleon" with a commitment to social justice work. As such, Cook argues, WAC is uniquely positioned, through digital media literacy, to address the challenges of "fake news" currently permeating writing studies in higher education and the public sphere.

Crystal Fodrey further identifies WAC's potential reach across and beyond our campuses through a focus on digital multimodal writing transfer across the curriculum in "The Future of WAC is Multimodal and Transfer-Supporting." Fodrey offers WAC practitioners "a roadmap" for helping students draw upon their knowledge of multimodality and digital literacy "in socially just and evidence-informed ways" in order to communicate with diverse audiences for various purposes "in an accessible and inclusive manner." Fodrey helpfully offers examples of this practice in the classroom.

In "Potential of WAC in Graduate Writing Support: Helping Faculty Improve Systems of Graduate Writing," Mandy Olejnik advocates for WAC practitioners to expand their reach with a renewed focus on graduate students and graduate faculty as writing teachers, two groups, she argues, that have been largely excluded from WAC scholarship. She also helpfully provides examples of "graduate faculty reimagining their graduate writing structures" through WAC efforts at her institution.

Through his uniquely visual citation mapping of the *WAC Journal*, with a focus on faculty development, Christopher Basiger, in "The State and Future of WAC Faculty Development: A Citation Analysis of Publications, 2012–2022," identifies several themes characterizing WAC scholarship, including a lack of intentional engagement of scholarship on faculty development and its relationship to student success. Basiger offers us his recommendation for how we might "create a more integrated, and more definitive, picture of our programs' effects on pedagogy and curriculum, as well as students' learning, growth, and success."

Finally, in "Mapping the Present to Shape the Future: An Interactive, Inclusive e-Map Supporting Diverse WAC Practices and Writing Sites," Kendon Kurzer, Greer Murphy, Robyn Russo, and Katherine Daily O'Meara describe their development and launch of their interactive digital map *Writing Sites*, which offers WAC/WID practitioners a visual of WAC efforts and trends across a diverse range of institutions in an effort to amplify historically marginalized voices for a more inclusive WAC community. Their innovation perhaps offers a space for the journal's reliable readers and future scholars, where they can share their experiences responding to the various calls for deep change and institutional transformation in WAC as sounded by the authors above in this special issue.

Enjoy!
Cristyn L. Elder, Associate Professor, University of New Mexico
Guest Editor

Beyond WAC: Transforming Institutions, Transforming WAC through Deep Change

CAITLIN MARTIN

The WAC movement has historically aimed to foster changes in student writing experiences and abilities, but few in WAC work have engaged explicitly with change theories as a way to understand their goals and document evidence of their program's impact. This article argues for WAC leaders to adopt a "deep change" approach to understand how their programs contribute to changing an institution's culture of writing. After elaborating on Adrianna Kezar's (2018) description of deep change, I identify four strategies that WAC leaders can adopt to enact deep change at their universities. This approach enables WAC leaders to change persistent attitudes that have historically been seen as obstacles to changing writing pedagogy and curriculum.

Introduction

Since the very beginning of the WAC movement, practitioners aspired to change how students learn to write through diverse approaches like disciplinary writing courses, peer tutoring, and faculty retreats about writing and teaching (Condon & Rutz, 2012; Russell, 1991; Thaiss & Porter, 2010).[1] Approaches to this goal varied by campus, leading to a "decentralized" movement with a "plethora of goals and philosophies" (Walvoord, 1996, pp. 61–62). This variety of goals has been summarized in the International Network of Writing Across the Curriculum Programs (INWAC) Statement of Principles and Practices (2014) as five "typical" goals of WAC programs:

- To sustain the writing of students across their academic careers;

1. I'd like to thank Lindsey Ives, Mandy Olejnik, Cristyn Elder, and the anonymous reviewers from *The WAC Journal* for their feedback and encouragement on this article.

- To increase student engagement with learning;
- To increase student writing proficiency;
- To create a campus culture that supports writing;
- To create a community of faculty around teaching and student writing. (p. 1)

Though these are "typical" goals, WAC programs might take up some, all, or none of them. At one institution, WAC might consist of weekly workshops run out of the writing center, while at another WAC might be a full-fledged program that offers disciplinary writing courses and houses the writing center. This variety is a benefit for individuals working to develop and sustain programs within local institutional contexts that can differ based on a number of factors: university enrollment, number of faculty, process for shared governance, or the institutional location of a WAC program or its director's position. This variety, however, has also led to questions about what WAC aims to do. "[The] emphasis on writing as the answer," Walvoord (1996) critiqued, "allowed the *question* to be left vague. What sort of student learning did WAC aim for? What were WAC's central goals, beyond getting more teachers to use writing?" (p. 63, emphasis in original).

To understand what impact WAC programs have made, researchers have tended to take one of two approaches. Many WAC leaders turned to assessments of student work through portfolio programs and institution-wide assessments to determine if they were "improving" student writing (Condon et al., 2016; Rutz & Grawe, 2009; Thaiss & Zawacki, 1997; Willett et al., 2014). Other scholars have looked at the ways that faculty change their teaching practices after participating in a professional development experience (Hughes & Miller, 2018; Wilhoit, 2013). Others have offered faculty stories of change as they embrace WAC pedagogies or ideas (Walvoord et al., 1997). The sustainable WAC methodology suggests tracking quantifiable features (release time for director, number of course sections offered) that are tied to a program's mission or goals (Cox et al., 2018). Many of these approaches focus on quantifiable data that will be valued by university administrators, but they may not help WAC leaders understand other aspects of how they make change. Without looking at faculty teaching practices in a quantifiable way, or without (only) directly assessing student writing, how can WAC practitioners know what impact their programs are having on an institution's culture?

Developing an orientation toward *deep change* in our WAC programs can help leaders and researchers answer this question. In particular, deep change theories provide strategies for understanding how institutional cultures change as a result of WAC work, a task as challenging to research as it is to enact.

What Is Deep Change?

Deep change is the name Kezar (2018) uses to describe the fundamental transformation of an institution. It describes a process through which "organizations challenge existing assumptions and beliefs in order to align with the environment" (Kezar, 2018, p. 85). The exigence for deep changes varies. This approach does not assume there is a single exigence for change or a single approach to lead it. Instead, deep change can begin from external sources, as top-down initiatives, or in a grassroots manner. Deep change could look at an entire institution, or it might be adapted for smaller institutional levels such as those identified as loci of WAC work: individuals, courses, programs, departments, and colleges/higher units (Anson, 2006). Given WAC's common goal to change institutional cultures of writing, deep change is a fitting approach to leadership and change that has the potential to re-invigorate WAC program practices.

Achieving deep change requires the simultaneous manifestation of two types of change: first- and second-order changes (Kezar, 2018). First-order changes are explicit and identifiable: behaviors, structures, and practices change by making "minor improvements or adjustments" that "are more likely integrated as they fit the existing system" (Kezar, 2018, p. 71). First-order change is most common in change scholarship; in higher education and WAC contexts, first-order changes might impact pedagogy, curriculum, assessment, policies, funding, and institutional structures that relate to or support writing on campus, as well as changes to the locations or processes by which decisions are made about writing. For example, a university's faculty senate may approve new general education guidelines that require a substantial writing component in all general education courses. The university creates a committee to ensure all general education courses meet the new requirements. This first-order change impacts university policy, as well as curriculum, funding, and where and how decisions are made about teaching writing.

These changes alone are unlikely to lead to the fundamental transformation of an institution's writing culture, however. Enacting this policy can face many obstacles. Individual faculty or entire departments resist incorporating writing in their courses. The policy requires students to write at least twenty polished pages of writing, so many faculty assign a twenty-page paper due at the end of the semester. The writing committee shares specific pedagogical practices, but faculty members resist pedagogical changes that take up time they need to cover disciplinary content. Faculty continue to complain about the substandard quality of student writing, asking why the first-year writing course is not more effectively helping students writing in economics or psychology or biology. This narrative is likely familiar to many in writing studies. It reflects the challenge of higher education's emphasis on first-order changes. When assessment processes reveal that requiring writing in every general education

course has not "improved" student writing, this policy may come under scrutiny. Faculty become disgruntled and frustrated with assigning writing. WAC may fizzle out or die completely. Structures have changed, but they lacked something to make them sustainable.

That missing *something* is a change in beliefs, values, and attitudes about writing, or second order changes. In order for this type of change to occur, an institution—and the people in it—must "challenge existing assumptions and beliefs" (Kezar, 2018, p. 85). Rather than simply assigning writing, for example, faculty members and other institutional stakeholders may need to reconsider what they mean when they critique the quality of student writers. That is, instead of changing strategies or practices, change agents focus on the beliefs and values about writing that are held by individuals on their campuses. Instead of looking for easily identified changes, a WAC leader will document more invisible and abstract features of their university. Change theorists suggest documenting second-order change by looking at implicit indicators: how groups and individuals interact, the language used to discuss the institution, the types of arguments made for or against the change, and the relationships between different institutional stakeholders (Eckel & Kezar, 2003; Kezar, 2018). Second order change can happen without first-order changes, but it alone will also not transform an institution.

Deep change is more lasting than either first- or second-order change alone because beliefs and values change *concurrently* with strategies and practices. Though the naming of first- and second-order change might imply a binary, both types of change are necessary to make deep, lasting change on faculty, programs, departments, and institutions. One might assume, for instance, that faculty who begin to assign writing under new general education mandates will eventually come to see writing as deeply integrated into their discipline, but faculty members can assign peer reviews and journals without reconsidering how writing in economics varies from writing in philosophy. Leaving second order change as the eventual by-product of first-order change can lead to haphazard changes as students and their learning hang in the balance. Working toward deep change makes first- and second-order changes an intentional target. WAC scholarship has several powerful testimonials of faculty change as a result of WAC work, some of which occurred over several years and in unexpected ways (Walvoord et al., 1997). Our students, however, do not have time to wait.

Why Strive for Deep Change?

Working to change both practices and their underlying values at the same time is urgently needed. In WAC, deep change can help us challenge dominant views of students and their abilities as writers. WAC programs have typically taken writing

pedagogy, curriculum, and assessment as their purview: three explicit features of a campus culture of writing that can demonstrate first-order change to documentable behaviors and practices. New curriculum, pedagogies, and assessments alone cannot challenge commonplace views of writing as a skill that leads to the production of an error-free text. WAC and writing studies have not fully reckoned with the underlying assumptions and values that lead to challenges for WAC and other writing programs. Anson (2015) suggests a few ideas about writing that WAC programs might embrace if they want to achieve deep change, adapted from threshold concepts of writing studies: "writing in a discipline reflects the ways that writing is produced there" (p. 205) , "writing is a social and rhetorical activity" (p. 206), "writing can be a tool for learning or communicating" (p. 207), "improvement of writing is a shared responsibility" (p. 209), "writing in all contexts involves situated learning, challenging the 'transfer' of ability" (p. 211), and "writing is highly developmental" (p. 212). These ideas are some of the unstated assumptions about writing that have motivated WAC programming since its beginning.

In addition, there are several "aspirational threshold concepts" (Wardle et al., 2019, pp. 29) that serve as beliefs about writing that WAC leaders can integrate to speak back to the dominant narrative of writing, which is itself based on the supremacy of white, middle-class linguistic norms (Baker-Bell, 2020; Inoue, 2015). Among these are "writing only occurs in accessible conditions," (Wardle et al., 2019, pp. 26–28) "writing assessment must be ethical," (Wardle et al., 2019, pp. 28–29) and "literacy is a sociohistoric phenomenon with the potential to liberate and oppress" (Vieira et al., 2019, p. 36). Though these are unlikely to be radical statement to us, they are likely novel and troublesome to many outside the field of writing studies who may view writing in current-traditional forms (Fulkerson, 1990). As such, this variety of statements represent the beliefs about writing that our WAC programs might offer through a deep change process.

Achieving Deep Change

Deep change theories suggest four strategies that WAC leaders might use to begin such a transformative process: focus on underlying conceptions of writing, teaching, and learning; develop long-term initiatives; engage in shared, distributed leadership; and document the mundane. Existing WAC scholarship has several models that are already well-suited to make deep change because they demonstrate these principles.

Shift Our Focus from Practice and Strategies to Underlying Conceptions

Deep change requires a focus on underlying values, practices, and attitudes that stand in the way of making lasting change. Second-order change has been part of WAC's mission since its inception as early leaders aimed to help faculty members see writing

as a "powerful. . . mode for learning" (Emig, 1977, p. 125) rather than only as a final product that "must be graded, evaluated, or otherwise judged by the instructor" (Maimon, 1980, p. 9). Early WAC models created this conceptual shift by focusing on pedagogical practices with volunteering faculty participants (Fulwiler, 1981; Fulwiler & Young, 1990). To make deep change more intentionally, WAC leaders can make the underlying conceptions that inform pedagogical practices (and other first-order decisions about writing) the target of our change-making efforts.

The Writing-Enriched Curriculum (WEC) model is one promising approach. In this approach, entire departments work with a writing expert to name their disciplinary writing values and develop writing plans that explicitly incorporate writing into their courses (Anson & Flash, 2021). Anson (2021) describes WEC as "conceptually-oriented," explaining that it "recognizes the power of writing-related assumptions to drive or block the integration of writing instruction across disciplines" (p. 10). This model, he continues, "is designed to draw out often tacit knowledge about writing that defines ways of knowing and doing in the discipline" (p. 10). Flash (2021) further clarifies this model, saying that "unchallenged, tacit-level conceptions of writing and writing instruction inform the ways writing is taught and the degree to which writing is meaningfully incorporated into diverse undergraduate curricula," (p. 20). Several authors in the collection *Writing-Enriched Curricula: Models of Faculty-Driven and Departmental Transformation* illustrate the power of this approach at diverse institutions, from large, public research institutions to small liberal arts colleges (Anson & Flash, 2021). Through conversation about what makes "good" writing in their disciplines, faculty members often begin with "prescriptive assumptions about writing and writing instruction" that, once surfaced, can be discussed in more detail and then begin to shift (Flash, 2016, p. 236). These conversations enable the WEC approach to change attitudes and values while also introducing new practices as departments create writing plans.

Another department-focused model for WAC work is the Howe Faculty Writing Fellows program at Miami University, where I served as a graduate assistant director for three years. Faculty members enroll as disciplinary teams; three to four teams participate in weekly meetings over a semester. This program targets conceptions explicitly by offering faculty a "framework for thinking about learning and expertise" (Glotfelter et al., 2022, p. 15, italics removed) that draws on threshold concepts and learning theories. Participants name their disciplinary values, explore writing threshold concepts, and discuss writing pedagogy before developing a project for their department. Importantly, working with multiple disciplinary teams helps faculty members understand how their writing values differ from other disciplines on campus. In an article exchange activity, for instance, participants bring in an example of "good writing" from their scholarship. They trade with someone from another

discipline and are tasked to "look for what is similar to their own discipline's writing, as well as what is surprising or strange, who is cited and how, what counts as evidence and how it is presented, etc." (Glotfelter et al., 2022, p. 19). By seeing such varied examples of excellent, published scholarship, faculty come to realize that their initial definitions of good writing—frequently "clear and concise"—are not communicating what they really value.

Threshold concepts and learning theories also underscore the framework to Linda Adler-Kassner's Opening New Doors for Accelerating Success (ONDAS) faculty development program at University of California Santa Barbara. She describes this seminar as "neither 'WAC' nor 'WID,'" but "based on the idea that writing is never just writing but is instead a product (writing as a noun) and a process (writing as a verb) integrally related to epistemologies and identities" (Adler-Kassner, 2019, p. 35). Participants discuss four teaching-related domains—disciplinary knowledge, representational knowledge, empathetic knowledge, and learning knowledge—and are challenges to use those domains to develop a project for one of their courses. In one study on the effects of this program, a participant explains that he "realiz[ed] that just being able to write with a new set of terminology, or being able to speak with a new set of terminology, is difficult for students," leading him to reconsider how he grades writing. "If it's worded oddly," he continues, "does that mean the student doesn't understand it, or does it mean they're learning to use this new terminology?" (Adler-Kassner, 2019, pp. 45–46). Unlike the previous two models, the ONDAS seminar convenes individual faculty members, not teams. Like the WEC and Faculty Fellows models, participants in this seminar come to think about writing and its relationship to their discipline in new ways.

In order to engage in a conceptual change process, these WAC leaders have engaged in *sensemaking*, a process that "changes mindsets, which in turn alters behaviors, priorities, values, and commitments" (Kezar, 2018, p. 87). This process gives institutional stakeholders opportunities to develop new language or ideas about familiar concepts as they "appreciate how a change might shape their identity and adopt the perspectives that emerge through the change process" (Kezar, 2018, p. 91). These models provide examples of the ways that WAC leaders can work to intentionally cultivate conceptual change through such a process.

Develop Long-Term Initiatives

The WEC, Fellows, and ONDAS programs also demonstrate the second principle of deep change for WAC work: develop long-term initiatives that engage institutional stakeholders in sustained conversations about writing, teaching, and learning. One-off workshops common in WAC and broader professional development activities are unlikely to offer the time and space for participants to engage in this sensemaking

process; instead, more sustained models are key to making deep change. Developing a writing plan in the WEC model occurs over a series of meetings, with implementation and assessment occurring over the next several years (Flash, 2021). The ONDAS seminar meets frequently over three quarters, and the Fellows program meets weekly for a semester or daily for two weeks over the summer. These programs reflect the principle that "WAC is not a 'quick fix,' but an initiative that requires sustained conversations among faculty that extend beyond a single workshop or consultation" (International Network of Writing-Across-the-Curriculum Programs, 2014, pp. 1–2). WAC leaders stand a stronger chance of enabling deep change when they create programs that convene dedicated groups of institutional stakeholders over time. While these models focus on faculty development, making deep change a goal can also require WAC leaders to consider how best to bring other campus constituents into the conversation.

Engage in Shared, Distributed Leadership

Long-term initiatives that can reach many types of institutional stakeholders help change agents develop and tap into shared and distributed leadership from across the university. One of the most important points that deep change can offer WAC programs is that change efforts require leadership of different types from multiple institutional standpoints. There are two ways to think about sharing leadership: first, WAC programs may need more than a single, dedicated leader. All of the model programs discussed above are part of institutional sites with multiple employees. Second, WAC programs may be best suited to make deep change when they have both grassroots support and support from upper administrators.

Each of the promising models demonstrates this broad buy-in in some way. At North Carolina State University, the Campus Writing and Speaking Program that developed their WEC initiative was from "its inception. . .neither an isolated grassroots effort nor an isolated control unit. Rather, it was fully integrated into the university, working in partnership with other units in the institution" (Anson et al., 2003, pp. 29–30). The Fellows program and the ONDAS seminar are also part of a large institutional hub for writing, teaching, and learning on their campuses. The WEC model and the Fellows program cultivate shared leadership by engaging disciplinary groups (either small teams or full departments) in the process of making conceptual and curricular changes. These programs, however, also have institutional authority to guide this work. These models employ both grassroots *and* top-down change strategies, which contributes to their success both as WAC initiatives and in making deep change about what writing is, how writing is learned, and how writing can be taught.

In addition, WAC leaders aiming to make deep change will need to foster buy-in from students, from faculty across disciplines, from department chairs and academic deans, and from the provost and other upper administrators. Each of these institutional stakeholders has different leadership strategies available to them, giving programs that have distributed leadership and broad support more potential for change-making and sustainability. Integration with other units on campus is an important approach for WAC leaders wanting to engage in deep change.

Finally, WAC leaders need not be the lone face of WAC at their institutions. Deep change requires more than a single dedicated leader. Their excitement and enthusiasm can be "limited" by a variety of institutional and personal factors (Cox et al., 2018, p. 74). To work with departments and disciplines so intensively and to integrate themselves into the institution more deliberately, a WAC program may need more writing experts, which itself requires institutional buy-in and increased funding.

Document the Mundane

In order to understand if—and how and why—deep change occurs, WAC leaders need to document implicit features of their institution, including how groups and individuals interact with each other, the language used to discuss the institution, the types of arguments made for or against a change, and the relationships between different institutional stakeholders (Eckel & Kezar, 2003; Kezar, 2018). These implicit features can help WAC leaders understand the campus "mood" for WAC or other writing initiatives, which is also an important first step in the sustainable WAC methodology (Cox et al., 2018). The power of these implicit features comes, however, when a leader is able to identify changed attitudes over time.

Institutional ethnography (IE) provides a promising methodology for documenting how implicit features change over time. LaFrance (2019) explains that IE can help "writing studies researchers to reveal the deep and often hidden investments and experiences of those people, making visible the values, practices, beliefs, and belongings that circulate below more visible or dominant discourse" (p. 5). In other words, IE as a methodology is designed to uncover the very attitudes and values that WAC leaders need to understand their campus cultures and work toward deep change. WAC scholars can employ a variety of methods to understand how individuals engage in "work"—a term generously defined as "anything that people do that takes time, effort, and intent" (Smith, 2005, p. 229)—including "interviews, case studies, focus groups, textual analysis, discourse analysis, auto-ethnography, participant observation, think-aloud protocols, and archival research (LaFrance, 2019, p. 30). Because IE is a longitudinal methodology, these methods can be used over time to document and understand changing beliefs and values.

Textual analysis can be useful for documenting the language used by various groups to discuss writing. Institutional policies, course descriptions, and assignment sheets are just a few texts that "can dramatically order conceptions of writing and student writers, enabling and constraining the faculty who teach writing classes, what their students do, and other elements of a site of writing" (LaFrance, 2019, p. 43). Such texts reflect an institutional discourse and ideology around writing that may not share the same values as the WAC program or the scholarship that informs its work. WAC leaders may already be in the habit of reviewing documents for this language, but these everyday texts can also become the focus of discourse-based interviews (Odell et al., 1983/2022) to engage faculty in reflection and conversation about the writing they ask their students to complete.

Interviews and focus groups also offer a glimpse into the ways that institutional stakeholders talk about writing. As a new WPA, I just concluded a series of focus group interviews on "faculty perceptions of general education writing" to better understand what faculty members across the university believe constitutes the "writing program." Every focus group interview involved faculty members from a mix of disciplines to discuss what they think students learn in our classes and how it connects to the writing they assign. The transcripts from these interviews help me understand the ways that writing is perceived on campus currently, as well as what previously unstated assumptions faculty members in various disciplines have about where students learn to write. These conversations inform my efforts to build more explicit bridges between existing writing program courses, so that our technical and business writing course faculty can more explicit prompt for transfer *from* first-year writing and *into* students' disciplinary writing contexts. I anticipate conducting these interviews again to help understand how perceptions of these classes may be changing.

Understanding whether and how deep change occurs requires looking at everyday documents and interactions anew. Taking care to document implicit features of the university from the initial stages of WAC's development can help WAC leaders and researchers document attitudinal change over time.

Challenges of Deep Change through WAC

I believe, firmly, that deep change ought to be a more pronounced part of WAC and other writing programs. I recognize, however, that enacting deep change is a challenging task. Achieving deep change means a shift from the usual practice of WAC. Focusing on conceptions of writing, or learning theories, might surprise faculty members who attend WAC workshops and seminars expecting neatly packaged pedagogical strategies or tips and tricks. The main challenges to working deep change into our WAC programs, in my view, are not surprised faculty who can be excited by their own curiosity (Maimon, 2018) and empowered to make change meaningful

to *them* (Glotfelter et al., 2022). Deep change is a long-term endeavor that requires time, energy, and resources from WAC programs *and* from faculty members across disciplines.

WAC programs may find it easier to make deep change with a larger staff. One of the reasons the Fellows program at Miami University is able to enact deep change is its team of leaders, including a tenured director and full-time associate director supporting WAC on top of other center duties, and one or more graduate assistant directors working ten to twenty hours toward WAC initiatives. This team was able to lead the program, work closely with individual teams, and conduct follow-up research to understand how and why the program worked. WAC programs without a large leadership team might benefit from a "train the trainer" model, in which past participants can become part of the leadership. In other programs, working with a dedicated liaison, like the WEC program at Minnesota does, can also help distribute some of the labor of institutional change.

Institutional support, unfortunately, is not a panacea for deep change. The types of programs with the institutional backing to achieve deep change might have the most difficulty researching it in meaningful ways because of institutionalized ideologies of change. Accreditation processes, for instance, often privilege first-order changes, and related change initiatives like quality enhancement plans (QEPs) often assume change begins by identifying a deficit to improve. Even established, well-funded WAC programs may need to begin a deep change process slowly. Identifying smaller goals that relate to a broader initiative can give WAC leaders some milestones to celebrate.

Finally, deep change can encourage WAC leaders to confront whether they are living their own values. Regardless of their institutional positioning or funding, WAC leaders might begin by looking at whether their own policies and practices reflect their values. A WAC leader who wants to support diversity, equity, and inclusion efforts might check their program's role in systemic oppression: who participates in WAC programming? What features of the program might be accidentally or intentionally leaving out participants from diverse backgrounds? How does the language the program itself uses to talk about writing reinscribe misconceptions of writing that might make faculty and students of color uncomfortable in the program's space? After documenting the writing ideology manifested in their own practices and mundane texts, they can make change: adopting new language in their brochures, intentionally working to cultivate a welcoming space, or reaching out to faculty who have never attended a WAC event on campus to understand how the WAC program might support their goals. Deep change is about fostering WAC's values beyond WAC itself; that means turning the same critical lens onto our own practices before advocating

for change elsewhere. For programs with limited resources, internal deep change is a worthy starting point.

Conclusion

As WAC leaders work to achieve their local goals, the idea of deep change provides a useful mechanism for understanding, planning, leading, and evaluating change. Too often, first-order assessments reinforce the very misconceptions about writing that WAC programs seek to change, often despite a WAC leaders' efforts. Working toward deep change encourages us to pay more attention to the implicit indicators, tracking how attitudes and beliefs about writing appear, manifest, and change in our local institutions. Though deep change is a time intensive endeavor, it does not need to be a pipe dream—nor does it need to be limited to our local programs and institutions.

Deep change also provides a path forward as WAC as a field rises to meet calls for improvement in diversity, equity, and inclusion. At IWAC 2020, a new generation of WAC scholars reminded the field of the isolating nature of whiteness and called for change. Leaders of the Association for Writing Across the Curriculum (n.d.) "[urge] WAC scholars, administrators, and practitioners to call immediate attention to structures of systematic oppression in their home programs; and, wherever possible, [to] advocate for anti-racist practices and pedagogies." Understanding deep change can help us consider how to meet this call. It is not enough to suggest anti-racist practices and pedagogies. We must also advocate antiracism, look at our own programs for the ways that we further systemic oppression, and use our tools and networks to further change in our institutions and beyond. From its inception, WAC aimed to support student writers in higher education. It is not enough to help them survive in existing systems. We must use what power and authority we have as institutional leaders to change those systems. The strategies of deep change offer us a promising start.

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A Citation Analysis of The *WAC Journal*, 1989-2022

ANNE ELLEN GELLER AND NEAL LERNER

The call for this special issue of *The WAC Journal* asks us to consider how "we might transform the ways we *do* WAC [writing across the curriculum] and *with* and *for* whom." This article is an attempt to understand those questions by analyzing citations in the journal throughout volumes 1 to 33, 1989 to 2022. We found that 90% of all citations occur only once, and that no marginalized or multiply marginalized scholars are among the authors most frequently cited. Furthermore, critiques of WAC practices or purpose, including those published in *The WAC Journal*, are rarely cited, if at all. Understanding the history of citation practices in *The WAC Journal* as narrow and exclusionary is essential if we hope to transform writing across the curriculum from a set of tidy, reproducible educational practices to a way of reimagining WAC scholarship and pedagogy with a focus on inclusiveness.

Introduction

The call for this Special Section of *The WAC Journal* asks us to consider how "we might transform the ways we *do* WAC and *with* and *for* whom" (Elder 2022). This article is an attempt to answer those questions by analyzing the cited sources in *The WAC Journal* itself throughout volumes 1 to 33, 1989 to 2022. Inquiry into citation practices in *The WAC Journal* offers an opportunity to think about "the ways we do WAC [in *The WAC Journal*]" and, in particular, "with . . . whom." We are particularly interested in how citation practices over the journal's history speak to—or contradict—the journal's current mission statement: "We aim to publish work that explores the multiple theoretical paradigms, diverse approaches, and potential intersections between writing across the curriculum and topics of feminism, technology, and inclusion." *The WAC Journal* is hosted online by the WAC Clearinghouse, whose "Invitation to Contribute Scholarly Work" says, "We subscribe to and endorse the statement and guidelines on *Anti-Racist Scholarly Reviewing Practices* that can be found at https://tinyurl.com/reviewheuristic."

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To consider the mission statement of the journal in relation to this citation analysis of it, we turn to Section 5 of the heuristic, which calls upon "editors, reviewers, and authors . . . [to] recognize a range of expertise and encourage citation practices that represent diverse canons, epistemological foundations, and ways of knowing" (Anti-racist scholarly reviewing practices 2021, p. 7). Section 5 also points out that "we form communities of practice/discourse communities in how we cite, excluding and including particular ways of knowing. We give particular ideas power and visibility by who gets cited. We decide whose work matters, who should be tenured and promoted, who belongs" (p. 7). Given these realities of power and authority, the contributors of the heuristic pose questions for writers, readers, reviewers, and editors to engage in anti-racist work. They ask, "What would a system of inclusivity, rather than gatekeeping and disciplining, look like?" (p. 3).

We note that the call for this special issue of *The WAC Journal*, specifically the question of "the ways we *do* WAC and *with* and *for* whom," takes up issues of "inclusivity," "gatekeeping," and "disciplining." Citation practices speak to the ideas of *with* and *for whom*, as well as their converse: Who is excluded from WAC? Which readers do not see themselves in the pages of the journal? What experiences and knowledges are not represented by those cited?

Citations represent a type of collective knowledge-making, a "conversation" about ideas or what Allen et al. (1994) describe as the "persuasive community" (p. 279) of academic discourse, drawing on what has come before to point to a particular disciplinary future. When we cite sources in published works, we signal to readers the foundation for our ideas; we also draw boundaries based on what and whom we include, and what we leave out and why (Ahmed, 2013; Conference on College Composition & Communication [CCCC], 2022; Jones, 2021; Moore et al., 2021; Tuck et al., 2017).

The social action of citation practices—as a way of creating knowledge in a field—is never neutral, of course. Tuck, et al. (2017) describe the often exclusionary practices of citation: "We often cite those who are more famous, even if their contributions appropriate subaltern ways of knowing. We also often cite those who frame problems in ways that speak against us. . . . Our practices persist without consideration of the politics of linking projects to the same tired reference lists." Citation, then, is a political practice.

The question of who and what is included or excluded in citation practices in *The WAC Journal*—and the long history of the absence of marginalized and multiply marginalized scholars in most reference lists—is key to our present moment, particularly as writing across the curriculum might fulfill its role as not merely a set of tidy, reproducible educational practices (e.g., writing-process pedagogy) but also a way of reimagining scholarship and pedagogy as an inclusive (or exclusive) practice.

While citation practices might be perceived as a small part of this work, Itchuaqiyaq and Frith (2022) argue that citations provide "essential discursive infrastructure" (p. 10) upon which knowledge is built, and that citation practices have the potential "as a site of resistance and radical pedagogy" (p. 13). Drawing on the example of the Multiply Marginalized and Underrepresented (MMU) Scholar Database, these authors encourage us to think about the multiple effects of citations:

> We argue citational practices are infrastructural because they are the base upon which research is built; they are the layers or work that becomes buried at the ends of articles and sentences and shape the arguments that are the more typical primary object of analysis. . . . The discursive infrastructure built through citational practices are built upon the pedagogies we are taught, reproducing limited types of knowledge across generations of scholars. (pp. 12-13)

Our overarching question is, then, what do the citation practices of the entire history of *The WAC Journal* tell us about what is infrastructural in writing across the curriculum, its politics of citation, and its practices of inclusion or exclusion? We investigate these questions by examining the citation practices in *The WAC Journal* from volume 1 in 1989 (when it began as an "in-house" publication for articles written by faculty and edited by the WAC Committee at Plymouth State College (PSC) in New Hampshire) to volume 33 in 2022 and its present status as a peer-reviewed, open-access, independent journal published online by the WAC Clearinghouse and in print by Parlor Press.

Here, in brief (developed in full later in this article), is what we learned from our research:

- Ninety percent of the citations appearing in *The WAC Journal* occur just once. Another 6% are cited only twice. Thus, only 4% of all citations occur three or more times, indicating either a far-ranging scholarship with few points of overlap or a disparate field with little shared knowledge.
- The most frequently cited source is John Bean's three editions of *Engaging Ideas* (the last coauthored with Daniel Melzer), a text often used as a how-to for faculty across the disciplines teaching with writing.
- The knowledge that forms the "infrastructure" of WAC, as represented in recurring citations in *The WAC Journal*, is most often provided by white scholars and practitioners, most of whom are male and have been publishing for more than thirty years.
- Critiques of WAC, its practices, or its purpose—including those published in *The WAC Journal*—are rarely cited, if at all.

The two of us, who both identify as white and monolingual, have taught the texts of the most frequently cited authors, cited these authors' texts in our own writing, and shared these authors' texts with faculty across the disciplines. We say this to note that we mean no disrespect to the authors most cited across *The WAC Journal*'s publishing history. But we have taken this opportunity to think about who and what are not among the most cited—as well as who and what are not cited at all—in the pages of *The WAC Journal*.

A Brief History of *The WAC Journal*

As context for our citation analysis of *The WAC Journal*, we offer a brief overview of the publishing history of the journal as described within the journal itself. Personal remembrances may differ from or fill out this history, but we trace the evolution of the journal and its mission and goals, editors, and review board through the online archives of the journal's issues (*The WAC Journal*).

The WAC Journal began in June 1989 as the *PSC (Plymouth State College) Journal on Writing Across the Curriculum.* The preface of the first issue notes, "The motivation to publish *The PSC Journal on Writing Across the Curriculum* came last June during a 'second-phase' faculty-training workshop led by Toby Fulwiler, Writing Coordinator at the University of Vermont. As faculty participants shared writing activities from their courses, Toby Fulwiler kept repeating, 'Write an article. Let others know what you are doing'" (Hinman 1989, p. iii). Afterward, as the preface describes, the PSC Writing Task Force "decided to create this journal as a forum where faculty and students could share ideas and practical suggestions for using Writing Across the Curriculum techniques" (Hinman 1989, p. iii). The second volume of the *PSC Journal on Writing Across the Curriculum*, published just over a year later, noted the reach of that first issue of the journal, requests for which came from "as far away as Texas" (Hinman 1990, p. iii). For ten volumes, the journal's format remained the same—a range of articles from Plymouth State College faculty. But with volume 11 in 2000, the journal's preface had an announcement:

> Since 1995, when we had presented our then five-year-old WAC journal at the National WAC Conference in Charleston and discovered no one else knew of any other campus WAC journals, we began thinking about expanding regionally and nationally. We felt too many of the articles in our journal were written by the same few authors (who also were members of the editorial board), and we wanted to hear and share more voices on WAC. But going national felt daunting, so for four years we hesitated. Finally, we received an article from a professor at Utica College of Syracuse University for this 2000 issue, an article first submitted to a different kind of journal,

> and then referred to us. We liked the article, published it, and with that we made the commitment to go national. (Volume 11, April 2000)

In the preface to volume 12, the journal called itself "*The WAC Journal* in transition" and described its evolution: "For this issue, we solicited one article using the national WAC list, two regionally through a new editorial board member from University of New Hampshire at Durham, and one through leaflets distributed at the National Writing Center Conference. For this volume the editorial board acted, in a semi-formal way, as a review board" (Volume 12, May 2001). And by 2002, in volume 13, the Editor's Introduction stated: "As WAC-related manuscripts arrived via e-mail from around the country (and the world), *The WAC Journal* reviewers had no quotas to fill, no specific topics or approaches they were looking for. Rather, they sought articles that best communicated WAC concerns of our time, articles that would make a significant contribution to the already published body of WAC literature, and, most importantly, articles that would speak to you, a reader of *The WAC Journal*" (p. iii). This volume also included a "Review Board" in the masthead for the first time. Four years later, in 2006, Neal Lerner, coauthor of this article, joined the review board (and stepped down in 2019).

In volume 14 (2003), *The WAC Journal* featured its first interview: Carol Rutz speaking with John Bean. An "Editor's Introduction" notes, "Interviews of this type are a feature we plan to include on a regular basis in future issues of *The WAC Journal*" (p. iii). The next seven volumes (volume 15, 2004, to volume 21, 2010) include no preface or editor's introduction. Volume 22 in 2011 opens with the "Letter from the Editor and the Editorial Board Seeking Funding to Continue," which explains that the "New Hampshire Legislature cut 50% of state funding for Plymouth State University," and "the U.S. Congress cut all federal support for The National Writing Project [NWP]" (p. 3). The "NWP had taken over funding of the journal" (p. 3) in 2011, so this letter was a plea for financial support for *The WAC Journal*.

Volume 23 (November 2012) included no preface, introduction, or follow-up to the previous year's letter, but the masthead included Clemson University faculty as associate editors. Volume 24 (Fall 2013) included these same associate editors from Clemson in the masthead as well as a managing editor from Clemson. Volume 30 (2019) was the first volume to list new editors, David Blakesley and Cameron Bushnell. Both Blakesley and Bushnell had appeared in roles in the masthead previously—Blakesley from 2013 and Bushnell from 2017. While scholars from beyond Plymouth State University had appeared in the review board's list of names throughout the journal's publishing history, the most significant expansion of the review board occurred in volume 30 of 2019 when it expanded from eleven to twenty-one names.

Finally, we feel it is significant to note that *The WAC Journal* had the same editor, Roy Andrews, from 1997 to 2018. Andrews also edited volume 6 in 1995, so he was the single editor of twenty-two of the journal's thirty-three volumes.

Our Citation Analysis Findings

Our first finding addresses the question, "How often are sources cited in *The WAC Journal*'s articles, and how has that rate changed over time?" With over thirty-three volumes/issues (published once per year), *The WAC Journal* has run 288 total articles[1] (an average of 8.7 articles per issue) containing a total of 2,982 references. In aggregate, that works out to be a bit over ten citations per article; but when seen over the lifespan of the journal, the trend is toward increasing rates of citation—from largely one or two citations per article in the first eleven years, to ten to twenty or more citations in subsequent years (see Figure 1). Citations in *The WAC Journal* reach a high of thirty-four citations per article in volume 33, the most recent issue at the time of writing. Perhaps the journal's increasing rate of citation is one measure of the academic credibility of the journal as it has reached a wider audience and aligned itself with the practices of other peer-reviewed journals in writing studies.

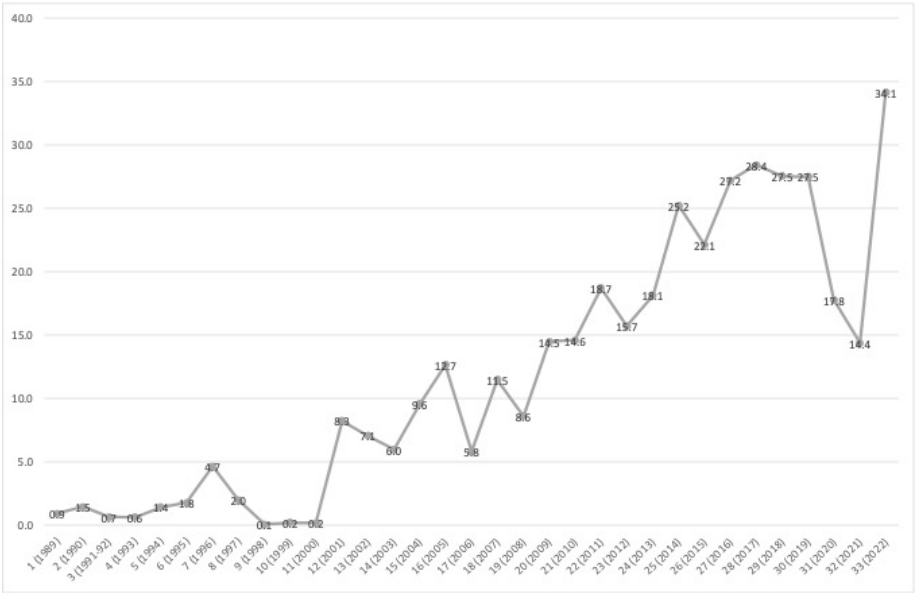

Figure 1. Rate of citations per article in *The WAC Journal*, vol. 1-33.

1. We note that both "articles" and book reviews might contain citations, and we include both for the purposes of our analysis.

Among those 2,982 references offered over the lifespan of *The WAC Journal*, our next point of analysis was to determine how many citations were repeated and how many were just one-offs—what bibliometric studies refers to as "orphan" citations (Jacso, 2010, p. 232). By revealing these patterns, citation analysis highlights the articles that are repeatedly cited, the socially constructed infrastructure upon which scholars build knowledge (Itchuaqiyaq and Frith, 2022).

In fact, 90% of all citations in *The WAC Journal* occur just once; another 6% are cited only twice. Only 4% of all citations occur three or more times. This small set of multiply cited scholars is similar to citation patterns in *College Composition and Communication*, in which 72% of authors are cited only once (Mueller, 2012), and *The Writing Center Journal*, in which 80% of citations appear just once (Lerner, 2014).

We could never presume the intent of scholarly authors, so we can only guess at the multiple possible interpretations of this dispersion of references. Perhaps this wide selection of sources upon which to build knowledge is a testament to the wide-ranging and heterogenous nature of WAC scholarship and the ways authors might draw from sources specific to particular disciplines (e.g., writing in math, writing in business). Or perhaps it indicates that a small number of theoretical, methodological, and interpretive approaches are shared among *The WAC Journal*'s authors.

Examining sources and authors among the 4% of citations that occurred three or more times sheds additional light on the "ways we *do* WAC and *with* and *for* whom" in *The WAC Journal*. As Table 1 shows, the most frequently cited source is John Bean's *Engaging Ideas*, cited twenty total times with reference to all three editions (the third is coauthored with Daniel Melzer). Bean's book is a common staple of WAC faculty-development workshops and teaching- and learning-center libraries, as well as a guide for faculty across the disciplines who teach with writing. *The WAC Journal* authors largely cite *Engaging Ideas* to support ideas of WAC practices or expertise, which reifies existing knowledge and does little to question those practices or engage with ongoing critical debates.

Table 1. Most frequently cited references in *The WAC Journal*, vol. 1-33.

Reference	
Bean, J. (1996/2011/2021). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, CA: Jossey Bass.	20
Thaiss, C., & Zawacki, T. M. (2006). *Engaged writers and dynamic disciplines: Research on the academic writing life*. Portsmouth, NH: Boynton/Cook Publishers.	16

Reference	
Bazerman, C., Little, J., Bethel, L., Chavkin, T., Fouquette, D., & Garufis, J. (2005). *Reference guide to writing across the curriculum*. Parlor Press and WAC Clearinghouse.	13
Russell, D. (2002). *Writing in the academic disciplines, 1870-1990: A curricular history* (2nd ed.). Carbondale, IL: Southern Illinois University Press.	13
Beaufort, A. (2007). *College writing and beyond: A new framework for university writing instruction*. Logan, UT: Utah State University Press.	12
Walvoord, B. (1996). The future of WAC. *College English*, *58*(1), 58–79. https://doi. org/10.2307/378534	11
Nowacek, R. (2011). *Agents of integration: Understanding transfer as a rhetorical act*. Carbondale, IL: Southern Illinois University Press.	10
Cox, M., Galin, J. R., & Melzer, D. (2018). *Sustainable WAC: A whole systems approach to launching and developing writing across the curriculum programs*. National Council of Teachers of English.	9
Jablonski, J. (2006). *Academic writing consulting and WAC: Methods and models for guiding cross-curricular literacy work*. Cresskill, NJ: Hampton Press.	9
McLeod, S., Miraglia, E., Soven, M., & Thaiss, C. (Eds.). (2001). *WAC for the new millennium: Strategies for continuing writing-across-the-curriculum programs*. Urbana, IL: National Council of Teachers of English.	9
Thaiss, C., & Porter, T. (2010). The state of WAC/WID in 2010: Methods and results of the U.S. survey of the International WAC/WID Mapping Project. *College Composition and Communication*, *61*(3), 534–570.	9
Yancey, K., Robertson, L., & Taczak, K. (2014). *Writing across contexts: Transfer, composition, and sites of writing*. Boulder, CO: University Press of Colorado.	9

When we looked at the most frequently cited first authors across all publications (i.e., the authors who are cited for multiple publications), we found the following results: of the scholars who represent first-generation WAC, six out of eight are male, and all are white (see Table 2). In other words, the scholarly works framing WAC, as represented in recurring citations in *The WAC Journal*, are most often authored by white scholars and practitioners, most of whom are male and have been publishing for more than thirty years. In a 2010 *College Composition and Communication* review essay, Vicki Tolar Burton wrote, "The founding generation of WAC researchers has reached retirement or are [*sic*] approaching it" (p. 594), but their influence via their published work continues in *The WAC Journal*.

Table 2. Most frequently cited first authors in *The WAC Journal*, vol. 1-33.

Name	Total # of citations
McLeod, Susan	47
Anson, Chris	41
Thaiss, Chris	35
Bazerman, Charles	35
Russell, David	31
Fulwiler, Toby	31
Walvoord, Barbara	29
Bean, John	24

We did wonder if a more recent time period might reveal patterns that varied from the trends crossing all volumes. To pursue that question, we focused on citation practices over the five most recent volumes: volume 29 (2018) to volume 33 (2022), which formed a period of substantial critique of US higher education and society at large and included the severe disruption caused by a global pandemic. As shown in Table 3, the most frequently cited works do shift to some degree: Bean's *Engaging Ideas* drops off of the list and more recent book-length publications rise to the top (including one in which we are two of the coauthors). These works continue to represent programmatic and research-based explorations of the work of writing in the disciplines/across the curriculum, but few, if any, could be labeled as true critiques of the field or scholarly moves beyond what Jamila Kareem identifies as "WAC 2.0" (p. 296). None is authored by marginalized or multiply marginalized scholars. In her work on citation practices, Natasha N. Jones (2021) describes the effect: "The exclusion of scholarship from marginalized and multiply marginalized folks works to 'estrange' these scholars from their academic disciplines. It invalidates their work. It obscures their work. It disappears the knowledge they create" (p. 145).

Also worth noting is that citations during the journal's most recent five-year period mirror overall trends: of the 737 total unique citations appearing in volumes 29-33, 90% occur only once and 7% occur twice. Thus, only 3% of all works cited appear three or more times. When 90% of references across the thirty-three volumes of *The WAC Journal* are one-offs—never referenced by another author—and 4% of references are reinscribed over and over, we risk creating a field that has invalidated, obscured, and/or disappeared knowledge of marginalized and multiply marginalized scholars.

Table 3. Most frequently cited references in *The WAC Journal*, vol. 29-33.

References	# #
Cox, M., Galin, J. R., & Melzer, D. (2018). *Sustainable WAC: A whole systems approach to launching and developing writing across the curriculum programs*. National Council of Teachers of English.	9
Eodice, M., Geller, A. E., & Lerner, N. (2016). *The meaningful writing project: Learning, teaching, and writing in higher education*. Boulder, CO: University Press of Colorado.	7
Anderson, P., Anson, C. M., Gonyea, R. M., & Paine, C. (2015). The contributions of writing to learning and development: Results from a large-scale multi-institution study. *Research in the Teaching of English*, *50*(2), 199–235.	6
Walvoord, B. (1996). The future of WAC. *College English*, *58*(1), 58–79.	6
Bazerman, C., Little, J., Bethel, L., Chavkin, T., Fouquette, D., & Garufis, J. (2005). *Reference guide to writing across the curriculum*. Parlor Press and WAC Clearinghouse.	5
Jablonski, J. (2006). *Academic writing consulting and WAC: Methods and models for guiding cross-curricular literacy work*. Cresskill, NJ: Hampton Press.	5
Melzer, D. (2014). *Assignments across the curriculum: A national study of college writing*. Logan, UT: Utah State University Press.	5
Thaiss, C., & Zawacki, T. M. (2006). *Engaged writers and dynamic disciplines: Research on the academic writing life*. Portsmouth, NH: Boynton/Cook Publishers.	5

But Where Is the Critique?

As noted above, our citation analysis of all thirty-three volumes of *The WAC Journal* reveals how seldom marginalized or multiply marginalized scholars have been cited in the journal's pages. We were also struck by how rarely (if at all) authors cited some of the more challenging critiques of WAC, including those by marginalized and multiply marginalized scholars. These critiques include Donna LaCourt's 1996 "WAC as Critical Pedagogy: The Third Stage?" (cited five times); Victor Villanueva's 2001 "The Politics of Literacy Across the Curriculum" (cited four times); Asao Inoue's 2015 *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future* (cited four times); Mya Poe's 2013 "Re-Framing Race in Teaching Writing Across the Curriculum" (cited four times); Chris Anson's 2012 "Black Holes: Writing Across the Curriculum, Assessment, and the Gravitational Invisibility of Race" (cited five times—of Anson's forty-one citations); Juan Guerra's 2016 *Language, Culture, Identity, and Citizenship in College Classrooms and Communities* (cited two times);

and Brian Hendrickson and Genevieve García de Müeller's 2016 "Inviting Students to Determine for Themselves What It Means to Write Across the Disciplines" (cited three times).

We point out this lack of engagement with critiques because we see endless future opportunities to refer to and build upon scholarly work that might "transform the ways we *do* WAC and *with* and *for* whom." For example, when and why are WAC practices "assimilationist" (Villanueva, 2001, p. 166)? In what ways are the most cited texts across the thirty-three volumes of *The WAC Journal* examples of what Asao Inoue describes in his critique of WAC scholarship more generally: "very little scholarship directly addresses the ways in which the discourses expected of nurses, business majors, engineers, and others across all fields and professions are quite simply white supremacist" (Lerner, 2018, p. 115)? As Jamila Kareem points out in the 2018 IWAC conference collection, "WAC programs have excellent foundation to foster culturally sustaining practices" (p. 300), but we do not see that *The WAC Journal*'s citation record has thus far moved in this direction.

The Ways We *Do* WAC in *The WAC Journal* and *With* and *For* Whom

To sum up, our analysis of citation practices in thirty-three years of *The WAC Journal* showed that (1) 90% of citations occur only once, an indication of a field with a very small shared "infrastructure" (Itchuaqiyaq and Frith, 2022, p. 11); (2) of the 10% of sources cited more than once, very few are from marginalized or multiply marginalized scholars; and (3) published critiques of the dominant pedagogies and practices of WAC are rarely cited. We juxtapose these findings with a question from *Anti-Racist Scholarly Reviewing Practices* that we cited at the start of this article: "What would a system of inclusivity, rather than gatekeeping and disciplining, look like?" Citation practices and the rarity of critique in *The WAC Journal* certainly look like the latter rather than the former, despite the journal's current mission statement.

In *On Being Included: Racism and Diversity in Institutional Life*, Sara Ahmed (2012) devotes a chapter to "the relationship between commitment as a pledge that is sent out and commitment as a state of being bound" (p. 114). She argues that "if commitment is made on paper, it does not necessarily commit unless you act on and with the paper. To generate institutional commitment means to make institutions 'catch up' with what they say they do" (p. 140). Acting on commitment to the journal's mission statement and the "Anti-Racist Scholarly Reviewing Practices" requires the involvement not only of *The WAC Journal*'s authors but also of its reviewers, editors, and readers. Also required is a commitment to "hold each other responsible for striving toward citation justice, . . . [which] must not be undertaken solely by multiply marginalized scholars but instead should be the shared responsibility of all members of the broad field of rhetoric, composition, and writing studies" (CCCC, 2022).

So what will the next fifty years of publishing in *The WAC Journal* look like? Will pieces published in *The WAC Journal* #CiteBlackWomen or consider this question from the #CiteBlackWomen collective: "What does it look like to dismantle the patriarchal, white supremacist, heterosexist, imperialist impetus of the neoliberal university (and its accomplices) by centering Black women's ideas and intellectual contributions in anthropology as well as other disciplines?" (Smith 2018). Will pieces published in *The WAC Journal* cite texts from Syracuse's award-winning Antiracist Toolkit (Anti-racist WAC Toolkit nd)? The Association for Writing Across the Curriculum (AWAC) recognized this Antiracist Toolkit, but are WAC scholars and program leaders reading and citing the texts on that syllabus, or sharing those texts with faculty from across the disciplines as scholarship central to the infrastructure of WAC?

Moving forward, we remind ourselves and our readers that parenthetical citation of marginalized and multiply marginalized scholars is not enough. We are guided here by Natasha Jones's (2021) four frames for studying citation practices:

1. Absence: "The absence of scholarship by marginalized and multiply marginalized scholars is characterized by citation practices that privilege traditional, Western, white-male, cishet scholars at the expense of Black scholars, scholars of color, or multiply marginalized scholars—who are excluded, even as they have expertise on a given topic" (p. 143).
2. Cursory Mentions: "[A]kin to name-dropping," "cursory mentions . . . do performative work without truly being purposeful in citing work from marginalized or multiply marginalized scholars" (p. 146).
3. Listing: "Listing happens when scholars include citational lists that name scholars in list form" (p. 146) rather than meaningfully engaging with that scholarship.
4. Coalitional Engagement: "The fundamental ask is that we shift how we think about citation practices; not as a performative act of solidarity, not as utilitarian, but as a way to amplify *and* be in coalition with each other" (p. 149).

Jones explains that "when I say citation practices, I am referring to not only who we cite but how we cite and the impact that these practices can have on the field" (p. 143). That's the central challenge, then: will a next generation of authors, editors, reviewers, and readers of *The WAC Journal* reread, reshare, and reinscribe through citations and programmatic work the same texts we find most often cited? We hope, instead, that all who are involved with *The WAC Journal* can strive, in Jones's words, to "shift how we think about citation practices . . . to amplify and be in coalition with each other," thus transforming the ways we *do* WAC and *with* and *for* whom.

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Toward More Sustainable Antiracist Practices

SHERRI CRAIG, BARCLAY BARRIOS, AND JEFFREY GALIN

Inspired by the recent upheaval of their cities and institutions following the public, gruesome murder of George Floyd—a result of police violence—writing studies programs across the country have taken an increased interest in issuing statements on equity and inclusion and providing spaces in their courses and programs for antiracist and pro-Black assessment practices. Some institutions also have examined hiring practices, established equity and inclusion committees to review campus policies, and offered workshops and materials on addressing equity concerns on campuses. The national push to address these concerns through diversity, equity, and inclusion (DEI) programming has led to significant backlash. An article on the CNN website, "DEI programs in universities are being cut across the country. What does this mean for higher education?," recently noted that "[m]ore than a dozen state legislatures have introduced or passed bills reining in DEI programs in colleges and universities, claiming the offices eat up valuable financial resources with little impact" (para. 4). The *Chronicle of Higher Education*'s "DEI Legislation Tracker" reports further that nineteen states have introduced forty bills to restrict DEI practices in higher education, and so far seven states have approved and enacted those laws, while twenty-nine bills have been tabled, failed to pass, or vetoed. The fact that so many states have been actively pursuing such bills suggests that diversity, equity, and inclusion efforts are under attack. They have become a favorite target for the political right in its fight against what Ron DeSantis calls the nation's "woke agenda." Noting the extensive backlash means that DEI programming has had an impact.

Although hardly new to the conversation in 2020, antiracist assessment practices, which have served as one of the most concrete strategies implemented in engaging antiracist pedagogy, often appear to be the primary response of many institutions to systemic racism and its violence. These efforts towards antiracism have resulted in rubrics, workshops, and renewed commitments to inclusive

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teaching and learning. However, most of these actions were not completed in concert with other departments and faculty on campus, resulting in isolated and, we suggest, ultimately unsustainable efforts.

We are, of course, aware that others have made similar arguments, as there are articles and chapters that address institutional change for antiracist practices outside of isolated spaces. Diab et al. note that we must "move toward a more systemic understanding of and action against oppression" and thereby "find ways to intervene and work with/against systems of power" (2). Diab, Ferrel, Godbee, and Simpkins understand that transformational change involves policy-making, coalition building, and long-term investment to change along with frequent renewal. In her short critique "Your Contract Grading Ain't It," Sherri Craig considers alternative antiracist assessment practices to be the "low hanging fruit" of actions that instructors can and should take at the university to enact lasting antiracist change (146).

Instead of considering individual classrooms and instructors, we build a case below that some of the current methods used to address these inequities, such as antiracist assessment practices, are typically constructed within the limited scope of the classroom or an isolated program. We advocate for a different approach to antiracist work that does not center on assessment practices; although antiracist work may include assessment. We look more broadly at the university as an complex adaptive system and consider ways to build a more sustainable approach. We argue that none of these methods takes into consideration the fact that as complex adaptive systems, universities warrant a systematic approach to such work over long periods of time in order to establish sustainable programs.

As far as we know, conversations around systemic change have been limited. For example, Welton et al.'s "Anti-Racist Change: A Conceptual Framework for Educational Institutions to Take Systemic Action" makes such an argument, but it relies on organizational change literature that is better suited for corporate cultures than academic institutions. We also note Ash et al.'s "Anti-Racism in Higher Education: A Model for Change," which deploys critical race theory, offering a seven-part ideological approach to confronting white supremacy in higher education. In both cases, the focus is limited primarily to teaching and leadership within strongly hierarchical systems, which are useful but not sufficient for promoting sustainable change in academic institutions, particularly higher education.

Universities that have been successful in developing university-wide antiracist and DEI initiatives have, more often than not, been developed beyond the scope of writing across the curriculum (WAC) programs. Notable examples of such programs at the University of Washington, University of Michigan, and Eastern Michigan University demonstrate university-wide initiatives that are based in an office of diversity, equity, and inclusion. These offices vary across universities in name as well as in scale

and scope of policies, practices, and programs supported, but most establish a mission, and set of goals and coordinate with the university's strategic plan. Two of these institutions have WAC programs, but those programs are not officially associated with the offices of DEI. For example, the University of Michigan's Sweetland Center for Writing oversees writing for the College of Literature, Science, and the Arts and houses the university's writing center. In 2019, the Sweetland Center received a grant from the Center for Research and Learning and Teaching (CRLT) to support their Anti-Racist Task Force. This task force read material from Kendi, Anoue, hooks, Brown, and others during their monthly meetings. Ultimately, this task force seems to have disbanded after the grant ended. Recently, Eastern Michigan began its antiracist initiative by imagining the development of a WAC program, but it broadened its focus to develop a university-wide DEI initiative without developing a WAC program at all.

Other institutions, such as Syracuse University and Appalachian State University, have DEI initiatives that directly inform WAC programs or were developed with WAC in mind. Syracuse is best known for its Antiracist WAC Toolkit, developed by Genevieve Garcia de Mueller, Ana Cortes, and Ezikio Lopez. This initiative was one of the earliest and most cited. Writing faculty from all disciplines work in a year-long fellows program after their initial workshop to develop DEI-informed syllabi. This program is also connected to a writing center, a writing symposium, and the Central New York Humanities Corridor Antiracist Writing Across the Curriculum Working Group. As one of the most comprehensive antiracist WAC programs in the country today, it has set a standard for antiracist WAC work in the field. It is heavily grounded in antiracist assessment and emphasizes language use, student diversity, and syllabus and assignment development with a DEI focus in mind.

Appalachian State's WAC program is housed within the University College and serves the first-year writing program and their writing center to support students on campus. WAC consultants work with faculty to support the teaching of writing, and writing in the disciplines (WID) faculty consultants serve as liaisons across disciplines and advise the program. Among the resources that the website provides, there is a range of antiracist materials provided that includes the following: an accessibility faculty guide, critical citations for antiracist pedagogy, antiracist teaching resources, and antiracist feedback practices. Programs like Appalachian State's that provide a range of WAC strategies, programs, and initiatives and provide resources for antiracist/DEI practices are more common than programs like Syracuse's dedicated antiracist WAC program.

Staci M. Perryman-Clark writes in *The New Work of Writing Across the Curriculum: Diversity and Inclusion, Collaborative Partnerships, and Faculty Development* that her shift from serving as a writing program administrator to an academic administrator

"was necessary to develop sustainable diversity and inclusion programming beyond the first-year writing experience" (8). She recognizes that DEI work in writing programs is often limited and siloed; therefore, she advocates for partnerships with a broad array of initiatives at universities, particularly WAC programs and centers for teaching and learning. Many of the programs described here have dedicated time and resources to establishing the partnerships that Perryman-Clark describes.

Perryman-Clark argues for a broader focus of diversity and equity practices at universities, including broader collaborations and more interconnected planning across the university. Through a thorough description of her experiences as a WPA and a frequent partner of a center for teaching excellence, Perryman-Clark explains "that both faculty development and WAC need to make diversity and inclusion initiatives a priority for professional development, as both enhance student learning. Furthermore, these alliances can be strengthened by collaborating formally on diversity and inclusion programming" (10). While she argues that the focus for WAC programs has not historically been framed as support for DEI, it should be as long as it is not duplicating efforts and is partnering with other programs and initiatives across the institution to support those efforts. This book is an example of the focus we advocate for in the latter half of this article. While Perryman-Clark focuses on collaboration and affiliation with other units, we offer a systematic approach for engaging in this kind of work, which she does not offer. But before we can turn to a sustainable approach for diversity and equity in WAC work, we feel compelled to identify a few shortcomings of antiracist assessment work that has dominated most first-year writing efforts and a large number of WAC initiatives.

Building from the work of antiracist scholars such as Asao Inoue, we are particularly interested in Raymond William's discussion of emergent cultures and Michel Foucault's theory of a "micro-physics" of power to explain why current models of antiracist initiatives are aspirational but unsustainable. We also interweave narratives from our own experiences that have inspired us to address these issues. We then propose the whole systems approach for sustainable WAC programs to suggest ways of extending work that many scholars in the field have begun in individual classrooms to include broader contexts, strategies, and levels of the university (Cox et al.).

Discourse and Power

"Toward More Sustainable Antiracist Practices" was first conceived when Jeff began looking for ways to help the WAC Committee reconsider the university-wide assessment process that the WAC program at Florida Atlantic University has developed and utilized since 2007. He turned to Asao Inoue's *Labor-Based Grading Contracts,* but quickly realized that its underlying theoretical framework was flawed and warranted further discussion to understand why labor-based grading is not a sustainable

solution for antiracist WAC programs. At that point, Jeff decided to focus his sabbatical on this critique and a possible alternative solution. He invited Sherri and, later, Barclay to collaborate because they both brought personal experience with labor-based grading to the project.

While others have critiqued Anoue's work, none have identified the issues that lead to unsustainability. All three of us agree that "[g]rading, because it requires a single, dominant standard, is a racist and White supremacist practice" (5). However, this claim does not recognize additional correlative statements: all societies have a dominant culture; all dominant cultures have one or two dominant discourses; all societies impose on their students' standards of academic writing based on this dominant discourse; and all societies are complicit in racist practices. Since all cultures have dominant, residual, and emergent cultures (and discourses), these dominant discourses are embedded at all levels of the culture. In order for an emergent culture to ultimately challenge and be taken up by the dominant culture—thereby making the emergent culture sustainable—one cannot simply change a process in the classroom and expect it to change that society's entire network of relationships, patterns of behavior, and embedded dominant structures.

Williams explains in chapter 8 of *Marxism and Literature* that emergent culture can take the form of new and/or oppositional practices in a dominant culture—although there are "spheres of practice and meaning" that the dominant discourse is "unable in any real terms to recognize," may neglect, or intentionally exclude (126). So, not all emergent practices are ultimately incorporated. He notes further that dominant culture typically works to subsume emergent practices that it does recognize—think of rap music—but often only takes up "facsimiles of the genuinely emergent cultural practice" (126). Under such conditions, any significant emergence, beyond or against a dominant mode, is very difficult because of repeated confusions and tensions with the facsimiles and the novelties of the "incorporated phase" (126). Nonetheless, emergence does occur. But it does not happen quickly—think of the emergence of the middle class—and it is "never only a matter of immediate practice," like grading strategies. He says that emergent culture "depends crucially on finding new forms or adaptations of form," but "[a]gain and again what we have to observe is in effect a pre-emergence, active and pressing but not yet fully articulated, rather than the evident emergence which could be more confidently named" (126-27). Williams here is primarily talking about changes in class cultures, but not exclusively. Nonetheless, his argument that we mostly see a not fully articulated "pre-emergence" is essential to our conversation about antiracist culture and accompanying discourse because the majority of antiracist practices we currently see today in rhetoric and composition are pre-emergent forms—practical applications that are not yet capable of changing dominant culture because they are too limited in scope and impact. We

discuss further what we mean by this statement when we turn to chaos theory to better understand emergence in complex adaptive systems.

Before clarifying emergence further, however, we turn to Michel Foucault's explanation of how power is deployed within culture to provide a more nuanced understanding of creating cultural change at universities. We argue that Foucault, like Williams, understands that temporary inversions of power relations do not overthrow the complex network of relations that drive dominant culture. Therefore, shifts in grading practices, while useful pedagogically in some contexts, are not ever likely to shift dominant culture without "a constantly repeated, and always renewable, move beyond a phase of practical incorporation" (Williams 124-25).

Inoue's own engagement with Foucault's explanation of "docile bodies" in chapter 1, after he introduces Bourdieu's *habitus*, is a pivotal moment in his overall theoretical framework. In the section "Determined Problematics of Docile Bodies," he uses Foucault to explain that "[o]ur classroom assessment ecologies discipline our students in determined ways, ways that are constrained yet still have some degree of choice in them" (*Labor-Based* 37). In making this claim, Inoue sets up his project: to identify how the management of docile bodies in our classes serves dominant discourse, but also to illustrate how the degree of choice in these classrooms makes room for instructors to change the tactics and techniques used to measure student success. He has rightfully identified that Foucault is concerned with "the political technology of the body." Foucault explains that this "technology is diffuse, rarely formulated in continuous, systematic discourse," is made up of "bits and pieces," and "implements a disparate set of tools or methods" (*Discipline and Punish* 26). Importantly, Foucault adds that it "cannot be localized in a particular type of institution or state apparatus" because these institutions actually have access to it in the form of what he calls "a micro-physics of power" (27). Any study of this micro-physics of power that is "exercised on the body" is conceived of as a strategy: "its effects of domination are attributed not to 'appropriation', but to dispositions, maneuvers, tactics, techniques, functionings" that are to be deciphered as a "network of relations, constantly in tension, in activity, rather than a privilege that one might possess." Ultimately, he notes that "power is exercised rather than possessed; it is not the 'privilege', acquired or preserved, of the dominant class, but the overall effect of its strategic positions—an effect that is manifested and sometimes extended by the position of those who are dominated" (26-27). Inoue rightfully recognizes that writing assessment practices are precisely the kind of tactics, techniques, and functionings that Foucault was talking about, a kind of micro-physics of power that does not reside in larger state apparatuses but is embedded in day-to-day functionings of the classroom. Inoue explains that "classroom assessment spaces discipline our students by constraining and pressuring them" (*Labor-Based* 37). To say this is to "say that our assessment ecologies,

which loosely is everything we do around student writing, is a determined docile-making ecological place" (38). But we mustn't limit the management of student bodies to specific classrooms and specific teaching practices. Indeed, several scholars have begun to discuss faculty training, WAC programs, institutional centers, hiring practices, etc. as long-term, sustainable efforts towards building antiracist institutions, but the vast majority of writing and WAC studies scholars, like Inoue, focus their efforts on classroom assessment practices, whether singular or programmatic. The extent to which antiracist efforts have been explored through institution-wide efforts and WAC scholarship is minimal. Such efforts would demand incredible resources and labor that, in light of Covid-19, enrollment crises, and ongoing attacks on DEI programming on many campuses, are difficult to navigate. As a result, most of us are forced to neglect broader institutional structures at other scales of the institution and beyond that perpetuate white supremacist practices like assessment.

This individualized state of affairs is the kind of paradox Inoue identifies in his own work that is important but not resolvable: faculty can make a difference, but mostly in their own classrooms and sometimes in the classrooms of others under the guidance of an administrator or director of WAC. He is right. We can exercise our authority to determine what kind of grading goes on in our classrooms to help address inequities created by the expectations of dominant discourse. Even more importantly, he imagines the possibilities of departments deciding to implement some form of contract or ungrading across their local programs. However, once students leave the writing classroom, the micro-physics of power that governs their bodies (i.e., the Western, white supremacist structure of the university) gets harder and harder to impact or change. Foucault notes that strategic relations of power are not "univocal": "They define innumerable points of confrontation," all of which are potential focuses of instability with their "own risks of conflict or struggles." Across the system, students face diverse challenges. And even though there is the possibility of at least a temporary inversion of power relations in a given classroom or program, Foucault declares that the "overthrow of these 'micro-powers' does not, then, obey the law of all or nothing; it is not acquired once and for all by a new control of the situation" (*Discipline and Punish* 27). That is to say that a single, temporary action cannot create lasting change to eradicate racism and inequality in our universities. As many scholars have already conceded, the changing of grading practices cannot by itself overthrow these innumerable culturally embedded micro-powers unless it induces changes "on the entire network in which it is caught up" (27). Efforts to rethink departments', universities', and even disciplinary organizations' assessment practices and language, such as the "WPA Outcomes Statement" and the "Frameworks for Success in Postsecondary Writing," spark important conversations that will lead to change but still do not represent a broad cultural shift.

Foucault more specifically addresses the relationship between networks of power and the possibility of resistance in *The History of Sexuality*. "Where there is power," he notes, "there is resistance" (95). Since power is always relational, it depends on "a multiplicity of points of resistance: these play the role of adversary, target, support, or handle" (95). Thus, we might question practices like labor-based grading as simply oppositional to the power of white supremacy. If pursued without careful reflection, such practices may end up "mobile and transitory" (96). For Foucault, change does not result from some "great Refusal," "soul of revolt," or "great radical ruptures" but instead from "the strategic codification of these points of resistance . . . somewhat similar to the way in which the state relies on the institutional integration of power relationships" (96). Just as white supremacy has been integrated into the institutions of higher education, in part through the grading practices that Inoue and others examine, so too any resistance to that power needs to be codified across multiple points, networked together into a new institutional integration. If we take Foucault's most immediate example, the birth of the new species "homosexual," the formulation of a "reverse discourse" arguing for the naturalness of homosexuality in the same scientific language of the sexologists did very little to change the status of queer peoples until the Stonewall riots. In the aftermath of the riots, LGBTQ activists formed an organized resistance, in part by borrowing the codified practices of feminist, antiwar, and civil rights movements. In the same way, isolated classrooms of resistant grading practices can have little effect without a strategic codification—a larger, coherent narrative that, much like the power of the state, manifests in resistances across registers of power, both locally and at larger scales. Practices in a bubble can too easily remain isolated. Only when these practices are coupled with larger strategies can resistance fracture existing relations of power and reshape them.

Power and the Classroom

Barclay confronted some of these issues through his own implementation of labor-based grading. During a graduate seminar on teaching that he taught during the pandemic, in summer 2021, he became persuaded by Inoue's *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future* and decided for the first time to implement a labor-based grading contract schema for his fall class, an upper-division writing course in the English department. What he found was that labor-based grading contracts are complex to implement, are difficult to track, and shift significant labor back onto the instructor in ways that reminded him troublingly of emotional labor expectations for teachers in general. He also noted that the impact on students was decidedly uneven. In the end, though he valued the goals Inoue articulated with regard to labor-based grading contracts, he

was not sure that his implementation of them met those goals. Moreover, his work in this one class did nothing to change the department's approach to grading as a whole.

In a class of around thirty students, he intuitively sensed that the use of a grading contract empowered only one student while disadvantaging at least one other. In a reflective course evaluation at the end of the semester, one student wrote, "I have issues getting to class on time some days because of personal issues with myself so making it to class at all was a success for me. Some days, if I knew I was going to be a little late I would panic and get myself worked up to the point where I just couldn't calm down and get myself there" (Atwater). When instructors center labor, students who struggle with chronic health conditions or other disabilities can be disadvantaged, as their conditions impact their ability to perform the same *quantity* of labor as others (Carillo 20). Even students without such challenges noted the ways in which the grading contract failed them by giving them the option to not do their best: "With my crazy busy schedule this semester I didn't feel as if I took advantage of that. Instead, I just wrote my [rough-draft and final] papers a day before class and I didn't think much of them because if I turned them in, my grade would be fine" (Lanctot).

Many other students appreciated the labor-based grading approach, but largely because it offered them the freedom to take risks in their writing, to be more creative and experimental. In this, they echoed earlier calls for this practice by theorists such as Peter Elbow, who suggested that taking grades off the table empowered students to locate their writing voice and take risks (8).

Only one student, who did not identify as a student of color, acknowledged its antiracist goals, writing, "I loved that this class tried to eliminate elitist biases that actively hurt some students in college. I understand that I am a person that often benefits from those biases, but I believe that college should be as accessible as possible, as everyone should have the opportunity to take the same classes" (Dunn). More troubling, perhaps, is the way in which this approach fueled prevailing white conceptions of success in America: "The grading contract was like a test of one's drive. It shows that a grade is not given but earned through overcoming challenges that are thrown at us. In a way, this method is preparing students for real life situations. You need to work hard for what you want" (Reilly). This statement echoes prevailing white narratives of the American dream, which suggest that anyone can make it if they work hard enough. It is disappointing but not surprising that white narratives would overlay the project because that is often how students are trained to make sense of the world. Ironically, then, in centering labor, the grading contract also recentered a white mythology often deployed to obscure the structural racism that guarantees that some people, mostly people of color, do not get what they want—no matter how hard they work—because the system is rigged against them. It also centered a specifically capitalist conception of work and the American dream, which

promises upward mobility but too often delivers low wages in dead-end jobs, shifting this failure from the system to the individual.

Expanding Antiracist, Linguistic Justice, CLA, and Other DEI Initiatives Beyond the Classroom

How we strive to be antiracist needs to vary depending on the rhetorical situation. In some cases, it means being vocal, direct, and even confrontational with our colleagues. In other cases, it needs to be a more subtle approach. In every case, we need to work in ways that empower us to be heard and not shut down by the politics of opposition found throughout higher education. As Foucault suggested, we need a range of tactics and maneuvers. By this we mean a rhetorical register and direct engagement with dominant discourse grounded in student and faculty self-reflection, but not less of a focus on changing institutional policy, practices, and structures.

For these and other reasons, we agree with Staci Perryman-Clark that contract grading, ungrading, specification grading, and the like are starting places. However, to become sustainable, antiracist, linguistic justice, and other DEI initiatives in higher education need to be much more highly integrated into institutional practices and policies than even WAC programs. We are not suggesting that individual classroom practices and changes stop or be removed. Nor are we suggesting that the emergent areas of antiracism, decolonization, linguistic justice, translingualism, labor-based grading, and other liberatory practices and pedagogies are collapsible into a single category of "diversity." Rather, we posit that assessment is a likely area where we can initiate change, but so are students' capacities to anticipate the range of possible actions to take in a given context, take action, understand contexts, and evaluate the outcomes of their actions (Shapiro et al. 33). Yet these decisions cannot be only limited to classrooms either. Helping students "notice and utilize particular rhetorical and linguistic practices" in a given classroom does not necessarily transfer to other contexts and enable students to "make informed choices about their academic lives" or beyond (33). We encourage a focus on holistic, emergent moves at the university level that support all our diversity goals across the institution.

This last statement means that sustainable antiracist culture, discourse, and accompanying practices will require constant effort, across all levels of the university and beyond, including persistent self-awareness, which we discuss further below. Furthermore, not all of this work should be oppositional, and most of it will need to be outside of the classroom, including greater opportunities for collaboration—as Perryman-Clark recommends—but also more systematic work beyond that; and whatever work is done in the classroom needs to transfer to other levels of the institution. We need to acknowledge and work within dominant practices, not just name them, as we push back against them to shift policies, practices, and expectations.

Ibram Kendi quotes Audre Lorde about how we have been programmed to respond to human differences and contends that being an antiracist "is a radical choice in the face of this history, requiring a radical reorientation of our consciousness" (23). This reorientation has begun mostly with academics but can become short-circuited when faculty think that labor-based, contract, criterion-referenced, and specification grading, ungrading, and student self-reflection fully satisfy the need for antiracist practices and look no further. Furthermore, antiracist practices, like many of the earlier calls for such change, are being met with political responses from the right that would have labeled this work "political correctness" in the 1970s and again in the 1990s, and has now been inappropriately labeled "critical race theory" as a catch-all for everything the political right hates about the antiracist movement. The complexity of this political moment deserves a more carefully integrated, systematic, and nuanced approach to antiracism beyond a narrow focus on assessment strategies.

Sustainable Approach

In order to envision how antiracist practices can continue developing in ways that will enable transformative curricular and social change, we turn to the whole systems approach (WSA) that Cox, Galin, and Melzer developed in *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs*, which provides a theoretical framework, sets of principles and strategies, a methodology, and a wide range of tactics for building long-lasting curricular change programs.[1] We are not suggesting that the WSA provides a definitive solution, but rather it opens new kinds of discussions about antiracist, linguistic justice, critical language awareness, and other practices that pay attention to how we can implement change at universities, which are themselves complex systems. Such a lens provides a more nuanced and systematic approach.

We suggest that WAC programs and antiracist initiatives have similar goals and seek similar outcomes. Both are meant to provide support for communication across disciplines, for writing, speaking, and other forms of communication that transfer across a student's college experience and beyond. Like WAC programs that were started in the 1970s, current antiracist initiatives are often grassroots efforts, promoted by a few vested colleagues, and implemented in ways in which some faculty have most control and impact in their classrooms. While early WAC programs were typically built around the notions of writing to learn, writing as a process, and decentered classrooms with lots of peer review and discussion of student work, most

1. A theoretical overview of the WSA is provided in ""Building Sustainable WAC Programs: A Whole Systems Approach." For a more complete discussion, we encourage you to read chapters 2 and 3 of *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs*. Chapters 4–7 provide a full discussion of each stage of the WSA.

current antiracist initiatives in first year composition (FYC) programs are being developed around alternative grading strategies. These models often involve different forms of contract grading or ungrading, with a significant amount of student self-reflection, discussions of student agency, and an emphasis on linguistic justice because standard grading practices are white supremacist and unethical. Many initiatives have begun this way because the scholars who have researched and promoted antiracist teaching are keenly aware that grading practices are a key leverage point in writing programs that can inspire change. Doing so, however, will cause such initiatives to face the same kinds of sustainability challenges that most WAC programs face (historically, over fifty percent of WAC programs fail over time), which is why we are drawing on the WSA to address this problem (Cox et al. 1).

Complex Adaptive Systems

Before we introduce the WSA methodology, we offer a brief explanation of universities as complex adaptive systems to illustrate our rationale for approaching the problems facing institutional change initiatives. We also return here to the notion of emergence that we drew from Raymond Williams. As is the case for creating sustainable, transformative change in any complex adaptive system like a university, it is primarily a matter of introducing self-monitoring negative feedback loops at different scales within the system. In *Sustainable WAC*, Cox, Galin, and Melzer explain that

> When scientists talk about complex adaptive systems, they often refer to ecosystems or examples such as flocking birds that make minute adjustments in their own flight in relationship only to the birds immediately next to them. These decentralized decisions among individual birds are driven by feedback loops that either magnify a small action across the system or keep it in check. A flock of starlings, for example, can appear in such numbers that they seem to fill the sky as a swarming tornado of movement. As one watches these large groups, one sees how the micro relationships among individuals can result in a flowing mass that sometimes splinters off but often forms and reforms amoebic shapes in the sky. Complex systems science works to understand the emergence of coordinated macro behaviors, how local rule-following activity leads to these behaviors, how the system remains identifiable as a distinct system, and how it maintains its relative internal stability. (26)

The focus on assessment practices is a well-intentioned attempt by antiracist practitioners to intervene in a key feedback loop of the university. Notice, however, that the interactions among the flocking starlings described above control the actions of the entire flock because the rule-following activity is distributed across all individual

birds. This distributed behavior is a function of the nonlinearity of such systems, caused by the "interactions of a large number of actors, components, and subsystems" (30). There is no single figure or authority that controls all the behaviors of individuals across the system.

Classrooms and writing programs are not complex systems, but universities are. The rule-following behavior of all faculty at an institution is governed by a wide range of individual interactions, policies, promotion and tenure guidelines, financial concerns, learning goals, and social expectations—the very micro-physics of power that Foucault identified. Emergence, in this case, might change over time in teaching practices, programs, outcomes, and expectations across all levels of the institution that would grow out of a culture of change. Williams intimates this notion but does not explain the mechanisms of change. Both in complex systems and William's emergent cultures, such change cannot be directed by an individual or mandate because culture does not change in this way. This is not to say that we can't build programs that facilitate such a change in culture, but we need to be realistic about what it means to change *culture* and not classrooms. Large-scale emergence can be fostered, even though not fully engineered, by leveraging multiple points across scales within the entire complex system that is the target of change. Understanding how the micro-physics of power functions enables us to identify the most productive leverage points throughout the system (the university, in this case) that can alter the feedback loops that govern policies, practices, outcomes, and goals. These shifts in what are called negative feedback loops make the complex system an adaptive one, and, over time, can lead to a new stable and sustainable state.

After all, for a complex system to work most actors in a system need to be acting out of the same local (micro-adjustment) rule-following activity for coordinated macro-behaviors to emerge. This means that faculty in all departments and programs would have to take up the same types of assessment strategies, work from collaboratively built equity and diversity policies, and coordinate faculty support across university initiatives, but not as a result of a top-down mandate since complex systems do not function by executive control. Rather, they would all have to perceive the need for, and elect to engage in, these practices because they determined for themselves that such shifts were warranted. While local rule-following activity is generally unconscious, it can be managed, monitored, and even motivated to some degree through negative feedback loops that govern micro-relationships within the system. Think of kids talking in their friend groups: their behaviors are governed by invisible social rules that are informed by so many different factors that it is hard to identify them all. Yet these clusters of influences lead them to somewhat predictable, coordinated macro-behaviors.

Since no single feedback loop will change the complex adaptive system unless, like the flocking birds, the interactions of all the individuals are governed by the same set of rule-following activity, changes that are created at the classroom level need to be part of the negative feedback loops of the departments, colleges, and university as a whole. Furthermore, resilience thinking suggests that systems work within what it calls a "band of equilibrium," a sweet spot within system ecologies that enables them to remain stable and sustainable. There are indicators within systems that can be tracked to determine the lower and upper limit of sustainable activity.[2] While a discussion of tracking sustainability indicators is beyond the scope of this paper, there are two other key features of resilience thinking that are pertinent here. First, this band of equilibrium that marks the boundaries of a stable system can ultimately shift at a tipping point, when the system itself loses integrity and slips into a new steady state that is marked by new boundaries. These shifts are often not desirable. Second, dynamic systems change over time and can be significantly impacted by "deliberate transformational change" orchestrated through social action (Folke et al. para. 17). This second point, combined with the preceding comments concerning emergence, micro-physics of power, negative feedback loops, and complex adaptive systems, provides a more nuanced understanding of how deliberate transformational change can be fostered at universities. The remainder of this article addresses how such deliberate antiracist change can be made without being trapped in isolated bubbles of social action.

Whole Systems Approach

As an early-career faculty member at a public institution with a high BIPOC student population, Sherri was confronted with the complexities of resisting her department's call for labor-based grading practices. Her time as a student was filled with academic challenges, particularly in writing and English courses. In an effort to compose according to the standards required of her, Sherri spent innumerable hours reading, writing, and revising her assignments. She ultimately attended graduate school and earned a doctorate in composition and rhetoric, with special attention to first-year writing programs and instructor support. Her rejection of labor-based grading in 2020 was received as irrational by senior white faculty in the department. She was shocked that this very individualized pedagogical decision was perceived as wrong and potentially racist. Sherri wanted to give students the same opportunity she was provided to improve her writing skills and meet the standard demanded by her future employers, professors, and herself. Rejecting labor-based grading in her classrooms was less about the desire to reinforce inequitable conditions and more

2. See "Resilience Thinking" in chapter 2 of *Sustainable WAC* for further discussion (37–41).

of a recognition that such inequities were unavoidable within the current systems in place. When discussing the possibility of adopting labor-based grading with her students, who were diverse in race and experience, one responded vehemently with "that won't help me get a job, Dr. Craig." In this unfortunate consumer satisfaction model of the institution, they had a point. Would her individual class, where they had a singular antiracist assessment experience, help them in their careers? Probably not. Did they understand that they were the victims of a white supremacist system? Probably not. Did Sherri know better than them? Probably not. Was she being asked to alter her traditional grading practices in an effort to provide pseudo-equity in an inequitable system? Probably. Sherri wanted to retain her autonomy as the instructor of her courses, and this included choosing her own assessment practices. To be clear, it is not that she did not support others' decision to choose alternative grading, but rather as someone who was more likely to receive lower scores in student evaluations of her teaching, Sherri did not want to add weight to the already imbalanced scale used to consider her tenure and promotion (Chávez and Mitchell 273). While some might argue that alternative grading could improve her scores and the experiences of her students, she did not believe it was worth the risk.

Additionally, when Sherri inquired about challenging the assessment practices of all the courses in the department and not only the first-year writing courses, there was great resistance. When reviewing the inequitable hiring practices that allowed for more BIPOC scholars to be hired in the department as adjuncts and not full-time or along tenurable lines, she noticed that the responses used silencing language like "policy," "protocol," and "budget." Sherri was skeptical of individual antiracist approaches that did not consider the entire system. A more system-wide approach enables a more sophisticated and nuanced set of strategies across different levels of the institution, much in the same way that WAC programming is constructed.

Sherri's experience demonstrates why top-down mandates for curricular control in the classroom do not often lead to the desired results. Her rule-following behaviors differed significantly from those of her white colleagues because they were not subject to the same kinds of pressures that she, an untenured Black faculty member, was subject to. And her efforts to point out the need for more systematic approaches to the desired antiracist practices failed because the rule-following behaviors that governed change in the composition program were not shared by the department or university at large.

These types of failures are familiar to anyone who has been empowered to direct curricular change at universities, particularly those who have served as WAC program administrators. WAC programs fail for a wide range of reasons, but most commonly because they are grassroots initiatives that are not systematically developed, widely distributed, integrated into their institutions, and broadly supported. Cox,

Galin, and Melzer developed the figure below to represent the four typical stages of developing sustainable programs, based on a figure developed by Environment Canada entitled "Federal Sustainable Development Strategy for Canada" (53). We offer a brief overview below.

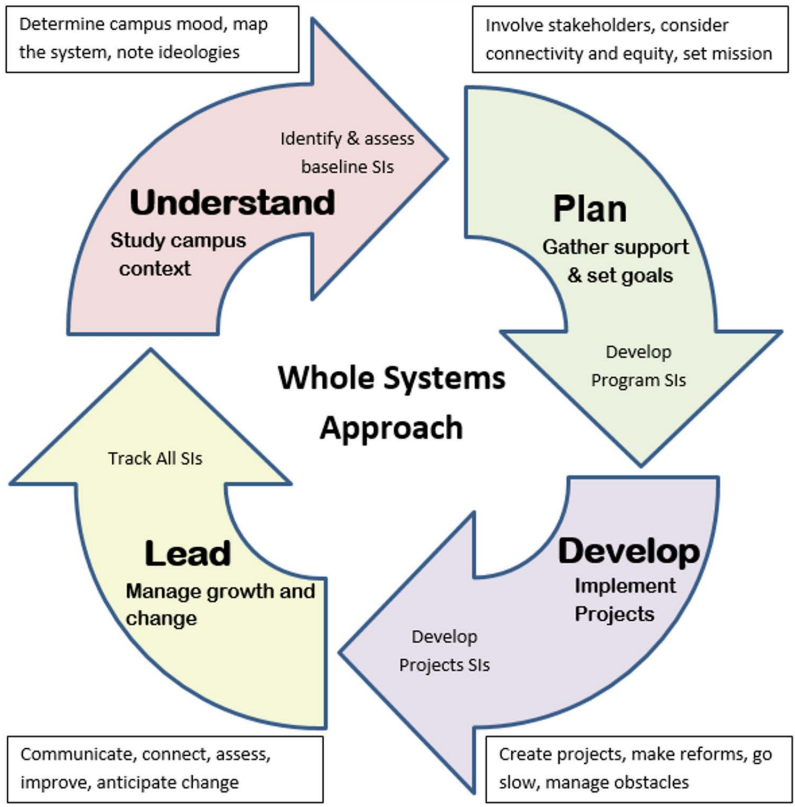

Figure 1. The whole systems methodology for transformative change (Cox et al. 55).

The four stages are not necessarily linear, even though most of the time we typically do move through these four stages when building university-wide programs for curricular change. Frequently, two or more are compressed together, or we may return to an earlier stage while we are working on projects in later stages. When possible, it is important to take the time necessary to understand the campus mood, map out where program allies are located, identify a clear need, develop a funding model, and note possible roadblocks, as well as to assess faculty, student, and administrator perceptions and expectations before planning changes. Often, this means slowing down the process, even taking several years to develop a program that has

been carefully conceived and vetted through multiple levels of the university, and has a chance of making an impact beyond a few selective classrooms. At other times, it means building quickly and then stepping back to foster support and develop initiatives. When antiracist and diversity and equity work is integrated into WAC work, WAC administrators and stakeholders are likely to develop lasting programs if they work through all of the stages mentioned above.

It is essential to engage a broad range of stakeholders in the planning stages of a university-wide curricular change program by mapping the network of relationships that currently support the initiative, those individuals who are already vested in similar work, and those who would likely be interested in supporting it in the future. In the case of antiracist practices, equity is baked into the stated goals, as it is one of the ten primary principles of the WSA. In addition to the need for more equitable assessment practices and more self-reflection, equity in this planning stage also means considering the effects of new mandates on all students, particularly students of color, in- and outside of the classroom; the impact on their prospects for academic work and beyond; and the impact on faculty who engage in such work. This latter issue has particular implications for GTAs, adjuncts, instructors, and pre-tenure faculty, who are less institutionally secure and may face expectations from students that do not match the pedagogy the instructor has chosen.

Institutional context has significant influence on the feasibility of instituting antiracist practices across the system. Working conditions across institutions vary dramatically. In states like Michigan, Washington, and New York, there are strong university-wide initiatives for diversity, equity, and inclusion, which provide resources and opportunities for building equity-focused WAC programs. In states like Florida, West Virginia, and Texas, politicians are passing laws to censor materials and teaching practices that they deem too far left for their tastes. While it is not impossible to build WAC programs with equity and diversity as primary objectives, it will be much more difficult to build and sustain them without institutional support across all scales of the system. We are not arguing here that faculty, especially in these states, should not pursue antiracist practices but that they must undertake that work more deliberately and systematically.

Whether these faculty work locally to form coalitions across their universities and in their communities to create safe and sustainable strategies for implementing their equality goals or they create grassroots, underground movements to challenge curricular design, recruitment, and assessment, their actions should be done in concert with other faculty and across units. All these local concerns, coupled with the explicit

goals of an antiracist initiative, need to inform the mission statement that the broad program stakeholder group would formulate together.[3]

Any given program will likely have multiple initiatives, such as assessment practices, resource collections, recognition ceremonies, faculty training, presentations, etc. At any given point in an antiracist program's development, individual projects are likely to be at different stages of implementation. Each distinct project can move through the WSA cycle separately; however, it is beneficial for the program overall to move through the full cycle, even if individual projects are moving through at different times. The development phase is all about these projects. Each iteration warrants its own sustainability assessment with sustainability indicators to identify and implement changes and manage challenges.

And, finally, management of each project would benefit from clear communication of intentions, outcomes, and successes. This would entail outward-facing forms of assessment beyond the inward-facing SIs, as well as ongoing outreach to expand and connect more broadly through the university, to improve all projects and to anticipate change as projects become institutionally embedded.

Using the whole systems approach for developing antiracist WAC programs assumes that such work will not be shut down by state officials as visibility of the program grows. If, after studying the mood concerning writing outcomes, diversity, and equity at a given institution, gaining a clear understanding of institutional context, and determining the predominant ideologies about writing on campus, the stakeholders determine that the timing for developing a prominent antiracist or equity-based program is not feasible, the WSA would suggest that less direct and arguably less sustainable initiatives should be undertaken until conditions become more favorable. Such an outcome demonstrates that the sustainability of antiracist programs is not just dependent on local practices, institutional collaborations, and a systematic approach but also on the institutional context at all scales, from the classroom to the state senate.

Anytime that such cross-curricular reform initiatives are developed in isolated or unsystematic ways, they are more likely to fail than persist. This abbreviated introduction to the WSA is meant as a lens for considering how to build more sustainable antiracist programs across universities and at higher levels than the classroom; how networks of policies, practices, and programs can be reevaluated; how we might identify indicators of success and distress to determine long-term viability of a given project; how we can better publicize goals and outcomes of such work; and how to engage faculty in thoughtful conversations about making changes across the university.

3. See chapter 5 of *Sustainable WAC* for an extensive discussion of formulating program goals with stakeholder input.

Points of Leverage

To imagine a systematic approach for sustainable antiracist programs at universities, we provide examples of programs that extend across campuses and offer several tactics for identifying leverage points at a university. While first-year writing is perceived as the most logical place for teachers of writing to attempt change, it is not the most logical place to institute cultural and institutional change. Rather, practices and programs like WAC, multilingual student support, writing centers, graduate support centers, centers for teaching and learning, hiring and promotion, undergraduate student research, admissions, faculty training, and centers for antiracist research and practice are much more likely candidates. FYC has an important institutional footprint, but all of these other practices and programs are more far-reaching, more integrated across the university, more valued, and often have much more campus-wide visibility than FYC. We are not arguing that FYC should not be a site for antiracist/cultural change. It, too, can play a role. But alone, it is a bubble of practice that does not touch (or barely touches) these other institutional hubs of policy and practice.

Whether institutions develop offices of DEI around which they build programs and initiatives, or whether there are collaborative efforts across units and programs, WAC can play a lead role, even at institutions where DEI efforts have been denounced and defunded. Ideally, an institution would develop and support a DEI office and stakeholder committee that could review existing policies and practices as well as oversee the development of new university policies. This office would work through the stages of the whole systems approach, reviewing the principles, strategies, methodology, and tactics that would best apply to antiracist and DEI efforts. Even with the establishment of such offices, universities may lack meaningful commitments to supporting inclusion initiatives, as seen in Texas A&M's recent controversial treatment of Kathleen McElroy. If DEI initiatives are not yet viable at a given institution, then WAC could serve as a primary site of such work through its relationships with units and constituents inside and outside the university. It would behoove program administrators to map existing institutional relationships across the university and identify additional potential relationships that could be formed and strengthened so that there is continuous coalitional work toward lasting antiracism. Promotion practices, grant opportunities, and research collaboratives can be revised/and/or developed to leverage change. By partnering with teaching excellence centers to craft faculty development programming for linguistic justice and other inclusive, equitable teaching practices, English and writing studies faculty invested in antiracism—and labor-based grading practices as a reflection of that investment—can share their theories and strategies with faculty across the university. And centers like Boston University's Center for Antiracist Research can inform, build programs,

challenge university policies, and even harness big data across institutions to help foster and advocate for systemic change.

Change can also come from existing centers that systematically reevaluate their policies and practices, even in states that are openly hostile to antiracist efforts. Florida Atlantic University (FAU) has run its writing center and WAC program for twenty-one and sixteen years respectively, but its administrators have only recently begun to think about how antiracist, linguistic justice, critical language awareness, and other such practices could be integrated. The writing center supports all students, faculty, and staff, yet it has rarely provided consultants whose specialty is second-language acquisition. More importantly, the staff have only begun to consider how working with nonnative English speakers should change policies to better accommodate these learners. Similarly, the WAC program has run a university-wide WAC assessment process for the past fifteen years, but it has not updated its rubric (which has only been slightly modified) over the course of those years, nor has it provided faculty workshops on ways to address the impact of Standard American English (SAE) on students. This past year, FAU's WAC program developed a Professional English Language Support (PELS) program that is built on social agency and critical language awareness theory to provide services to graduate and undergraduate students. Such initiatives and programs would mostly impact students of color at an institution that prides itself as having the most diverse student population in the Florida state system. These types of efforts serve as starting places for leveraging change. They are by no means sustainable without larger commitments from university partners at various levels, but they can lay the groundwork for the future.

Each of these initiatives should target different policies and practices university-wide to leverage change significantly beyond, or at least in addition to, work on grading practices. While each of these programs may not engage all students at the university, one can easily see how, together, they begin to identify critical leverage points. By reaching students at multiple contact points—especially points of potential cultural conflict—they can help shift rule-following behaviors of faculty across the university. Furthermore, these three programs at FAU are directed by a single person, which makes coordination among them more likely, more feasible, and more sustainable. Yet there are so many other leverage points across the institution that should be identified as sites for additional change, including those listed above but also areas such as career planning, business presentations, international student recruitment, diversity programs in student affairs, capstone courses, and honors programs that target all students at the university, regardless of their race, orientation, ethnicity, gender, class, age, or ability status. Even if one or more of these projects does not gain traction or fails to survive over time, the more nodes in the system where relationships can be

secured and policies coordinated, the more likely an antiracist/diversity and equity program will persist.

Mapping institutional programs and resources that could impact linguistic diversity on campus is perhaps the most important tactic a program director could undertake. Cox, Galin, and Melzer discuss mapping at length in *Sustainable WAC*, so we will not do so here (90-96). Although many individuals and programs at universities have begun to do the hard work of building emergent culture at their institutions, few, if any, have attempted to identify all the points of contact and leverage that could help foster an emergent culture of linguistic diversity and social justice. Building such a network map of relations could enable all participants working at points of contact to share resources that foster change. It would open new doors for collaboration—for as yet unimagined projects—and build a critical mass of practices across campus that could tap into and inform work that FYC programs want to accomplish.

As we noted earlier, complex systems do not have central controllers but are rather distributed systems. No one can tell faculty what or how to teach in their classrooms, but faculty can choose to change their practices if they perceive the value and need for doing so. As more and more highly visible, cross-disciplinary programs, initiatives, and projects implement changes; as more and more workshops, policies, and resources become available; as more and more encounters with ethical writing practices happen across the university, more and more faculty would begin to follow the local rule-following activities of their colleagues, which would shift the steady state of multiple negative feedback loops across and beyond individuals (and individual campuses) to maintain engagement in antiracist practices. Ultimately, such work would have to become even more public. It would have to impact the political forces outside of academia that currently push back on antiracist practices in order to shift public perception of such change from intrusion to the norm.

Concluding Thoughts

We have only begun to lay out in this article the ways in which building antiracist programs in higher education might be developed to achieve sustainable, transformative change. Our aim from the start was not simply to challenge or critique existing strategies but to point out that most current approaches to alternative grading strategies cannot by themselves create the kind of change that most antiracist scholars and practitioners value. We would do well to consider more carefully the work of scholars like Shawna Shapiro, who are helping us to see that critical language awareness may have more impact on fostering emergent change than more oppositional methods—which, though they may feel right and valuable, have less chance of convincing faculty to alter their rule-following behaviors. Furthermore, WAC studies needs to think more broadly about the kind of work we do, our fields of influence,

and strategies for promoting emergent change. This is the heart of our discussion. We are committed to the goals of resisting prevailing relations of power by building equitable classrooms and acknowledging that many students of color are disadvantaged when asked to write academic discourse. We argue that the systems of power that function at all levels of society need changing in order to change the system—to overthrow current dominant discourse—so that we can accomplish more and better progress than the single teacher (or small group of teachers).

No doubt, some will argue that such an approach is problematic, diluted, too bureaucratic or unethical, that any practice that does not fully refute practices and policies that promote dominant discourse is unacceptable. As we note above, such claims do not take into consideration the lived reality of instituting sustainable change within an complex adaptive system like a university. Establishing such cultures of change is always messy and imperfect. Yet resilience theory helps us realize that institutional change rarely succeeds by working only at the lowest scales within the institution. We have not provided here the kind of fine-grain discussion of developing the antiracist projects necessary to implement a comprehensive program at any given university—but we offer a start. Such a discussion would entail studying programs currently in place; understanding their strengths and challenges; recognizing where isolated practices need more extensive networks of connection to hubs and nodes across the university; and facilitating a broad conversation about the limitations of current, theoretically underdeveloped models in implementing antiracist programs at universities and colleges.

We would love to provide specific strategies and practices to reach our collectively desired outcomes around antiracist teaching and learning; however, part of our argument is that any such *a priori* practices have limited chances of creating more systemic change, which requires the inclusion of multiple stakeholders embedded in the local context of the institution and its current rule-following feedback loops. Thus, it behooves us to consider what individualized antiracist statements and practices mean in WAC and composition training, writing centers, behavior policies, promotion practices, and publication venues. Our field has begun to consider these contexts recently, but not nearly enough. The complexity of this political moment deserves a more carefully integrated, systematic, and nuanced approach to antiracism in order to usher in sustainable, transformative change. We are just not there yet.

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(Re)Defining WAC to Guide a Linguistic Justice Ideological Change Across Campuses

EMILY BOUZA

In 1996, Walvoord suggested that WAC scholarship had focused on micro level concerns at the level of individual faculty rather than macro level concerns such as naming the relationship of WAC with upper administration on campuses. Over two decades later, Cox, Galin, and Melzer (2018) add that little has changed, and WAC has continued to focus on adapting composition theories to the needs of individual contexts. WAC is often seen as a pedagogical approach that can be adapted to each campus and able to work with writing in any course (Russell, 2002; Zawacki & Rogers, 2012). Much of WAC work (including the work I have done in WAC) aims toward affecting already interested faculty to make a small change to one or two of their courses they will teach in the immediate future.

Yet, when I think about WAC, I am inspired to think big. As I am sure others have, when I hear "Writing Across the Curriculum" I imagine effective writing pedagogy spreading across the entire campus, and the impact that would have both on campus and in wider communities as students graduate. I see this idea of "writing" as being a gateway for all communication practices, effective teaching practices, and even greater inclusivity and access, not just the named writing skills taught in a single lesson. I hope to both assist students from all backgrounds in gaining access into disciplinary communities while also helping those communities alter their discourses and practices to reflect the diversity of their community. While these are extremely lofty ideals, I remain hopeful that WAC has the power to enact macro level change toward linguistic justice on campuses.

Though current WAC scholarship has the building blocks to help us get here, I aim in this article to name a central theoretical framing for how we could reach these lofty goals. Much of WAC scholarship focuses on adapting composition theories for curriculum across the campus, such as writing to learn, the writing process, genre theory, and grading and feedback practices (Carter, et al., 2007; Russell, 2002; Zawacki & Rogers, 2012). This type of scholarship can lead to great micro level change, helping to affect change on the level of individual faculty members' teaching practices such as assignments or assessment. However, it does not theorize the administration of WAC and thus does not help WAC administrators move toward

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macro level change, or affect the way the institution fundamentally views and teaches writing (Cox et al., 2018). To make macro level change, we need a theoretical framing that names the ideological shift we hope to enact and how we can enact this change across the entire campus in a sustainable manner. Naming our goals toward an inclusive, linguistic justice informed practice should be central to what it means to do WAC so that it becomes truly fundamental in everything we do.

As I am working toward this theoretical frame in this article, I have decided to organize everything around the *what*, the *how*, and the *why* questions of WAC. Most broadly: What is WAC? How do we do the work of WAC? Finally, why do we do the work of WAC? I argue that scholarship has explored the what questions as we have been defining the movement, and the how questions as we have been doing our work, but often leaves the why questions out of our work entirely, almost as if why answers are assumed in the what and how.

In order to develop the theory that I am looking for of WAC, I will build this up in the other direction, starting by answering why we do WAC and then going to how and ending with a new definition of what WAC is under this framing. My lofty goals for WAC include affecting language ideologies across campus to work toward access and inclusivity. By starting from a stronger why statement that names this as the central mission for WAC, this will help name how to do the work and what our work in WAC even is, and thus guide the decisions I make as a WAC administrator.

Theory of WAC

I am by no means the first person to call for a theory of WAC. Walvoord (1996) noted this lack of theory 25 years ago, and so she used social movement theory to analyze the ways WAC has responded to a wide range of challenges. Walvoord argued that much of the work WAC administrators do functions on the micro level, activities such as workshops that work toward changing individual faculty, but that little work is done at the macro level to create more systemic change, through activities such as defining WAC's relationship with institutional administration. She concludes with the argument that WAC has power as a movement and that WAC must mature as an organization.

Cox et al. (2018) point to Walvoord's piece to show how the WAC movement is still functioning the same ways over 20 years later. They argue that WAC literature focuses not on the macro level discussions of the complexity of higher education, but on writing pedagogies applied through WAC work on the micro level. In their book, *Sustainable WAC,* Cox et al. develop a theoretical framework that can help explain the structure of WAC programs and the moves that WAC administrators make to develop and sustain programs on various campuses. Their framework then

aims to provide a comprehensive theoretical framework, methodology, and strategies for WAC administrators to develop, revitalize, and sustain WAC programs.

While the WAC movement has been celebrated for being flexible and adapting to each campus, these calls for sustainability and theoretical framing are requests for structure within the flexibility. WAC is easily adaptable because it is something that can be layered upon existing structures. If we are hoping to enact macro change, we need to rethink how WAC can be adaptable to various contexts but also call for greater change within the institution while doing so. While theoretical framings from existing scholarship (Cox et al., 2018; McLeod et al., 2001; Tarabochia, 2017; Walvoord, 1996) move us toward describing the work of a WAC administrator, I am left without a full understanding about why we do the work of WAC, especially in a description that somehow addresses the assimilationist critiques of WAC. Naming access and inclusivity as central to why we do WAC can give us this central goal that, while still adapting to different contexts, will name what macro change we are hoping for as we integrate WAC more fully onto our campuses.

Why WAC

The easy answer for why we teach writing across the curriculum is simply so that students learn through the act of writing and learn to write in their disciplines, essentially write-to-learn and learn-to-write, core fundamental ideas to the WAC movement (see Carter et al., 2007; McLeod et al., 2001; Russell, 2002). However, this is still missing why writing is essential for all students, or why we focus on writing specifically as the skill that needs to be developed and why this benefits our students.

It is logical to start to look for this why in the foundation of the WAC movement. As we have probably all read, much of all composition studies has a history of being started out of concerns for falling literacy rates of college students, coinciding with increased admission of students from a greater variety of social classes and backgrounds (Russell, 2002). The WAC movement can be traced to a specific moment of increased literacy concerns in the 1970s, where open admissions and racial integration led to more students from marginalized backgrounds attending college than in previous decades (Russell, 2002). Walvoord (2000) describes the beginning of the WAC program on her campus, "We started, as many such groups still do, with a concern that our students could not write papers that met our expectations for thought, organization, or mechanics" (p. 13). While each program has a unique reason for beginning, it seems to be a pattern that WAC programs start as a response to some sense of a lack of ability in students' language skills as campuses continue to increase in student body and diversity.

As scholars have begun to question the nature of why we are doing WAC work, many explore whether our work is more assimilationist versus truly inclusive. The

WAC movement has "been critiqued for its tendency to standardize, accommodate, and lose critical reflexivity" (Geller 2011, drawing from Kells, 2007; LeCourt, 1996; Mahala, 1991; Schroeder, Fox, Bizzell, 2002; Villanueva, 2001). LeCourt (1996) argued for a third stage of WAC in which we would remedy the problems of assimilating students into existing standards and thus silencing their differences. She argues that the focus on learning content through writing and learning to write through disciplinary conventions are ways to enculturate students into the existing linguistic conventions across the curriculum. She adds that students are often eager for acceptance and validation in their chosen fields and thus will internalize the ways of thinking of that discipline rather than draw from the ways of thinking they already possess.

However, twenty-eight years later, scholars continue to call for similar transformations to occur. As scholars like Hebbard and Hernández (2020) and Green and Condon (2020) argue, we are still in the early stages of developing ways for students from diverse linguistic backgrounds to use their full linguistic resources effectively and productively in courses across the curriculum.

In summary, the traditional answer to why we do WAC is assumed in the description of what it is, we do WAC so students learn about writing. When further questions are raised about why WAC is done, we are then led to these questions of whether traditional models of WAC are assimilationist in nature. Scholars are critiquing why we should do WAC if all it does is assimilate students into the existing discourses and structures of the disciplines rather than allowing students to use their full linguistic repertoires and ways of knowing. As a response to these critiques, I offer linguistic justice as an answer for why we do WAC.

Offering Linguistic Justice as Why for WAC

To fully explore a theoretical framing for WAC that is not assimilationist in nature, I turn to the ideology of linguistic justice, as have many others in composition studies (see Baker-Bell, 2020; Frost et al., 2020; Perryman-Clark, 2021; Schreiber, et al., 2022). This body of scholarship asks us to move beyond multilingual dispositions toward language where we still teach toward one assumed norm that is deemed higher in societal value (Horner et al., 2011). Instead, the call is to move toward a translingual disposition toward language in which multilingualism is considered the norm and all communication is deemed an act of translation (Canagarajah, 2013; Flores & Rosa, 2015; Horner et al., 2011).

This translingual disposition toward language informs the ideology of linguistic justice. Mihut (2022) posits that linguistic justice both "exposes monolingual standards" and "actively integrates cross-cultural rhetorics and translingual writing in the classroom" because both a "critique of monolingualism and integration of plurilingual practices and theories are essential to centering and valorizing linguistically-rich

practices" (p. 269). Baker-Bell (2020) adds that linguistic justice is a call for action, not just ideas. Central to the framing of linguistic justice is that it is not just about socially defined language barriers, but all marginalized language practices, including Black language and identity (e.g., Baker-Bell, 2020), multilingual speakers (e.g., Mihut, 2020), Indigeneity (e.g., Preseley, 2022), and antiracism more broadly (e.g., Wang, 2022). Schreiber, et al. (2022) argue that linguistic justice work should move us toward a more just society in which inclusivity and accessibility allow for all students to grow and learn to amplify their own voices. They also mention that access and inclusion efforts for multilingual students must also include an awareness of ability and how racism and ableism are both parts of the restrictive, monolingual ideologies.

While ableism has been less explored through the frame of linguistic justice, I will turn here to the discussion of access in disability studies, as a comprehensive linguistic justice framework needs to incorporate discussions of ability and because the work in disability studies helps to make sense of what is missing in current WAC frameworks. Similar to linguistic justice, disability justice "pushes past solely access, assimilation, inclusion and equality, to justice and liberation" that is not simply a "kinder, gentler oppressive system or only access to the current violent system we have" (Mingus, 2014, p. 109). Disability justice is calling for liberation of all people, across ability as well as other social markers such as race (see also Berne et al., 2018; Konrad, 2021; Ramp Your Voice, 2020; Simpkins, 2018; Sins Invalid, 2021; Yergeau, 2018).

As these scholars and activists argue, issues of disability justice often overlap with issues of language, including accessible teaching practices, reading and writing modalities, and linguistic differences including ASL and braille. Many members of the disability community refer to the term "language justice" in discussions about the need for including considerations of language in making spaces accessible and inclusive. The activist organization Sins Invalid published a statement in 2021 outlining the principles of language justice, stating "Language Justice means that everyone is listened to and understood without hierarchy, stigma, or shame. It honors our right to communicate our feelings and ideas, and demands we move in mutual respect for all people regardless of whether or how they sign, speak, or otherwise convey what's on their mind or in their heart." This definition and their additional principles highlight that the goals of language justice and linguistic justice are working toward the same key principles, that language varieties should not be hierarchized, and we ought to work toward greater inclusivity of both languages and the speakers of those language varieties.

Dolmage (2017) uses the term retrofit as a spatial metaphor to describe how disability is often handled in society. An architectural retrofit is something like adding a ramp entrance to the back of a building. The building was designed to be entered

solely by stairs, so a more accessible ramp is retrofitted onto the building, often creating additional challenges such as separate entrances, creating a sense of othering for users, and still not fitting the needs of every disabled person. Similarly, when we add accommodations to a class, Dolmage argues that we are simply retrofitting the curriculum, and essentially making the disability go away rather than truly planning for all abilities while designing the curriculum.

I believe that too often we might be doing work of retrofitting and accommodating diversity in WAC as well. When we make arguments of how to develop strategies for multilingual writers or other marginalized groups of students, we are retrofitting a strategy for these particular students onto the existing curriculum rather than adjusting the curriculum design itself. Like adding a ramp to a building, we are adding additional avenues into the academy that often require extra effort such as working to remove dialectal differences and style from people of marginalized identities. We need to instead start from a curriculum that allows for access to all —a theoretical understanding of writing that works toward linguistic justice for all students. Building from a basis that accounts for linguistic justice, we can instead design a theory for WAC that already accounts for the diversity of our student body. Truly this has implications for all of composition theory, but because WAC has power across the campus, the consequences are much further reaching for us to be sure of working toward linguistic justice in our work.

For a model for how to start to think about linguistic justice in WAC, I turn to Writing Across Communities, or WAC^2, as developed and theorized by Michelle Hall Kells and Juan Guerra. Kells (2007) describes WAC^2 as "a cultural ecology approach seek[ing] to cultivate critical awareness of the ways that literacy practices are shaped by ever-shifting sets of economic, political, social, cultural, and linguistic factors" (p. 93). WAC^2 is built from this cultural ecology approach, meaning it resists culture-blind modes of discourse production, seeking ways to connect students' home communities to college literacy education. Thus, this approach builds structures to support linguistic justice by cultivating critical literacy practices and foregrounding student experience and knowledge. Kells has done this work through incorporating voices of undergraduate and graduate students, faculty, staff, administrators, and community members into the discussion of what it really means to do WAC on her campus.

In his book, *Language, Culture, Identity and Citizenship in College Classrooms and Communities*, Guerra (2016) further discusses theories that shape the WAC^2 approach. Guerra starts the book with a discussion of fluidity and fixity to show how from his own experiences as a Latinx, multilingual academic, composition teaching always must balance between the notion of giving students the skills to be fluid with their language use, but also respond to a society that has fixed rules and expectations

on how language usage is judged. This maps well onto Mihut's (2022) definition of linguistic justice work as exposing monolingual standards and integrating translingual practices into the classroom. For Guerra, this means he teaches that this standard does exist, showing there is an existing fixity to how his voice has been judged as a person of color, but that we also must move toward the fluidity that is possible in identity and voice, which is especially apparent in borderlands like Guerra's hometown.

Speaking specifically to WAC, Guerra (2016) describes how his theorization relates to the writing across difference discussions (see Daniel et al., 2022) as these discussions call for proponents to acknowledge the values of the linguistic, cultural, and semiotic resources that students bring with them to a campus. WAC^2 draws from these student resources by involving students themselves, as well as faculty, staff, administrators, and community members, into developing WAC initiatives, working together to build cultural awareness rather than socialize new writers into existing dominant academic discourses. In practice, WAC^2 calls for more community engaged classes and projects on campuses that require students to write the genres relevant to communities outside of the university (Kells, 2007), thus better attuning to the discourse practices of communities rather than solely traditional academic discourses. Guerra (2016) states that the ultimate goal is always to find ways to contribute to the cultivation of students as citizens in the making by integrating the language and cultural practices from their communities of belonging and the tools they acquire in the writing classroom each time they engage the challenges of everyday living.

From discussions of linguistic justice and WAC^2, I believe we have a stronger model for why we do WAC work, or at least why I want to do WAC work. Through teaching the fixity of disciplinary standards, we can provide access to disciplinary discourse communities. Simultaneously, through exploring linguistic fluidity, we can work with the discourse communities, including students, faculty, professionals, and other community members, to move toward a more translingual disposition toward their own language use to truly evolve with the increasing cultural diversity of those discourse communities. Thus, this disposition toward WAC can aid students in accessing the existing discourse communities while also working with those discourse communities to be truly inclusive. Now with this foundation of why we do WAC, we next need a model for how to enact this macro level change.

How to Do WAC

Much of WAC scholarship lists the different programming administrators do and might describe specifically how they conducted one type of programming, providing models for other administrators to determine effective strategies for taking on this

role. While helpful for running similar events, these often focus more on micro level decisions rather than macro level strategies. Thaiss and Porter's (2010) study of WAC programs across the United States shows that across the 1,338 responses, WAC programs most often offer faculty workshops, seminars, informal gatherings, and follow-up meetings after workshops. Usually, these activities support a curricular requirement for students to write across disciplines in some sort of writing-intensive courses.

This study and other scholars (e.g., McLeod, 1987) have helped to name the typical events that encapsulate WAC work, and in doing so have provided models for the complicated work of WAC administration. Nonetheless, I would argue that these descriptions only start to skim the surface on how we really do WAC work. Naming the various programing events and approaches gives a broad view, but a theory of WAC administration would go further to describe how we could enact sustainable macro level change. If we hope to create an ideological change toward linguistic justice across campus, we need a model for how to do WAC that answers questions of how to enact a macro level change across an entire campus.

Offering the Departmental Model as How to Do WAC

The departmental model of WAC, or Writing Enriched Curriculum (WEC), is an increasingly popular model of how to do WAC work in a way that has been shown to enact macro level change on different campuses. The WEC model developed out of a need to integrate writing assessment goals throughout the curriculum, truly affecting the way writing is taught as a consistently developing skill and shifting the ideology around writing education on a campus (Carter, 2021). Rather than writing intensive models that are difficult to sustain and isolate writing instruction into specific courses within the major (see Anson and Dannels in Cox et al., 2016; Holdstein, 2001; White, 1990), WEC encourages a more scaffolded writing instruction by working with all faculty within a department. In doing so, WEC is building a framework and theory for how to do WAC work in a way that has greater uptake and is sustainable.

Flash (2021), who started the highly successful WEC program at University of Minnesota, defines WEC, stating "In essence, WEC is a facilitated process designed to support the integration of relevant writing and writing instruction into departmental curricula and to increase the rate at which students' writing meets local faculty expectations" (p. 18). Flash (2021) states that the first step of WEC always involves working with departments or programs to develop a writing plan based on faculty discussions and locally collected data from that group. The writing plan includes "characteristics of writing in the broad discipline, writing abilities expected of graduating majors, curricular address of expected writing abilities, methods and criteria used to assess writing, and proposed activity and support" (p. 24). After building this plan, the WAC administrator helps the department put it into action.

As several practitioners attest, the conversations that occur in these faculty meetings are key to the process and are often transformational for those involved (Anson, 2021; Luskey & Emery, 2021; Sheriff, 2021). These conversations help colleagues learn from one another (Sheriff, 2021) and make tacit practices more explicit (Luskey & Emery, 2021). Anson (2021) describes how working with departments or programs as the locus for WAC work inspires faculty to focus on writing and to integrate writing into their curriculum themselves.

The WEC approach truly makes macro changes because it is changing faculty ideologies through these conversations, but also because it encourages vertical integration of writing. A vertical integration of writing instruction goes beyond individual classes, bridging first-year composition with courses taught throughout degrees, with the goal to scaffold writing development (Anson, 2006; Hall, 2006). The WEC model shows how this vertical integration can occur through an "ongoing cycle of creating, implementing, and assessing undergraduate writing plans" (Flash, 2021, p. 23). These writing plans put the responsibility of writing teaching on disciplinary faculty while giving them the resources and support needed to follow through on their goals.

WEC has been taken up in multiple contexts, and the book *Writing-Enriched Curricula* includes twenty contributors from nine different schools with references throughout to other institutions that have adopted the WEC model. I recently attended the 2022 WEC Institute, hosted by Pamela Flash, Matt Luskey, Dan Emery, and Heidi Solomonson from the University of Minnesota. The event was attended by 225 participants from over 80 schools. As this institute showed, WEC has been taken up throughout many programs, with even more showing interest in the model. From attending presentations and engaging with conversations throughout the institute, I could tell that the WEC model looks different on various campuses, often depending on financial and staffing affordances and constraints, but at its core each of these programs are working toward the macro level work of engaging with full departments to develop plans that include writing throughout degree programs.

From the WEC model, we have a strong approach to answer how to enact macro level change through WAC administration. A departmental model, which requires facilitated conversation with faculty from entire departments to work with a WAC expert to develop and enact a plan for writing in their discipline, has already been successfully adapted to many different campuses and is truly affecting the ideologies around writing on those campuses in macro level ways.

A Need for a New What Definition of WAC

The WEC model provides a successful model for how to integrate a macro level change on campus, but it is missing a core attention to linguistic justice as why we

are enacting the WEC structure. Similarly, WAC[2] provides a model for how to center linguistic justice in WAC, but it is missing a description of how to institute this ideology across campus in a sustainable manner. I now will build toward a definition of what WAC is in an attempt to bridge these two models, describing WAC in a way that will allow the departmental model then to be how we enact WAC and linguistic justice as why.

Previous scholarship, of course, has explored what it is to do WAC work. WAC scholarship often focuses on individual aspects of how to apply composition theory to a new context, such as how to include greater attention to the writing process and effective feedback practices in courses across the curriculum. Fewer pieces discuss WAC more broadly, helping to define and theorize WAC as its own entity outside of composition. In one such discussion of the entire movement, Thaiss (2001) focuses on the ideas of shifting definitions of "good writing" across the curriculum, but the piece does not discuss the work of a WAC administrator in relation to these shifting ideals. Overviews of WAC such as McLeod's (1987) and Anson's (2015) describe the composition theories that are fundamental for faculty who teach writing and McLeod lists the ways that WAC administrators then do their work, but neither go into theorizing the work of a WAC administrator. As Walvoord (1996) critiques, WAC scholarship often describes the micro level choices of what to focus on in WAC programming. There are fewer macro level discussions of the programming itself, discussing topics such as how working with these faculty will affect broader curricular goals, create an ideological change on a campus, and truly affect students in the long-term.

In an attempt to gather data to better define WAC, Thaiss and Porter's (2010) aforementioned survey on WAC programming resulted in 1,338 responses from schools across the U.S. After analyzing the results on how programs directors defined their work, Thaiss and Porter concluded that WAC can be defined as:

> an initiative in an institution to assist teachers across disciplines in using student writing as an instructional tool in their teaching. The program strives to improve student learning and critical thinking through writing and to help students learn the writing conventions of their disciplines. (p. 562)

The idea of needing complementary elements of both writing-to-learn (e.g. Carter et al., 2007) and learning-to-write (e.g., Britton, et al., 1975; Emig, 1977; Forsman, 1985), throughout the curriculum pervades through much of WAC scholarship. We also see in this definition that WAC is an initiative to support teachers throughout the institution. I notice here that WAC is aimed at individual faculty rather than changing larger curriculum or even directly affecting students or administrators, again focusing on the micro changes more than the macro.

New Definition of WAC

To work toward larger change on campuses, macro level change should be central to the definition of WAC in a way that then leads us to the definitions I have already discussed for how and why to do to WAC. I believe that WAC can both embody the ideology of linguistic justice as modeled by the WAC^2 approach and follow the departmental model of WEC in execution, but to do so, we must first find the similarities between these two approaches to create a new definition of what WAC is.

While very different, the WEC and WAC^2 models have several key similarities. First, both work toward macro changes at the university through affecting the ideologies around writing on campuses. WEC focuses more on vertical integration of writing and WAC^2 focuses more on shifting views of writing toward a cultural ecology approach that encourages linguistic justice, but these both affect ideologies around writing and are more complementary than at odds with one another. Also, in both of these approaches, a greater attention is given to genre and audience, writing the genres typical to disciplinary discourse communities and communities off campus rather than focusing solely on typical academic writing genres.

Another key similarity is that both WEC and WAC^2 have a pattern of being referred to as grassroots endeavors, mainly because of the way both build WAC efforts through collaborative methods where expertise and leadership is decentralized. Both Guerra and Kells have referred to WAC^2 as a grassroots or social activist movement. WAC^2 builds directly on scholarship of community engaged work and centers bringing the voices of students, disciplinary faculty, and community members together to make WAC goals for the campus. WEC can also be described as a grassroots approach in the way it supports departmental faculty to collaboratively create a writing plan with the WAC team. In the data gathering stage, WEC writing plans also often involve gathering voices of students and community stakeholders. Scafe and Eodice (2021) specifically elaborate on how the version of WEC on their campus has been particularly like that of a grassroots, social activist organization as they are starting with smaller conversations and actions as they build toward a larger WEC structure with entire departments. In both WAC^2 and WEC, the WAC administrator does not make decisions on the direction of writing on their own, nor is there a need for higher administration within the university to design requirements or regulate writing curriculum. Both approaches rely on building trust, collaborating with multiple stakeholders, and creating shared goals for future initiatives, all of which harkens toward grassroots, activist approaches.

In *The Activist WPA*, Adler-Kassner (2008) argues for broadening the vision for writing program administration (WPA) to include activist work. She believes that all composition teachers and WPAs need to develop strategies for collective action to shape the stories told about their work. To do so, she encourages WPAs to start

by discussing the principles fundamental to their writing program and then deciding to focus on a values-based, interests-based, or issues-based framework to guide the transformational change that they hope to enact based upon those principles. In doing so, Adler-Kassner argues that WPAs can build on these activist approaches to work toward strategic action to create long-term plans, both on the organization level and the level of individual institutions. I believe that many of these ideas of how to make writing programs more activist are highly applicable to the ways that WAC programs work to change institutional contexts, as we can see in the way that both WAC^2 and WEC can be referred to as grassroots movements.

So, to redefine what WAC is in a way that can make room for a departmental model answer to how to do WAC and a linguistic justice answer to why we do WAC, I believe we should fold in these ideas of activist WPA work, highlighting the grassroots similarity between WAC^2 and WEC. I offer then the definition of WAC as a grassroots movement that focuses on writing and communication skills as the building blocks for an ideological shift in education practices. So, this leads us to the following as a summary of previous working definitions of WAC I summarized from the literature and my new definition of WAC I have been building through this article.

Table 1. Comparison of previous definitions of WAC and my new theorization

	Previous Working Definitions	New Theorization
What	An initiative to aid faculty in teaching writing as both a skill and mode of learning across all curriculum.	A grassroots movement that focuses on writing and communication skills as the building blocks for an ideological shift in education practices.
How	Tends toward description of micro level change through efforts such as workshops, trainings, Writing Intensive courses, and overall changing individual faculty through mainly voluntary events.	Using a collaborative approach within each departmental or programmatic unit on campus, facilitating conversations to build and enact a curricular plan based upon shared interests and values within the specific disciplinary contexts.
Why	Either assumed in the what and how descriptions and therefore not discussed, or left as a question of whether we are being assimilationist in WAC.	To enact linguistic justice through access and inclusivity in discourse communities– Access through teaching the fixity of certain communication norms and Inclusivity through shifting the ideologies of these spaces toward fluidity in language practices to reflect the diverse members of those communities and the audiences of their discourse.

Thus, within this new what, how, and why definition of WAC, there is a framework for macro change toward linguistic justice folded into the foundation of how WAC is conceptualized. Instead of retrofitting strategies to work with additional groups of students, this framework takes the necessary step to name linguistic justice as fundamental to the core of WAC work. Thus, by doing so, scholars and activists will center an attention to race, Indigeneity, ability, and other marginalized identities throughout what it means to do WAC.

Enacting this Definition of WAC and Looking to the Future

In practice, this new definition of WAC might lead to a variety of practices on different campuses, as suggested in the grassroots nature of the work. I hope that this definition inspires WAC practitioners to try out many new practices toward linguistic justice and ideological change on their campuses, but I will briefly outline some ideas here of how I could see this take form.

First, this new framing would mean that we are leaning into the concepts of an activist framework throughout WAC efforts. Broadly, I would suggest that WAC administrators continue to explore the work of activist groups, especially those active in the communities near their campuses, and find ways to collaborate with these groups when appropriate and to emulate their practices to create similar impacts for marginalized community members on campus. WAC administrators can also draw from practices typical to community engaged research in composition to find practices for how to engage with faculty, staff, students, and community members to explore writing practices together and create collaborative goals toward linguistic justice and writing curriculum (for a non-exhaustive list, see Crabtree & Sapp, 2005; Hachelaf & Parks, 2018; Jackson & DeLaune, 2018; Rousculp, 2014; Smith & Kannen, 2015).

A large part of grassroots efforts involves first finding allies. Many experienced WAC administrators might have a ready list of their strongest supporters. I would also suggest brainstorming who you would like to be your allies on and off campus, including faculty, staff, or students, and then networking with them. In meetings with potential allies, I have had the greatest success in asking a lot of questions to learn about the work and goals of others while also honestly sharing my own goals and values. I also find it helpful to have a tangible next step by the end of the discussion so both parties know how to build on the discussion.

I am still just starting to explore what this new definition of WAC means for my work, and I hope to publish more on that in the future, but for now I can share that I have started to find my allies and work with them. In working toward the departmental model, I have tried to find allies that will help me make moves to work with entire departments. To center linguistic justice through the way I do WAC, I share

what linguistic justice means to me and ask how this might work alongside social justice efforts already occurring in the department in every conversation I have. In following an activist framework, the goal is to find an established group that will come together for a conversation to discuss and name shared values, interests, or issues among members of the department or other unit. The next step is to then work alongside this group to create interventions that will help them reach their goals. By starting with a shared understanding of values, interests, or issues in the department related to both writing and social and linguistic justice, every effort to act upon these can be influenced by this mutual understanding. Essentially, naming values, interests, or issues shared within the entire departmental unit can then lead you to developing catered WAC programming that intersects linguistic justice and writing in a way that forwards the goals of the group you are working with rather than developing generic programming that might or might not meet the needs of specific faculty.

I could see this grassroots activist approach working along a spectrum to fit different campus environments, working with entire departments or smaller groups on a campus. In the manner of activism, the WAC administrator's role would always be that of a grassroots organizer, not telling departments or other units what they value, but facilitating their discussions to bring forward their various ideals and pointing them to resources to expand their knowledge and interventions that would enact their values.

Writing this article is partially a selfish endeavor, as I specifically created a definition for WAC that helps describe and set up the type of work that I want to do in my career. Thus, I fully believe there are other equally valid definitions of WAC that could describe the work that others wish to do in their careers. However, what I offer here has significant implications for the field. First, if we are working against assimilationist framings of WAC, we need to better define why we are doing WAC before naming the how and what of our programs; otherwise we are simply retrofitting new strategies on top of a non-accessible framework. I believe that the WAC^2 approach offers a strong why foundation for doing this, but in the nature of this cultural ecology approach, each individual program will have to consider what this might mean for their specific communities on and around their campuses. Second, the departmental WEC approach is a highly sustainable way to enact macro change on campuses, but it should build upon a strong definition of why this change needs to occur through an attention to linguistic justice. And finally, successful composition programming broadly, and WAC programming specifically, can follow activist approaches to enact grassroots change across campuses. By naming WAC as activist and grassroots in nature, we can focus on both how we are doing work by comparing it to activist organizing and why we are doing our work as activism implies naming the social change toward which we are working.

I hope that by carefully naming both a how and a why, this definition of WAC can help us reach toward true change toward linguistic justice. By framing WAC as a grassroots, activist effort that works with departments toward access and inclusivity in their discourse communities, the goal and process to do macro level change on a campus is defined in a way that will provide direction for WAC administration that sustainably works toward linguistic justice. As with any theory, I hope that others will build on these ideas and test them out to see how we can each reach our loftiest goals for true ideological change through our work.

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Languaging Across the Curriculum: Why WAC Needs CLA (and Vice Versa)

SHAWNA SHAPIRO

In this article, I call for greater attention to "languaging across the curriculum," through the uptake of Critical Language Awareness (CLA) among WAC scholars and practitioners. I first offer an extended definition of CLA, highlighting three underpinning values —Access, Asset, and Agency—in relation to language/literacy in the academy. After debunking some potential myths about CLA approaches, I go on to discuss what CLA has to offer to WAC curricula and instruction, program design, and institutional advocacy and collaboration. I illustrate these affordances using examples from my own teaching repertoire, as well as from faculty and administrators at other institutions, tying each example to the Access-Asset-Agency framework. I conclude by discussing how CLA scholars might benefit from more engagement with WAC theories and approaches, to extend the reach and impact of their work.

Introduction

Over the past decade, an increasing number of scholar-practitioners have called for more uptake of Critical Language Awareness (CLA) in writing/composition studies. Extant literature includes models for CLA-oriented curriculum design (e.g., Hankerson, 2022; Lorimer Leonard, 2021; Shapiro, 2022a), assessment (e.g., Gere et al., 2021), and professional learning for instructors, teaching assistants, and writing center staff in higher education settings (e.g., Britton & Lorimer Leonard, 2020; Weaver, 2019). This work complements the growing body of CLA scholarship centered on K-12 English/literacy curricula (e.g., Baker-Bell, 2013 and 2020; Godley & Reaser, 2018; Metz, 2021), and among world language instructors (e.g., Blyth & Dalola, 2016; Loza & Beaudrie, 2021; Quan, 2021).

However, very little recent scholarship has considered the relevance of CLA to Writing Across the Curriculum (WAC) specifically. In this article, I consider what CLA and WAC have to offer to each other conceptually, methodologically, and pedagogically. I argue that CLA offers insights, tools, and strategies that can help WAC practitioners to conceptualize and work with what I call "Languaging Across the

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Curriculum." By employing this framing of "languaging," I intend to invoke the notion of language as something we *do*—a dynamic process of meaning-making, rather than a static entity that is passively "acquired" (Swain 2006; see also Gere et al., 2021). This active, agentive understanding of language use is highly compatible with many of the commonplaces in WAC scholarship, including the idea that academic literacy is a powerful part of students' socialization into scholarly and professional discourse communities (Russell et al., 2009; Thaiss & Zawacki, 2022). Languaging, in other words, is—or should be—central to WAC work.

Below, I provide an extended definition of CLA, drawing on my synthesis of extant scholarship (Shapiro, 2022a). I then consider how CLA's commitment to linguistic access, asset, and agency can inform WAC work in classrooms, programs, and institutions. Finally, I consider gaps in CLA scholarship and pedagogy that might be addressed through greater dialogue and collaboration with WAC specialists.

What Is CLA?

The term "Critical Language Awareness" was first used by linguists and literacy scholars in the United Kingdom in the late 1980s. These scholars shared a common goal: to make explicit the "knowledge about language" that students and teachers needed in order to be successful both at school and in society. Although the term "language awareness" had been in use for decades prior, the descriptor "critical" was added to highlight the need for more attention to power dynamics in and around linguistic attitudes, identities, and practices.

In the 1990s and early 2000s, CLA was taken up by practitioners of many geographic and educational contexts, ranging from secondary school literacy curricula in South Africa (Janks, 1993; 2010), to English as a Foreign Language (EFL) classrooms in Chile (Farias, 2005), to academic English programs in Hong Kong (Pennycook, 1994). In the United States, CLA was taken up by some education scholars as part of conversations about inclusion and equity for Black/African American Language speakers, within the context of the Students' Right to Their Own Language (SRTOL) movement (e.g., Alim, 2005; Baker-Bell, 2013; Smitherman, 1995; 2017).

This decades-long history has resulted in many different definitions of CLA, but most of them center on examining language through a social and political lens. Here is my own working definition, which I have shared online at a CLA resource hub I have been building (http://clacollective.org): "CLA is a mindset and a skillset for writing/literacy education with an emphasis on language, identity, privilege and power."

At the heart of CLA is a commitment to cultivating all students' ability to make informed choices as writers and language users—what I call rhetorical **agency** (Shapiro, 2022a). Part of cultivating agency, however, is promoting **access**—including

demystifying academic discourses, genres, and ways of knowing (Janks, 2010). A CLA approach to writing pedagogy is also committed to recognizing and drawing upon the linguistic **assets** that all writers—even those who consider themselves monolingual—bring to our classrooms and institutions (Lorimer Leonard, 2021). In these ways, we equip all students to be rhetorical agents who can engage confidently and skillfully in languaging across the curriculum.

This commitment to access, asset, and agency is informed by an ideological stance that Pennycook (1997) calls *critical pragmatism*— a stance that recognizes the importance of teaching students what they need in order to communicate within the academy as it is today, while also working to promote a more just and inclusive academy in the future (see also Ruecker & Shapiro, 2020). This "both/and" stance is particularly important when it comes to standardized English: Many writing teachers and administrators are aware of the harmful effect that dominant language ideologies have on multilingual and multidialectal students; we are committed to challenging those ideologies, in keeping with our commitment to anti-racism, equity, and inclusion. Yet we also know that in most academic settings—as well as many civic and professional ones—students are expected to comply with languaging norms that are considered "mainstream" or "standard." Thus, students from marginalized language backgrounds may also experience harm if they are not provided with explicit instruction in and around those norms (e.g., Smitherman, 1995; Zawacki & Habib, 2014).

A CLA approach suggests that we—and our students—do not have to choose between elevating or rejecting academic norms and linguistic standards. Rather, we "work with the tensions" (Shapiro 2022a) around those norms and standards in the writing classroom, so that students have the tools they need *both* to use standardized language conventions *and* to critique and even resist those conventions, when they choose to do so. One of the best encapsulations of this "both/and" approach I have ever heard was during an online talk given by Carmen Kynard, a writing studies scholar who specializes in African American rhetorical traditions (e.g., Kynard, 2007). Responding to a question about her stance on standardized English, Kynard (2021) said: "I teach students how to play the game, but I also tell them 'Don't let the game play you!'" (Kynard went on to trace this line to a lyric by the rapper Tupac Shakur). This nuanced positioning on norms and standards is particularly important within a WAC context, since WAC theories recognize the power of disciplinary (and interdisciplinary) genre features, discourses, conventions, and ways of knowing as part of students' academic learning and socialization (Russell et al., 2009; Thaiss & Zawacki, 2022).

Misconceptions about CLA

Before further explaining what CLA has to offer to WAC, it is important to debunk some potential misconceptions. First is that a CLA approach replaces explicit instruction in academic writing with disciplinary content from linguistics. Although it is true that many CLA practitioners draw on linguistics—particularly the subfield of sociolinguistics—as part of their curricula (e.g., Baker-Bell, 2020; Godley & Reaser, 2018; Hankerson, 2022), CLA-oriented writing pedagogy also provides explicit instruction in writing, including experience with academic genres of writing (or other professional or public genres, depending on the course objectives). But within this CLA framework, we approach these genres as sites for linguistic and rhetorical decision-making, rather than with the expectation of uncritical conformity to rules and conventions (e.g., Britton & Lorimer Leonard, 2020; Lorimer Leonard, 2021).

A second common misconception is that CLA is a replacement for other approaches—i.e., the next "new thing" in writing pedagogy. As noted earlier, CLA is not "new" at all: Even before the term was taken up more widely, scholars in writing/literacy studies were calling for more attention to issues of language and power, as reflected in CCCC/NCTE position statements about SRTOL (orig. 1974; see also Smitherman, 1995) and on English-only/Official English legislation (National Language Policy 1988). Moreover, the asset focus within CLA shares conceptual and pedagogical overlap with translingual/translanguaging and plurilingual approaches, in their commitment to drawing more fully on students' linguistic repertoires, as a means of resisting monolingual/standard language ideologies (Losey & Shuck, 2021; Schreiber & Watson, 2018; Zhang-Wu et al., 2023). Finally, in recognizing the relationship between linguistic and racial justice, CLA pedagogy meshes well with a commitment to anti-racism in writing pedagogy (Baker-Bell, 2013; Hankerson, 2022) and assessment (e.g., Gere et al., 2021).

A third misconception is that CLA focuses primarily on language at the sentence or paragraph level, overlooking the macro-level aspects of writing, such as rhetorical approach, genre, and modality. Although CLA approaches often include micro-level linguistic analysis, many iterations also deal with discourse at the macro-level, as part of a critical literacy skillset (Janks, 2010). In other words, CLA pedagogy is additive, rather than subtractive, giving us additional "tools in the toolbox" for attending to language at all levels of discourse. Thus, it responds to calls for more cross-disciplinary dialogue between rhetoric/writing studies and linguistics (e.g., Cox & Zawacki, 2011; Matsuda, 1999; Zawacki & Habib, 2014).

Finally, it is important to note that CLA has not been absent entirely from WAC scholarship. There are a number of recent publications that make reference to CLA, including Cavazos et al., (2018); Dilks & Dlayedwa (2015); Hebbard & Hernández (2020); and Sturk & Lindgren (2019). However, these are usually brief mentions,

citing CLA only as part of the conceptual foundation, rather than as a pedagogical approach in itself. Thus, there is potential for much greater integration of CLA into WAC programs and policies. It is worth noting that there are more frequent references to CLA within English for Academic Purposes (EAP) scholarship, mostly from scholars outside the United States (Cf., Fang & Jiang, 2019; Koester, 2022; Shoecraft et al., 2022). Yet as Chanock (2004) and Townsend et al. (2021) have discussed, scholarly circles for WAC and EAP tend not to overlap, despite shared theoretical orientations and pedagogical practices (see also Morrison et al., 2021). More uptake of CLA among WAC scholars, therefore, would help not only to bridge the disciplinary "division of labor" (Matsuda, 1999; Wang, 2022), between composition/writing and TESOL/applied linguistics, but also to respond to the need for more global and transnational perspectives in writing studies scholarship (e.g., Donahue, 2009; Martins, 2015). To further bolster my argument, I present below examples of how CLA's emphasis on linguistic Access, Asset, and Agency can enrich postsecondary writing curricula, policies, and institutional advocacy and collaboration.

CLA and Writing Curricula

One way that CLA approaches promote access is by demystifying academic genres and discourses, so that students understand *how language works* in the academy. Some writing studies scholars such as Laura Aull (e.g., 2020) have used linguistics frameworks to help increase instructors' knowledge of the most prominent linguistic features in various genres of academic writing, so that they, in turn, can make those features more salient to students. Other curricular foci that fall under this "access" umbrella include rhetorical grammar (e.g., Micciche, 2004; Salvatore, 2022), language play (Gegg-Harrison, 2022; Tardy, 2021) and genre translation (Bergstrom, 2021). Engaging these topics increases students' understanding the impact of other writers' linguistic choices, which in turn helps students to make more informed writerly decisions themselves.

Although I would argue that simply demystifying academic discourse is itself a "critical" move, since mystification often maintains exclusion and inequality (Bizzell, 1982; Harwood & Hadley, 2004), there are some scholars who have taken this approach a step further, engaging in more overt critique of the power dynamics in and around academic writing conventions, and exploring the possibilities for rhetorical resistance. Sarah Benesch's (2001; 2009) Critical English for Academic Purposes approach is one notable example (see also Ruecker & Shapiro, 2020), as is Schroeder et al.'s 2002 edited collection on "alternative discourses in the academy." This line of scholarship opens up possibilities for more accessible and inclusive forms of communication within the academy.

Within my own teaching repertoire, I offer an access-oriented linguistics and writing course entitled "English Grammar: Concepts and Controversies," which also counts toward our minor in Education Studies (See Chapters 5 and 7 of Shapiro [2022a], for more on this course). The first third of the course focuses on concepts and skills for analyzing written syntax in English. Then, we begin delving into linguistic controversies, exploring questions such as:

- What do particular writing conventions (e.g., use of passive voice in the methods section of a scientific article; positionality statements written in first-person "I") reveal about the values and priorities of academic disciplines that use those conventions?
- How can academic discourse be exclusionary or alienating to readers? What can make it more accessible and inclusive? And can we find examples of these alternative discourses in public or scholarly writing?
- What judgments do we tend to make of writers based on their grammatical choices—especially if there is non-standard/non-conventional language use? When might those judgments be inaccurate or unfair?

This is just one of many courses I have designed that embody the "both/and" of critical pragmatism, as discussed earlier: Students learn the metalanguage and skills for analyzing English syntax, but they also learn why judgements about people based on grammatical "correctness" are often problematic and potentially harmful.

CLA curricula with an **asset** focus are centered more heavily on recognizing and drawing on students' linguistic repertoires, including their knowledge of other languages, dialects, registers, and styles. As noted earlier, translingual/translanguaging and plurilingual scholarship offers many excellent examples of this asset orientation (e.g., Horner & Tetreault, 2017; Losey & Shuck, 2021; Schreiber et al., 2021). However, CLA pedagogy also takes seriously the concerns some scholars have raised about the dangers of an uncritical stance of linguistic "appreciation" without attention to issues of power (e.g., Matsuda, 2014; Shapiro et al., 2016). Rossen-Knill & Hancock (2021) have suggested that a "progressive agenda" for writing studies must attend closely to issues of student **agency**—a position echoed by some translingual/plurilingual scholars as well, especially when it comes to transgressive practices such as codemeshing (Lorimer Leonard, 2014; Lu & Horner, 2013; Zhang-Wu et al., 2023). A CLA approach thus invites deep inquiry into issues of writerly agency, centered on questions such as:

- How do our implicit biases shape how we interpret the linguistic choices of other writers—especially writers from language backgrounds different from our own?

- How do we decide when and how to draw on our linguistic repertoires—particularly if the aim is to challenge dominant norms and conventions?
- What factors shape the level of risk writers are willing to take in their academic work?
- How might our privileges—or lack thereof—shape our rhetorical decision-making?

One strand of CLA-informed scholarship that foregrounds both asset and agency is the Black Linguistic Justice work spearheaded by April Baker-Bell, Carmen Kynard, and others (see http://www.blacklanguagesyllabus.com/). This work is in turn informed by the decades-long body of SRTOL scholarship referenced earlier (e.g., Baker-Bell, 2013; Perryman-Clark, 2013; Smitherman, 1995; 2017).

Two of the undergraduate writing courses I teach employ this frame of "linguistic justice," but with a wider umbrella that makes space for the examination and use of many language varieties—not just Black Language. One of these is an interdisciplinary first-year seminar entitled "Language and Social Justice" (Shapiro, 2022b). The other, which counts toward a minor in linguistics and is also an elective in our Education Studies program, is entitled "The English Language in a Global Context" (Abe & Shapiro, 2021; Shapiro, 2015). The final assignment for both of these courses is called "Writing Beyond the Classroom"; it invites students to incorporate a diverse range of languages, varieties, styles, and modalities into their writing. The one "rule," in fact, is that they must write for an audience *outside* our class, and in a genre that has resonance beyond the academy. Examples of what students have done for this project include:

- Poetry, short stories, and plays highlighting the complexities of language and identity, linguistic prejudice, and other CLA topics
- Essays and spoken word pieces that incorporate multiple languages and/or dialects, in a way that furthers the student's rhetorical goals
- Informational websites, pamphlets, and posters about the benefits of bilingualism, the dangers of linguistic profiling, and other linguistic justice issues
- Letters to family members, in which students talk about language loss, linguistic marginalization, and other phenomena that they have experienced at home or in school

Throughout the writing/creation process for these projects, students are asked to reflect deeply on purpose, genre, audience, and style, including on how these factors shape their macro and micro-level use of language.

Rhetorical agency can also be centered in public writing and/or civic literacy projects (e.g., Guerra, 2016; Powell, 2004), in which students conduct in-depth analysis of genres of communication, and of the communities in which those genres circulate. Students then draw on this analysis in their rhetorical decision-making and reflection. Guerra (2016) has argued that this approach, which he calls "Writing Across Communities," is particularly valuable for promoting inclusion and sense of belonging among students who have traditionally been linguistically and/or culturally marginalized within the academy.

My own iteration of this approach is a Writing in the Disciplines course called "Narratives in the News Media," in which students learn to use Critical Discourse Analysis (CDA) methods to analyze the impact of linguistic choices in journalistic writing. Students write in a variety of academic and public genres, including letters to the editor. Their final project is a public-facing resource (e.g., poster, infographic, video, prezi, etc.) that conveys something they have learned about critical media literacy to an audience of their peers. In the "Writer's Memo" that accompanies their submission, students are required to articulate how their rhetorical choices in the project reflected their understanding of genre and audience expectations.

A CLA-informed understanding of rhetorical agency also has important implications for our feedback and assessment practices. In her writing courses for STEM (Science, Technology, Engineering, and Mathematics) majors at Oregon State University, Sarah Tinker Perrault invites students to choose from a range of assignment options, in keeping with their writing goals. Perrault maintains a sustained dialogue with students throughout the term, using shared documents that serve as writing/research logs (Shapiro & Perrault, pending). When students submit drafts for feedback, Perrault encourages them to specify their needs and priorities. As the director of her institution's Writing Intensive Curriculum, Perrault also brings this focus on rhetorical agency into the program's curricular documents and teaching resources for disciplinary writing.

CLA in Program Design

The Access-Asset-Agency framework can also inform policies at the programmatic or even institutional level. As Michaud & Madsen Hardy argue in a 2023 case study of CLA-informed writing program (re)design at the University of Boston, "A CLA lens can help us unify our faculty's varied, and valuable, perspectives on language even as it allows us to make our stated commitment to justice concrete and practicable" (p. 2). The authors go on to describe how they incorporated CLA into their program's public-facing "values statement," working in tandem with their dean for Diversity, Equity, and Inclusion (DEI). The current statement now includes the following two passages:

> "In our classrooms, we aim to equip students with strategies to participate in academic and non-academic discourse communities, acknowledging that the norms of academic writing, and even language itself, are not static or monolithic but constantly evolving. We recognize the communication strengths of all learners and the value of multiple Englishes, especially in ways that empower our multilingual students."
>
> "Recognizing that language can be both an instrument of oppression and a tool for freedom and justice, we value how writing and rhetoric help us learn how to listen, how to be heard, and how to change the conversation to create a culture of empathy, inquiry, and creativity."

The values of **access** and **agency** are particularly salient in the commitment to "equip[ing] students with strategies" for participation in a range of discourse communities and in the point that "writing and rhetoric help us learn how to listen, to be heard, and….to create a culture of empathy, inquiry, and creativity." The value of **asset,** moreover, is reflected in the goal of "[r]ecognizing the communication strengths of all learners and the value of multiple Englishes." It is also noteworthy that academic discourse is neither ignored nor reified, in the point that the "norms of academic writing" are "constantly evolving." These values are also echoed in the recommended syllabus language provided to instructors in the program.

Of course, this language would have little impact if it were not accompanied by other program changes informed by CLA. Some of the additional steps Michaud & Madsen Hardy (2023) have taken in this regard include:

- Offering opportunities for sustained faculty development on CLA-related topics
- Creating program lesson plans and other teaching resources to promote critical conversations about language—including the "politics of standard language" (p. 14) in the writing classroom
- Shifting placement policies for "ELL students" away from timed tests toward a directed self-placement (DSP) tool that invites students to reflect on their past experience with writing, including experiences of inclusion and/or exclusion related to language difference
- Incorporating questions about linguistic diversity and language and power into the hiring process for new faculty.

There are a number of other writing programs that have taken similar steps to integrate CLA into their policies, resources, and procedures. Three that I have consulted with directly are Bunker Hill Community College, Florida International University, and George Mason University.

CLA in Institution-Wide Work

The examples shared above help to highlight what CLA has to offer to the work we do in and around writing programs. But from a WAC context, it is also important to consider how CLA might serve us in our work with faculty, staff, and administrators in other departments and programs. In my workshops with faculty/staff who are *not* specialists in writing/language, I have found a number of aspects of CLA to be resonant, including the following, which I have again labeled with the values of Access, Asset, and Agency:

- The idea that we can examine linguistic patterns and practices in academic writing as an entryway to understanding the values and priorities of academic discourse communities (i.e., **access**)
- The recognition that all students have broad linguistic repertoires that we can draw on through our course materials and assignments—not only by inviting multiple codes into student writing, but also by broadening the range of genres in our course materials and assignment options (i.e., **asset**)
- The acknowledgement that we need to be both pragmatic and progressive in our approach to language, including around issues of grammar/style—for example, normalizing the idea of a "written accent" (**asset** and **agency**; see Harris & Silva, 2003; Zawacki & Habib, 2014; see also https://writtenaccents.gmu.edu/)
- The increased awareness of how our own language use—in syllabi, in classroom discussion, in written feedback, etc.—can contribute to inclusion and sense of belonging (i.e., **access** and **agency**; see Burke, 2023).

These same insights can be woven into training with writing center staff—particularly in helping tutors to employ culturally and linguistically responsive approaches (e.g., Olson, 2013; Salem, 2016). During her time as the writing center director at the University of Indianapolis, Jessica Bannon (2022) gave a conference presentation outlining some ways she was experimenting with incorporating CLA into her professional development work with tutors. In her presentation slides, she notes that CLA "offers strategies for changing our practices in order to resist harmful systems and ideologies," adding that this is particularly helpful in contextualizing conversations about "appropriate" or "standard" language use. Bannon (2022) goes on to articulate some of the key questions she engages with tutors, including:

- Why are some forms of language (e.g., "standard" English) privileged?
- Who has historically had the power to make such decisions?
- What are the implications of continuing to adhere to language standards?

With increased awareness of this historical, political, and social context, Bannon (2022) argues, tutors will be able to talk with clients in more nuanced ways about linguistic choices and their impact on readers, so as to support rhetorical agency—a helpful nuancing of the "directive versus non-directive" binary that has been heavily debated within writing center studies scholarship (e.g., Olson, 2013; Salem, 2016).

At the broader level of institutions and professional organizations, Gere et al. (2021) have discussed how CLA can help us to identify and resist harmful language ideologies that have hindered justice in assessment standards, policies, and practices. The authors illustrate the affordances of CLA by proposing changes to the "Conventions" section of the 2011 *Framework for Success in Postsecondary Writing*, which was co-authored by members of the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project. Although this document is primarily used within composition/first-year writing programs, Gere et al.'s (2021) proposed changes, which emphasize the goal of helping students to make "thoughtful, informed language choices," with "an understanding of how language is systematic, varied, and continually changing" (p. 395), could help to make the *Framework* more relevant to WAC/WID contexts, in keeping with our collective commitment to promoting students' skillful languaging across the curriculum.

Vice Versa: Why CLA Needs WAC

Thus far, I have focused on how WAC scholars and practitioners can benefit from integrating CLA into their work. To conclude this article, I wish to discuss the reverse—what CLA scholarship has to gain from greater dialogue with WAC. First, WAC specialists can help CLA practitioners to think through ways to sustain and expand their institutional impact, (e.g., Cox et al., 2018; Palmquist et al., 2020). For example, CLA scholars might draw inspiration from some of the institutional mapping work done by WAC scholars (e.g., Thaiss & Porter, 2010), to describe where CLA work is—or could be—happening at postsecondary institutions (see also Cox et al., 2018). Engaging with WAC approaches could also help CLA scholars to identify potential allies and collaborators: McPherron & An (2023), for example, have suggested that ethnic studies programs are particularly conducive to CLA-oriented inquiry, as exemplified by their case study of an Asian American Studies course in which students studied the "linguistics landscapes" in their local community (see Carr, 2019, for more on linguistic landscapes research). Business is another field where CLA might be particularly well received, since business communication often involves complex power dynamics, especially when working across geographic, cultural, and linguistic borders (e.g., Koester, 2022; Weninger & Kan, 2013). WAC scholarship can also help CLA specialists to think through the most effective ways to work with co-curricular entities such as writing centers (Pemberton, 1995; Robinson

& Hall, 2013), to promote critical conversations about languaging across the curriculum (see Schreiber et al. [2021]for a few case studies of writing centers serving this function). Thus, more engagement with WAC theories, models, and methods could help CLA scholars to leverage the assets and opportunities across their institutions and in their larger communities.

WAC scholarship can also contribute insights that would be helpful to world language programs. A number of postsecondary Spanish instructors have taken up CLA in their curricula in recent years, in part as a way to be more inclusive of heritage speakers, who may have grown up hearing and/or using Spanish colloquially but may not have learned the conventions of "standardized" or "academic" Spanish (e.g., Holguín Mendoza, 2018; Loza & Beaudrie, 2021; Quan, 2021). Students in CLA-oriented Spanish classes often investigate the ideologies and power structures that frame some varieties of Spanish (e.g., Spanglish) as "incorrect" or "inappropriate." These investigations promote an asset orientation toward heritage speakers, while also expanding all students' access to knowledge about language variation and linguistic attitudes in the Spanish-speaking world. Yet within this growing body of scholarship on CLA approaches to Spanish instruction, writing is given minimal attention; when it is discussed, the focus tends to be on sentence-level issues such as error correction (e.g., Seijas & Spino, 2023). Greater uptake of WAC frameworks and approaches could help to broaden the conversation, so that teachers of Spanish (and other world languages) are better equipped to build rhetorical awareness and agency for all of their student writers, including heritage learners (Cavazos et al., 2018; Lorimer Leonard, 2021).

There are a number of other areas shared interest among WAC and CLA scholars that could be explored collaboratively. These include questions such as:

- How can we articulate the features of academic discourse and genre conventions in a way that is generative rather than prescriptive?
- Where do public and multimodal genres of writing fit within academic writing curricula?
- How can we ensure that the threads of writing and language are not lost in institution-wide discussions about diversity, equity, inclusion, and anti-racism?

I hope I have demonstrated the promise CLA holds as a resource for promoting linguistic access, asset, and agency in and around postsecondary writing instruction. I strongly believe that greater uptake of CLA within WAC work—and vice versa—can build our own agency as teachers, administrators, scholars, and advocates. Engaging with both areas of scholarship can equip us for sustained dialogue and collaborative

action that supports powerful languaging among student writers within and across academic disciplines.

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Race, Writing, and Research: Leveraging WAC to Reduce Disparities in Research Funding and Publication

JOANNA JOHNSON

Introduction

Minority scientists and clinicians are underrepresented in most research institutions. Not only do members of these groups have limited access to scientific careers and institutions in the first place, but they also too often find that once they arrive they are not promoted, published, or funded as much or as frequently as their white counterparts, even when other factors are controlled (Stevens et al., 2021).

The collective and uncontroversial duty to act to reduce inequities, inequalities, and disparities has seen several necessary and nontrivial efforts and initiatives to motivate writing scholars to put their individual and collective shoulders to the wheel of focused and deliberate action.[1,2] Efforts to change the culture and adopt explicitly antiracist pedagogies and environments for students, instructors, and the community at large in the writing studies/writing across the curriculum (WAC) disciplines have been urgent and necessary. Yet there remains an opportunity for the WAC community to identify what actually and practically might be done to reduce disparities *outside* writing studies/writing across the curriculum fields, in areas other than our own.

Given that we have a rare, if not unique, position in relation to all other disciplines (that is, writing studies as metadiscipline or a kind of "universal donor"[3]), our responsibility to social justice reaches beyond the writing studies or WAC community itself. In other words, how might WAC approaches and disciplinary knowledge

1. See, for example, *College Composition and Communication*, Vol. 73, No. 4, June 2022, which "addresses dynamics of power and race, the nature and configuration of the discipline, and how students learn about writing and negotiate identity."

2. In an introduction to a special number of *Across the Disciplines*, Michael J. Cripps calls for "reflection—and action. What can we do? What will we do?" (p. 1). Cripps, M. J. (2020, July 15). Introduction to Volume 17, Issue 1/2. Across the Disciplines, 17(1/2), 1-5. https://doi.org/10.37514/ATD-J.2020.17.1-2.01

3. The term is borrowed from the science of blood transfusions. There are four main blood types; three have antigens that require a match between donor and recipient. Group or type O has neither of those antigens and so can be transfused into patients of any type. People with type O blood are sometimes referred to as "universal donors."

be leveraged to counter inequities in other disciplinary fields, such as science and medicine? Given that WAC is, by its nature, inter- and multidisciplinary, it would seem that there is a duty to address social justice inequities precisely because of that reach, positioning WAC as a tool for addressing social justice issues.

No single, individual profession, specialty, organization, or learned society will succeed in unbaking centuries of academic and scientific racism. Some such, however, enjoy more traction than others in efforts to foster the aspirations of minority students and scientists. Writing across the curriculum is one such entity. Effective written communication in the service of a fairer allocation of tax and other resources will benefit all disciplines in the physical, social, behavioral, and biomedical sciences. Writing initiatives support chemists and engineers, psychologists and cell biologists, astronomers and nephrologists.

WAC as an Antiracism Universal Donor

Thinking of writing as a comprehensive or global contributor to all scientific fields suggests a practical approach and opportunity. I hypothesize that there are few such universal donors in the academy. Ethics and scientific logic (or critical thinking) are two. It might be that good mentoring is, in some respects, another, despite that it might be the case that a mentor in one's own discipline is more effective than a mentor at some remove. This ability to effect positive change universally—for our purposes, countering inequities across the sciences—entails a responsibility to attempt to do so.

In any case, once one accepts, even provisionally, the idea that writing can and therefore ought to support other disciplines, it remains for us in WAC to strategize how best to meet that obligation. How do we make our commitments to reducing inequities "actionable," to answer the call from Diab et al.? To be sure, much of this important work is already taking place: WAC programs and writing centers nationwide and beyond have for decades offered robust writing support to their faculty and graduate students in addition to their majority work with the undergraduate curriculum. My aim here is to emphasize the obligation to this wider community of researchers and to offer one example of specific work, or a "high-impact practice" (Boquet and Lerner, 2016), undertaken at my institution that could address this in an actionable way—namely, by increasing underrepresented scientists' rates of funding, publication, and citation via direct and targeted writing support and programming.

Writing and/as Discipline

This project is shaped, firstly, by the commitments implied and entailed by both this special issue of the *WAC Journal* as well as the *Across the Disciplines* special issue, "Fifty Years of WAC: Where Have We Been? Where Are We Going?"(Palmquist et

al., 2020). The past fifty years have seen increased WAC engagement in our academic insitutions. Writing studies has grown on campuses in response to a greater need for writing in the disciplines (WID), which in turn reflects a desire for students to be better prepared for both graduate school and the workplace. WAC's half-century trajectory originated in UK-based pedagogy and has evolved to be a core curricular component at universities around the world, especially in North America. Ranging from undergraduate support to cross-curricular endeavors, the very idea of writing across curricula has expanded its scope and, more importantly, its reach. It is now clear that WAC's next half century must meet the obligation to serve as a force for social change. We must not merely make the WAC discipline and community more inclusive and diverse; we must also build on that progress to improve and think more creatively and broadly about every discipline.

Secondly, this article itemizes practical ways WAC can undertake that mission; includes some theoretical background; details efforts at one institution; and offers suggestions for what can be done in the future. While this effort is not unique among peer institutions, the extent and nature of the support outlined is unusual and detailed here as a potential model for other AAU/research-intensive institutional peers.

Broadening WAC's Remit

Writing studies departments and programs, as well as writing across the curriculum entities, can—and therefore ought to—plan, develop, and deliver or increase outreach programs to support Black and other underrepresented scientists who write grant applications and contribute to the peer-reviewed literature, or who aspire to do so. Such programs constitute recognition of the importance of—and, moreover, a response to—the question in the call for this special issue of the *WAC Journal*, "What population of writers have we continued to overlook and need to support more explicitly?" We already know minority investigators are underrepresented in the scientific literature and as recipients of government and other funding (Ginther et al., 2011). WAC inititatives and writing programs and departments should play a more deliberate and focused part in improving the representation of Black, Hispanic, and other minoritized investigators in scientific research.

WAC initiatives, having evolved from writing studies in the undergraduate curriculum, have for five decades remained primarily focused on the undergraduate population. Initiatives in many, if not most, institutions have expanded or increased to involve graduate education, often via writing centers (Cui et al., 2022), as well as working with faculty from other disciplines. Yet that involvement is primarily used in the service of how to better incorporate writing strategies, to support and encourage discipline-based faculty to include best practices in writing instruction, and to extend writing-to-learn pedagogical strategies in content-based classes. Scarce

resources in our discipline mean that developing support and collaborating with faculty on grant, article, and other research writing projects has been limited. This is particularly the case in writing centers, which very often operate with some or all peer tutors, extremely limited resources, and little—if any—long-term expertise in specialized areas.

However, the kind of specialized support for faculty (and graduate students and post-doctoral fellows) that would address inequities in funding for scientists can nevertheless be implemented more widely, even with already stretched resources. The ways in which the WAC discipline might usefully contribute to the scholarly mission, and which would at the same time counter these inequities in the sciences (especially in the biomedical and health fields), already exist: writing in STEM is often already a well-developed part of the WAC or WID curriculum. But though writing in STEM has seen significant support and development, including supporting STEM faculty members who work with their students in the discipline, there has been less attention to working with the faculty members themselves to support their own writing, as I have suggested. In other words, WAC could expand (or perhaps reallocate) its expertise in order to work more explicitly with more faculty who have been traditionally outside the WAC orbit and are underrepresented across the spectrum of government funding, publication, and citation rates.

I outline below some of the strategies implemented at the University of Miami, but broadly speaking, they are all characterized by targeting these populations more explicitly and deliberately, even (perhaps especially) where resources are limited.

Addressing Disparities in the Sciences

According to the National Institutes of Health, "among science and engineering doctorate holders with full-time faculty employment at any four-year institution, underrepresented groups are less likely to receive federal grants or contracts than their white counterparts" (NIH, ND).

In the United States, there are some one thousand different government grant programs "awarding more than $500 billion annually" (Grants.gov, ND). It has long been recognized that minorities are underrepresented in the pool of applicants and in the receipt of grants. The NIH established the National Center for Research Resources (NCRR) in 1990, and in 2011 it was abolished during a reorganization that led to the National Center for Advancing Translational Sciences. Over two decades, the NCRR awarded millions of grant dollars to "reduce the underrepresentation of minorities" in the biomedical sciences. The challenge of doing so was, and remains, shaped by disparities in education, access to mentoring (Levitt, 2010), and opportunities for higher education. It is also shaped by writing experience and expertise, access to writing support, and unavailability of resources within academia

for writing development and training. Indeed, outside the academy, grant writing support has emerged as both a business and a consulting specialty. In addition to having a good scientific idea and knowing how it fits into contemporary research initiatives, successful grant applicants must also write these proposals effectively. At least as much as scientific acumen, the ability to draft grant proposals effectively is an essential component of successful scholarship and, for that matter, of contributions to the literature before and after a grant application. We know that effective writing contributes to greater funding opportunities and better publishing outcomes generally.

The challenge is great. According to the NIH,

> [I]n 2015, only 7 percent of science and engineering doctorate holders employed as full-time, full professors at all institutions were from underrepresented racial and ethnic groups, and at Research Intensive institutions, this proportion falls to only four percent. Moreover, among science and engineering doctorate holders with full-time faculty employment at any four-year institution, those from underrepresented racial and ethnic groups were less likely to receive federal grants or contracts than their white counterparts.

Improved training in grant and article writing might narrow this research funding gap for underrepresented scientists and investigators, and this should be among the goals for WAC programs in research institutions. The gap is clear: "the typical measures of scientific achievement—NIH training, previous grants, publications, and citations—do not translate to the same level of application success across race and ethnic groups. Our models controlled for demographics, education and training, employer characteristics, NIH experience, and research productivity, yet they did not explain why blacks are 10 percentage points less likely to receive R01 funding compared with whites" (Ginther et al., 2011).

WAC Solutions

Writing centers are historically underresourced. Financial wherewithal and other forms of institutional support are often supplanted by efforts to leverage resources for low-cost skills, such as mentoring access to others' expertise in biostatistics or survey design. Writing centers and writing studies departments often do not even have full-time, dedicated faculty experts, where grant writing needs precisely such help. A competent, let alone expert, grant-writing faculty member must, while being a scientific generalist, also be able to work and communicate well with the full range of STEM scientists. Although there are plenty of WAC or writing-in-STEM courses, or subspecialties in technical and health-writing fields, the skills needed to understand and write successful grants, especially R01s and other hypothesis-driven

studies, are generally acquired and honed through significant experience rather than formal courses of learning.

Most of us in the writing disciplines have arrived at grant writing via writing studies, rhetoric and composition, English, linguistics, TESOL, or other closely related fields. Typically, we have not come to writing in STEM from working in STEM disciplines themselves. This might well be a result of funding models rather than deliberate policy, but the result is the same: experts in writing for STEM are usually writing experts, not STEM experts (at least initially). So what makes one a grant writing expert in the STEM fields? This is a hard question to answer. Some of us have taught Writing in the Sciences or worked in a writing center, where we have been needed to respond to students' needs quickly and have been trained on the job, as it were, supported by colleagues and communities willing to share their expertise. It is therefore perhaps surprising—but, alas, not unusual—that many institutions have identified resources for faculty to buy outside commercial services to improve the writing of grants and scholarly papers—even as they somehow underfund internal units that do the same thing, often better. WAC units would do well to collaborate with research offices to secure necessary resources and thereby signal a commitment to writing that is otherwise undermined by outsourcing it.

Our training in writing studies means we are able to respond quickly and effectively to all kinds of communication and at any stage, but the expertise that comes with suggesting revisions and edits for a grant application can take considerably longer. I am not aware of any "quick route" to becoming an expert grant writer, as it takes experience and practice to become adept, let alone expert. Courses that do exist generally address the mechanics of how to *put together* a grant: its constituent parts, researching funding, etc., and often less on the craft and expertise needed in the writing itself (save general and platitudinous advice such as "obtain an undergraduate degree in a writing field or educational studies, programs that teach you the basics of composition, revision, style, and tone") (Western Governers University, ND).

Though it is widely accepted that clear and effective writing is a key component of success in obtaining external funding, it has not, to the best of my knowledge, previously been hypothesized that writing support can improve—or its absence impede—funding success for minority investigators. Indeed, however, this is in many respects an empirical problem, a knowledge gap that, in the fullness of our antiracism ardor, must eventually be addressed. That is, what else besides writing can reduce the underrepresentation of minorities as grant recipients? Thus, we need to develop the following:

- More money to hire faculty of color in the STEM and medical fields. This is a plausible hypothesis, though it entails (and has led to) competition among colleges and universities, albeit in the absence of adequate pipelines

to deliver the needed candidates. Such financial competition also privileges affluent institutions.

- More, and local, pipelines. Reaching out to younger students, even well before they enter college, remains a promising approach. After several decades of effort, we can continue to do much to excite high-school students and some undergraduates about careers in the sciences. Initiatives such as first-year seminars, offices of academic enhancement, first-generation outreach, and similar pedagogical initiatives can engage students much earlier in their careers. (National Academy of Sciences et al., 2011; Summers & Hrabowski, 2006).
- Improved access to and training of mentors. Though improved mentorship is already and often a key component of successful scientific careers, there remain the parallel challenges of inadequate financial support, incompetent mentors, and lack of institutional commitment. Indeed, as one of the nine components of the responsible conduct of research (RCR) curriculum recommended by the NIH, mentorship has in recent years been given more attention as institutions have become aware of how critically important these roles are, especially in the development and support of minority scientists (Henry-Noel et al., 2019).

WAC, on the other hand, could be ready to contribute today. Just as mentorship has been acknowledged as an important part of researchers' scientific development, so writing support and mentoring could and should be introduced and sustained. Indeed, the University of Miami, has introduced a writing component into its RCR curriculum, an effort recognized by the Association of American Medical Colleges' Innovations in Research and Research Education (Breining, 2017).

Meeting these challenges requires that such initiatives should in the first instance (in order to redress the balance as efficiently and swiftly as possible) be directed towards faculty researchers and investigators, bearing in mind that gender- and disability-related disparities are as insidious and pervasive as racial disparities (Dworking et al., 2020; King et al., 2017). Nonetheless, this work should, significantly, begin at the undergraduate level: "Small differences in access to research resources and mentoring during training or at the beginning of a career may accumulate to become large between-group differences" (Ginther et al., 2011).

Our Experience

We have an opportunity to reduce the underrepresentation of minorities in the sciences and to increase grant funding for those groups. The argument that improved support for writing will address this problem is a testable hypothesis. Moreover, it

appears to have no antecedent in policy or the literature. It seems uncontroversial to note that an examination of the intersection of communication skills, grant success, and reduction of disparities is, without question, innovative and timely.

Now in their third decade, the University of Miami's efforts to provide and improve writing support began in a writing studies program and continue with the establishment in 2022 of the new Department of Writing Studies. It has been able to respond to the demand of scientific writing support not least because of the institution's award of a Clinical and Translational Science Institute (CTSI) grant, which covers the faculty costs of group-based and one-on-one grant writing sessions. (The National Institutes of Health's CTSI initiative is under the National Center for Advancing Translational Sciences, mentioned earlier.)

The institution is a medium-sized, private university with eleven schools and colleges. It has responded to writing-support demand via a writing center and the good fortune of the CTSI grant. Obviously, not all institutions have such resources. Indeed, many, if not most, writing centers are staffed by undergraduate or graduate peers. Miami has full-fledged faculty writing groups and dissertation writing groups, sponsored workshops, and used CTSI funding for sessions with individuals. Most clients and participants are white because most faculty members are white. As this demographic changes under robust diversity, equity, and inclusion initiatives, the institution will take its own advice and institute outreach programs to help ensure the success of these initiatives.

As the unfortunate adage has it, "you need to be twice as good to be considered half as good." We therefore need to modify our focus and approach to be more proactive with grant and research writing training and support to those groups who have been historically underfunded and continue to be so. Indeed—and to be clear—this is not to suggest any one group is "in need" of additional training more than another, or that general competency or expertise is any greater in one group of writers than in another. It is simply to say that some scientists—because of complicated and long-standing institutional and societal biases—are less likely than others to receive funding. We therefore must give more attention to those scientists. We know that (i) funding is crucial to individual and collective success in the greater research endeavor, (ii) funding rates increase with attention to and support in writing and communication of that research, and (iii) a clear way to improve grant success rates is to increase support for those groups and individuals to whom it applies. These are practical, indeed actionable, steps that adequately motivated institutions can take without delay.

Fortunately, this is something that we in WAC can help with—now—by focusing and augmenting existing efforts. Indeed, it is our responsibility to do so.

Recommendations and Next Steps

Academia's well-motivated and morally obligatory initiatives to address diversity, equity, and inclusion have access to an underappreciated resource to improve the ability of minority scientists to compete more effectively for government and other research grants. Writing studies centers and departments, if adequately empowered, can serve any and all scientists in STEM disciplines and enhance their ability in that competition. Many already do, but we can still increase our focus on particular groups.

It remains for us to offer suggestions for preliminary directions and steps to augment and improve that service. Based on our experience and aspirations at one mid-sized research institution, these actions are inexpensive and require no special expertise, other than that which is already part of the writing studies arsenal. They are exemplars or instantiations of the several general suggestions that have already been offered and defended throughout this paper, which can be summarized as follows:

- Survey faculty affairs and offices of research administration to identify minority scientists who already are successful applicants for external funding.
- Develop qualitative data-collection tools and use them for interviews with university research leaders.
- Host university campus-wide webinars, using those data-collection tools to survey attendees.
- Codify, collate, and analyze interview and webinar data. This qualitative data will be used to inform subsequent work and support the creation of a database to correlate with future grant application progress.
- Host workshops on writing and reproducibility for students and faculty, with special regard for minority populations and strategies for grant writing success.
- Leverage national and accrediting body mandates, such as the NIH's responsible conduct of research curriculum, to make the case for increased writing support.
- Use the recent attention to mentorship as evidence to show that relatively modest, but focused, investment can lead to greater outcomes for underrepresented researchers.

In two decades of teaching writing and providing grant writing support to undergraduates, graduate students, and faculty members, I have learned that in all disciplines and across all demographics, scientific writing can be improved, often significantly. Because improved support for writing will help all investigators, such support will also address the underrepresentation of minorities in research grant

success. Minorities are underrepresented in STEM disciplines in general, and disproportionately in grant funding and article publication. One source of this disparity is diminished access to training and grant-writing opportunities. Efforts to identify better approaches and interventions are themselves opportunities to fledge research programs to test the hypothesis that better writing makes for better science.

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"The Total Pattern of the World": Misinformation across the Curriculum (MAC) and the Next Fifty Years of Higher Education

PAUL COOK

Two interrelated epistemological crises face colleges and universities in the United States right now; they will almost certainly play a major role in shaping higher education for the next fifty years and beyond. First, the historical confluence of abundant digital media (including social media) with extreme political polarization and the explosion of information communication technologies (ICTs) over the last twenty years has led to what some call a "post-truth" moment (Ball, 2017; McComiskey, 2017; McIntyre, 2018), where the way information makes us *feel* is now more important (and more relevant) than whether or not it is true, accurate, or complete. "Fake news"[1]—or, more precisely, *problematic information* (Jack, 2017), and the *information disorder* (Wardle and Derakhshan, 2017) that is a direct result of it—is both a consequence and a driver of this so-called post-truth moment (Kavanagh and Rich, 2018). According to an AP-NORC poll from October 2022,

1. Throughout this article, I place "fake news" in quotation marks to acknowledge the many diverse (and often contradictory) ways the term is used today and the fact that "fake news" has been widely disputed by scholars and journalists alike since its resurgence in 2016 (boyd, 2017; Giuliani-Hoffman, 2017; Sullivan, 2017; Tandoc et al., 2018; Wardle, 2017). The use of quotation marks represents my attempt to signify both the terminological complexity and the hyper-politicization of "fake news," as seen in its use by politicians (most notably Trump) to cast doubts on anything that the speaker does not want to validate. As a term, "fake news" is a blunt instrument, an overly simplistic moniker for a dangerous panoply of disinformation, misinformation, malinformation, propaganda, misleading content, and manipulated media that can occur in a variety of modalities (memes, images, videos, deep fakes, etc.). However, it remains widely used in public discourse. (In 2017, "fake news" was named word of the year by Collins Dictionary.) For more on the recent deployments of "fake news" and its history alongside problematic information generally, see McNair (2018) and Cook (2023). For more on the precise terms and typologies scholars use to talk about "fake news," such as problematic information (Jack, 2017), information disorder (Wardle and Derakhshan, 2017), manipulated media (Marwick and Lewis, 2017), network propaganda (Benkler et al., 2018), and network climate change/information pollution (Phillips and Milner, 2021), see the texts cited in this sentence. In this article, I follow Marwick (2018, pp. 476-481) in using the terms "*fake news*" and *problematic information* interchangeably as umbrella terms for all manner of misleading media messages.

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91% of American adults say the spread of misinformation is a problem, with 74% identifying it as a major problem (Klepper, 2022). Just as problematic information is rampant, people are also overwhelmed by information plenitude (Alexander, 2020; Bolter, 2019)—that is, too much information—and the media landscapes we inhabit appear hopelessly polluted with the flotsam and detritus of hyper-partisan digital polarization (Phillips and Milner, 2021).

At the same time, colleges and universities in the United States appear to be under fire from just about everybody. Some commentators charge that higher education has been fighting the same political battles for half a century with little to no improvement (Schrecker, 2022). The public has lost faith in higher education as both a knowledge center and a guarantor of America's contract with the middle class (Newfield, 2008), while faculty find their hard-earned expertise questioned by everyone, from first-year students to career politicians (Nichols, 2017). These fault lines existed before the pandemic, of course, but COVID-19 cast them into sharp relief: enrollments have declined precipitously since the pre-COVID era, and those who remain—including faculty and staff—express what one journalist has called a "stunning" degree of dissatisfaction, apathy, and burnout (McMurtrie, 2022). In addition to accusing higher education of ideological hyper-partisanship, those on the Right actively work to diminish the public's trust in academic institutions and push back against their ability to function independently of state governments (Cantwell and Taylor, 2022), the majority of which are controlled by Republicans.[2] The pandemic exacerbated existing racial and socio-economic inequalities related to access and the digital divide (Francis and Weller, 2022); it also pointed to a confidence problem and questions about the quality of education, while tuition and student loan debt spiral ever upwards. Arguments about the value of a liberal education as a common good or humanizing force have become tired and more than a little quaint (Fischer, 2022).

This is the bleak institutional, cultural, and political context in which writing across the curriculum (WAC) finds itself in 2023. However, *there is hope*. In what follows, I argue that precisely because of its status as an epistemological chameleon, its half-century reputation as a stalwart of progressive politics, and its proven track record as a multidisciplinary coalition builder (among other enduring qualities), WAC has been able to keep pace with systemic upheavals both in the university and in the wider culture. More specifically, WAC provides epistemological, institutional, ideological, and pedagogical-curricular frameworks for teaching digital media literacy (broadly construed) across disciplines due to the following investments and achievements: (1) WAC's longstanding commitments to social justice work and progressive

2. At the time of writing, in August 2023, Republicans control 54.94% of all state legislative seats nationally, while also holding twenty-two state government "trifectas," which means that a single political party controls the governorship and both legislative bodies (Ballotpedia, 2023).

politics, (2) the epistemological and institutional paths that WAC has already carved out in the academy and via WAC's relationship to disciplinary ways of knowing, and (3) WAC's rich storehouse of pedagogical theory and practice.

WAC: Then and Now

How fitting that writing across the curriculum (WAC) as a contemporary movement in higher education can be traced back to, of all things, a Milton seminar in the 1969-70 academic year that failed to "make" enrollment. Given the well-documented decline of the humanities since 1970 (Cvejic et al., 2016; Spellmeyer, 2003), it feels almost scripted that a planned seminar on Milton would give way to something as practical and earthbound—yet ultimately transformative—as improving writing instruction across the academic disciplines. (*Paradise Lost*, indeed.) If the last fifty years of WAC were a venerated HBO or AMC series rather than a transdisciplinary movement with peer-reviewed journals, tenure lines, and national organizations, this would no doubt be the dramatic opening scene.

But it really did happen this way, according to some of the top-shelf research on the history of WAC (Bazerman et al., 2005; Russell, 2002). Barbara Walvoord, whose cancelled Milton seminar opened the door for what Palmquist et al. (2020) call the "first informal WAC program in the United States" (p. 7), recalls meeting with fourteen faculty from across the tiny campus of Iowa's Central College to talk instead about student writing and how to improve it. Though they held no looping seminar discussions of Milton's politics or his refusal to use rhyming couplets, Walvoord and her faculty cohort accomplished something truly groundbreaking: they transformed an empty classroom into what would become the modern WAC movement as we know it.

But, of course, tracing origin stories is a slippery business. In fact, as Walvoord herself notes in a video interview for the WAC Clearinghouse, the history of WAC goes back even further to 1930 and Ruth Mary Weeks's "broad definition of English, which encompassed human communication: reading, listening, speaking, and writing" (Bordelon, 2010, p. 258). Weeks had just been elected president of the National Council of Teachers of English (NCTE) a year earlier; and though the groundbreaking report she spearheaded, *A Correlated Curriculum*, has received sparse scholarly attention compared to the more recent history of WAC (Bordelon, 2010, p. 258), the ideas therein were light-years ahead of their time.[3] In the report, which combined pedagogical materials from secondary- and college-level teachers, Weeks (1936) sought to provide a comprehensive curricular blueprint for reform in English teaching that would "integrate classroom activities not only with student experience

3. Weeks was only the second female to be elected president of NCTE (Bordelon, 2010).

but with each other and with *the total pattern of the world in which we live*" (p. 283; emphasis added).

According to Russell (2002), Weeks's ambition was to "launch a restructuring not only of English teaching but also of the entire school curriculum and, beyond that, of industrial capitalism itself" (p. 210). Weeks championed "collectivism and integration in an era dominated by ideological forces favoring individualism and the specialization of knowledge" (Bordelon, 2010, p. 258). The upheavals of the Great Depression had finally brought educational progressives out of the proverbial woodwork, so to speak, and Weeks, along with other influential progressive educators of the time, "had an *explicit political agenda* behind their curricular reforms: they would use the schools to reconstruct society along what they considered more democratic and cooperative lines" (Russell, 2002, p. 210; emphasis added).

From its earliest moments, the WAC movement was nourished by the founding realization that a single, decontextualized writing course, such as the freshman composition course inaugurated at Harvard in the 1870s, was wholly insufficient to prepare students for the complex, discipline-dependent writing tasks they were being asked to do in their advanced courses (Bazerman et al., 2005; Connors, 1997; Palmquist et al., 2020; Russell, 2002). Progressive-era educators like Weeks imbued WAC with a political bent that was essential for combatting the industrial capitalism of the 1930s. As the American workplace became more specialized and the economy, once centered around farming and industrial manufacturing, gradually shifted to increasingly specialized knowledge work, writing took on an increasingly central role in preparing students for the workplace, citizenship, and life after college (Beniger, 1986; Brandt, 2005).

Palmquist et al. (2020), in their retrospective "Fifty Years of WAC: Where Have We Been? Where Are We Going?," write that "WAC is far from a completed project" (p. 6). "If it is to continue to grow and flourish," they argue, "it must continue to welcome change and growth" (p. 6). Throughout its history, WAC has managed to retain its relevance even as the university around it has been transformed. There are at least three reasons for its success in this area. First, WAC recognized early on that the individual academic discipline is the engine at the heart of the university enterprise. Second, WAC recognizes the centrality of literacy to every academic discipline, and it has developed a sophisticated curricular model and pedagogical apparatus that work across disciplines. Third, WAC provides the progressive politics and commitment to shaping students as political beings that are absolutely essential to future work in higher education (Berlin, 1996/2003). WAC's fifty-plus-year status as a transdisciplinary force in higher education makes it an obvious choice for what I propose to call "misinformation across the curriculum," or MAC. Like writing, every discipline, from history to the health sciences, traffics in problematic information. By taking

on the transdisciplinary problem of information disorder (Wardle and Derakhshan, 2017) and making problematic information its focus, MAC has an opportunity to reinvigorate higher education's social and political mission through a concerted curricular focus on digital media in specific areas of inquiry, while also ensuring that students are prepared for the complex epistemological challenges of what is already a thoroughly postdigital world.

Because of this progressive heritage and its ongoing commitment to helping students see "the total pattern" of knowledge (Weeks, 1936, p. 283), WAC is a curricular and pedagogical movement uniquely suited to tackle large-scale epistemological challenges like "fake news," information disorder, manipulated media, and information pollution. The web and social media have changed everything about how we work, play, live, and engage in political struggle. In the coming years, AI-enhanced internet use will become as pervasive and essential as oxygen. (Indeed, we are well on our way.) Seamless connectivity will be the norm for most people, as it is already for many in the United States and other rich countries (Pigg, 2020). The notion of "unplugging" or "going offline" will no longer make any sense in this new postdigital reality (Berry, 2015, pp. 50-51), and indeed it makes little sense now.[4] MAC will have an essential role to play not only across the landscape of higher education but also in sustaining a healthy democracy and robust public sphere.

But sweeping changes do not occur in a vacuum. In the next section, I briefly rehearse a historical narrative that, though familiar to many in academia, is essential to understanding the neoliberal insistence on privatization and free markets that has come to characterize so much of the workings of contemporary colleges and universities.

US Higher Education Since 1970

The story is a familiar one. In the heady boom years of the 1940s through the 1960s, public universities were truly *public*, which reflected that era's progressive beliefs about higher education as a public good and the reciprocal relationship between an educated society and a healthy democracy. Following World War II, the GI Bill

4. Case in point: what we used to call "online banking" has, in recent years, become simply "banking." All of it happens online, of course, but we've dropped the adjective in recognition that it is a superfluous descriptor. In a postdigital environment, where our digital tools and interfaces have become ineluctably enmeshed in our lives—such that we no longer see or even think of them, except perhaps in "emergency" situations where they are suddenly and conspicuously absent—the digital is all around us, continuously and osmotically influencing how we understand phenomena and orient ourselves to the world (Berry and Dieter, 2015). This ubiquity of the digital is what scholars mean by "postdigital"—*not* that we have somehow moved beyond the digital, as if digital technologies and media were a thing of the past. For more on the postdigital, see Cramer (2015), Hodgson (2019), and Jandric (2019).

sent droves of American men (and a few women) into higher education. By the time Walvoord was preparing her Milton seminar at the end of the 1960s, 35%—or roughly one in three—of the eighteen-to-twenty-four-year-old demographic in the United States was enrolled in post-secondary higher education (Snyder, 1993, p. 66). A degree from a public university in 1970 would have cost the average student around $1,459 per year; the state would pick up the rest of the tab (Newfield, 2016).

I don't want to paint too rosy a picture of US colleges and universities at midcentury. They were far from perfect. Racism and sexism were thoroughly systemic then as now—and the vast majority of those who attended America's colleges and universities were white men. Blacks who had served in the military were often steered away from applying for their tuition benefits through the GI Bill or were denied benefits outright (Blakemore, 2021). Enrollments in graduate and professional schools were overwhelmingly white and male. In the 1949-50 academic year, women accounted for just under 30% of total enrollment in higher education (Snyder, 1993), while Black and Brown Americans enrolled in even lower numbers and faced segregationist policies well into the 1970s (Stefkovich and Leas, 1994).

But even with these shameful caveats, the post-war public university, buoyed by generous federal and state appropriations and legitimated by Cold-War anxieties about preserving American identity, was viewed as a trusted institution in the eyes of the public. Gallup first started tracking Americans' confidence in institutions in 1973, and that year 58% of Americans said they had either "a great deal" or "quite a lot" of trust in public education, compared to just 28% in 2022 (Jones, 2022).

In 1970, there was a sense that American universities could be counted on to solve society's most pressing challenges. Some of the nation's largest and most prestigious universities, like Columbia and Berkeley, had provided the stage on which Civil Rights and the antiwar movement had played out nightly on living-room televisions. Stanford and UCLA provided the essential infrastructure for ARPANET, which would in time become the internet and later the world wide web. The afterglow of a successful moon landing a year earlier helped portray STEM fields in a positive light, with space exploration sublimating concerns about Soviet dominance (Shesol, 2022). In other words, US colleges and universities were good places to be in 1970, even if you were in the humanities. And it did not cost a lot of money to be there, either. But Walvoord's cancelled seminar on Milton—the one that ignited the contemporary WAC movement—proved to be the proverbial canary in the coal mine.

That is because no sooner had the university reached its post-war apex—right about 1970, as a matter of fact—it began its slow decline. Global economic shifts, postindustrial capitalism, and changing political winds at home ushered in neoliberal policies that radically changed the face of American higher education (Lorenz, 2012; Newfield, 2008). As the optimism and post-WWII economic largesse of the 1960s

gradually turned to the hard-nosed, inflationary realities of the 1970s, and then to the winner-take-all 1980s, the privatized 1990s, and beyond, the humanities faced a new reality: constantly having to defend their right to exist. When Ronald Reagan became governor of California in 1967, he inaugurated a new way of thinking about the value of a college degree, claiming that taxpayers shouldn't be "subsidizing intellectual curiosity" (Berrett, 2015). As Berrett paraphrases it, "Learning for learning's sake might be nice, but the rest of us shouldn't have to pay for it. A higher education should prepare students for jobs."

Post-1970, the official line on the college degree held that it was a private good—a commodity, really—to be bought and sold on the open market (Fischer, 2022). Student "customers" would of course reap any benefits from the purchase of a college degree, but they would also accept any liens or debts, up to and including a lifetime of crippling financial baggage. The mass expansion of household credit (and household debt) during the same era reflected this new consumerist, market-worshipping approach to what had only a generation earlier been public goods and services (Brown, 2015; Frank, 2001). Higher education became a private risk, and the student loan debt bubble, which has inflated 750% since the mid-1990s, crossed the $1 trillion mark well over a decade ago (Hahn, 2022).

MAC and the Tragedy of the Commons

For more than fifty years, a raft of literacy efforts has played an important role in both K-12 schools and American higher education, but there persists a nagging awareness that these efforts have fallen well short of their lofty goals. Fister (2021b), writing in *The Atlantic*, laments how even after half a century of media literacy, digital literacy, news literacy, civic literacy, information literacy—call it what you will—in the educational curricula of the United States and the Global North, a significant number of people still reject "credible journalist institutions" while "embracing disinformation" in all its various and sundry forms.[5] Why has all this media literacy failed to produce citizens who can adequately separate fact from fiction, truth from lies, reality from "Stop the Steal" or the rich, bogus mythology of QAnon? In another recent essay, Fister (2021a) puts the problem in these stark terms:

5. I do not want to give the impression here that these various and sundry flavors of literacy are interchangeable—they are not. For example, *digital literacy* typically refers to one's facility with finding, evaluating, and communicating information using digital media, while *media literacy* (and media literacy education) refers to a nearly century-old interdisciplinary movement devoted to empowering students to produce and consume media of all kinds (including print, film, television, and digital texts) ethically and effectively. However, despite their differences, all these capacities contribute to pedagogical efforts to make sense of our all-encompassing relationship to media (Peters, 2015) and especially to the subtle manipulations of mis-, dis-, and malinformation (Wardle and Derakhshan, 2017).

> Given years of experience teaching students how to distinguish facts and sound reasoning from political fanfiction and profit-driven humbug, why are so many people unable or unwilling to recognize their claims are nonsense? Why don't they see that their knee jerk rejection of facts that don't fit their preexisting beliefs puts democracy at risk?

Part of the problem is that traditional approaches to media literacy have tended to treat students as naïve consumers of information who, if properly trained, can learn how to pick high-quality information sources for a particular task, like a savvy shopper in the produce aisle picking out the perfect avocado for a next-day guacamole. Caulfield's (2019) widely celebrated SIFT technique, which is based on pioneering research on the efficacy of fact-checking and lateral reading by Wineburg and McGrew (2017), embodies this approach, as do other media literacy efforts aimed at making students more mindful consumers of information and news. Caulfield's acronym "SIFT," which stands for "Stop, Investigate the source, Find better coverage, and Trace the original context," connotes the act of carefully picking through a range of information options to find the best in the bunch. Bulger and Davison (2018) note how at the center of media literacy education is an emphasis on strengthening the interpretive capacities of the individual information consumer; they write that "most trainings focus on individual responsibility, rather than the roles of the community, state, institutions, or developers of technologies" (p. 3). Mihailidis (2019) has also argued persuasively for enhancing the role of the community in media literacy curricula.

According to Fister (2021a), one drawback to fact-checking approaches, aside from their individualist ethos, is that "canned classroom situations don't necessarily transfer to more complex realities"; more often than not, they fail to consider the larger media ecology that surrounds and sustains the problem of "fake news." Phillips and Milner (2021) identify these complex realities as the "deep memetic frames" that have led to network climate change and that have slowly altered the entire ecosystem of the mainstream media forest (p. 19). In exposing students to the "total pattern of knowledge" as it exists in the problematic information they find in academic disciplines, MAC has the potential—like WAC before it—to throw open the windows of learning and "zoom out" to show students how beliefs, opinions, and knowledge are formed through the deep memetic frames that we all hold (Weeks, 1936, p. 283).

In recent years, the claim that one-off instruction in digital literacy, information literacy, or media literacy has failed to move the needle when it comes to problematic information has been amplified to something of a refrain in the scholarly literature on rethinking these efforts (boyd, 2018; Mason and Metzger, 2012; Mihailidis, 2018; Stoddard, 2014). Mason et al. (2018), in their review of approaches to media literacy, suggest that if "fake news is simply treated as an add-on to an existing media

literacy curriculum, teachers will merely create exercises that will help students determine whether a particular story can be considered fake or not" (p. 7). Instead, they suggest that effective media literacy education requires

> understanding the media environment in addition to improving cross-disciplinary collaboration; leveraging the current crisis to consolidate stakeholders; prioritizing approaches and programs with evidence of success; and develop[ing] action-oriented curricula that challenge systemic problems created by media, including social media corporations, in addition to teaching individuals to interpret media messages. (p. 7)

Bulger and Davison (2018) take a similar view, offering five recommendations for the future of media literacy curricula: (a) "develop a coherent understanding of the media environment"; (b) "improve cross-disciplinary collaboration"; (c) "leverage the current media crisis [i.e., the furor over 'fake news'] to consolidate stakeholders"; (d) "prioritize the creation of a national media literacy evidence base"; and (e) "develop curricula for addressing action in addition to interpretation" (p. 12).

These are all excellent and timely recommendations. Like the old composition course of the late nineteenth century, digital media literacy today is mostly treated as an add-on to an existing curriculum—perhaps embedded in an information literacy session given by librarians, or pushed out to a first-year writing classroom in the form of modules or lessons on fact-checking and online source evaluation. And too often such approaches focus all their energies on the student as an individual information consumer, radically disconnected from the larger postdigital media ecologies and online communities that now structure so much of our lives. This is the case in part because it is much easier to point to discrete problems like "fake news" or manipulated media than it is to conceptualize how the roots of the problem might be addressed. Nichols and LeBlanc (2021) point out how challenges like "fake news" present "themselves as discrete problems, amenable to fixed, representational solutions (e.g., lateral reading, ideology critique, or counter-messaging)," when in fact they are "indivisible from the material, technical, and economic concerns that underwrite them" (p. 396).

To be sure, approaches like Caulfield's (2019) SIFT and Wineburg and McGrew's (2017) lateral reading are light-years ahead of more traditional approaches like the old CRAAP model, the familiar checklist approach where students are trained to spot inconsistencies and visual or aesthetic cues that might signal that a source is unreliable (*Is it a .org or .com? When was it published? Is there an author? Does it look like a professional website? And so forth*) (Singer, 2019). But even at their best, approaches that are decontextualized and separated from other curricular (and extracurricular) concerns will feel like add-ons to the more "important" work of the larger curriculum. So,

what we are left with is a familiar sight to WAC and first-year writing professionals: a patchwork approach of information literacy workshops and library services and interventions in first-year writing classes. Arguably, this is better than nothing (though not everyone agrees [boyd, 2018]).

But here's the rub: if media literacy is everyone's responsibility, then it can easily become no one's responsibility. (Incidentally, and by way of analogy, this may also be why the microwave in the office break room never gets cleaned—the tragedy of the commons means that quite often that which is the responsibility of everyone is the responsibility of no one.) We are at a point in the history of the university where problematic information and information disorder have become enough of a problem in society to warrant their own transdisciplinary approach. The best way to do that, as I detail in the next section, is through the established, 150-plus-year-old mechanism of the academic discipline.

Disciplinary Actions

In 1970, as Walvoord launched the first unofficial WAC program in the United States (Palmquist et al., 2020), the university was in the process of undergoing a radical shift—one that it had not seen the likes of since the late nineteenth century, when large state schools imported the so-called German Model and became research institutions (Connors, 1997; Readings, 1996). The individual academic discipline emerged around the same time, with its specialized codes, conventions, and liturgies, and quickly became the lingua franca of academic professionalization. It remains so to this day. Disciplinarity was the engine that propelled the old classical college of the nineteenth century—an institution built on cultivating oratorical expression and an appreciation for the cultural products of Greek and Roman antiquity—into the technological, bureaucratic, and industrial realities of the twentieth century.

Less taxpayer support and rising costs have meant that universities have had to reinvent themselves in the image of the "the great market god" (Frank, 2001, p. 15). STEM fields and pre-professional degrees have received the bulk of the support over the last five decades, while the humanities were left to fend for themselves in a newly invigorated environment of economic competition that they could never hope to win (Newfield, 2008; Newfield, 2016). But WAC, unlike the venerable Milton, has been fortunate in this new economic and political reality. We have had an "in" in the C-suites of academia. Administrators, by and large, look fondly on WAC efforts because they are seen as practical and "useful" to other disciplines; this utilitarian attitude benefited our work then as it does now. At the core of this support lie two beliefs about writing and disciplinarity, hard won by WAC scholars and teachers: (1) writing cannot be taught in an isolated, one-size-fits-all course, and (2) the academic disciplines are the heartbeat of the modern university.

Disciplines are effective precisely because, as the name suggests, they *discipline* their practitioners into specific approaches to knowledge and pathways for problem-solving. Leitch (2003) puts the matter plainly when he writes that "university professors in North America are disciplinary subjects . . . [and] the university is a disciplinary institution in a disciplinary society" (p. 56). For well over a century, academic disciplines have been the dominant model of knowledge production in the university; as such, they have successfully cordoned off the academic ecosystem into separate niches and specializations. When you get right down to it, disciplines are strategies for organizing knowledge that delimit, demarcate, and assess available knowledge through careful attention to borders and boundaries in a process that Gieryn (1983) calls "boundary-work": the "intellectual ecosystem [is] . . . carved up into 'separate' institutional and professional niches . . . designed to achieve an apparent differentiation of goals, methods, capabilities, and substantive expertise" (p. 783). Proponents of WAC—perhaps because of its relatively late arrival on the academic scene—recognized early on the power of harnessing disciplinary expertise and infrastructure in their mission to expand literacy in written communication across the many porous boundaries of the university. As Russell (2002) writes,

> Disciplines and professions still hold the greatest unrealized potential for developing students' writing across the curriculum. *Faculty in both higher and secondary education see themselves primarily as members of a discipline*. And the fundamental unit of institutional organization is the department. If faculty within a department or, more broadly, a discipline can find intellectually respectable avenues for investigating and discussing writing in relation to pedagogy, then WAC can flourish in ways that are impossible when change comes only through the efforts of individual faculty, however well supported by a central WAC program. (p. 319; emphasis added)

Part of the larger epistemological problem we are seeing today vis-à-vis problematic information and information disorder is that there is no single academic discipline whose sole purview is the damaging spread of lies, propaganda, conspiracy theories, and other misleading or mis-framed media, much (though certainly not all) of it digital. Media studies and communication scholars do much of the heavy lifting in media literacy education (Hobbs, 2020; Mihailidis, 2019), but so do folks in English and rhetoric and composition studies. Educational theorists and even folklorists, anthropologists, philosophers, public health professionals, and data scientists all contribute to the study of a phenomenon that itself goes by a bundle of different names: problematic information (Jack, 2017), information disorder (Wardle and Derakhshan, 2017), network propaganda (Benkler et al., 2018), polluted information

(Phillips and Milner, 2021), manipulated media (Marwick and Lewis, 2017)—and yes, even the venerable "fake news" (note the scare quotes).

There is no single discipline that can encompass and usefully intervene in such a large and complicated problem. It is akin to what Morton (2013) calls a "hyperobject" (pp. 1-24): an entity so enormously vast that it refuses traditional approaches and solutions (e.g., climate change). WAC diffused a particular approach to developing students' literacy and written communication skills across the curriculum—crucially, one that preserved and even enhanced disciplinary boundaries—while recognizing the primacy of disciplinary knowledge as the most effective way to organize the vast knowledge stores of today. Over the last half century, WAC has taken full advantage of an overlapping set of social, political, and institutional transitions both within the university and society to emerge as the transdisciplinary apparatus for knowledge production around questions of literacy and students' complex processes of coming-to-language. The transition we face now is equally momentous.

MAC in Action

During the twentieth century, the growing significance of writing in both university curricula and the changing landscape of US workplaces brought about extensive changes to college curricula. By the 1980s and 1990s, WAC programs had effectively revolutionized the teaching of writing at the college level, shifting it from a secondary or tertiary concern within English departments to a comprehensive university-wide entity complete with its own tenure lines, journals, and professional organizations (McLeod and Miraglia, 2001). Today, we encounter a comparable institutional and curricular turning point vis-à-vis problematic information—a juncture similar to that which WAC encountered half a century ago or even earlier. Similar to WAC in the past, MAC should be introduced in the modern academic sphere as an interdisciplinary approach to revealing and scrutinizing misleading information and deceptive media in all their diverse forms. MAC would assimilate and invigorate a wide range of critical methodologies and literacies under a unified meta- or transdisciplinary umbrella. Melding insights from various fields and formulating evidence-based best practices, it would instruct students in the essential types of critical media literacies—pertaining to messages, incentives, motivations, platforms, interfaces, and systems—that are imperative in the postdigital age. From the era of Plato to the "Big Rhetoric" debates spanning the 1990s and 2000s up to the present, the perennial question of where writing (and rhetoric) fits into the broader realm of knowledge creation has initiated numerous discussions. Referring to information literacy, Fister (2021a) remarks, "It's everywhere, and nowhere." Fister bemoans "the reality that information literacy lacks a specific place in the curriculum"—a sentiment that, until the emergence of WAC, could also apply to discipline-specific writing instruction.

Table 1. Three axes of misinformation studies: communication, motivation, and systems.

Communication	Motivation	Systems
(e.g., representational sense-making, spread and dissemination)	(e.g., algorithmic shapers, power, context)	(e.g., technical-natural practices)
rhetoric	psychology	network science
communication	history	internet studies
writing studies	philosophy	computer science
graphic design	sociology	media literacy
art	anthropology	data science
new media	critical theory	information literacy
marketing	neurobiology	technology studies
English	artificial intelligence (AI)	healthcare
foreign languages	business and economics	non-profits
critical literacy	folklore studies	news literacy

What might an approach such as MAC entail? Table 1 illustrates three axes forming the essential epistemological and methodological foundations of MAC: communication, motivation, and systems. The communication axis—drawing insights from disciplines concerned with symbolic communication in, among, and between humans and nonhuman entities, as well as the construction of representational meaning in signs and symbols—would investigate the creation, molding, dissemination, reception, and impact of messages. With representation and signification as its focal points, this axis emphasizes sight and sense-making, flow and functionality, creation and production, and the dynamics of representation in an era characterized by digital abundance and epistemological overload (Mihailidis, 2018).

Regarding the motivation axis, the longstanding question of motivation in relation to misinformation takes center stage (Marwick, 2018). This axis explores the motivations—both human and algorithmic/AI—that permeate our polluted information environments. It delves into how the algorithms shaping our online content are influenced by human factors and motivations, and how they perpetuate systemic biases based on race and gender (Noble, 2018). Lastly, the systems axis delves into the foundational structures—technical, material, and fleeting—that underpin the post-digital age. It expands the scope of media ecology to encompass not only communicative practices and social contexts but also the natural world, examining how our material systems intersect with (and impinge on) it at every juncture (Bridle, 2018).

Cloud (2018), Zimdars (2020), Phillips (2020), Fister (2021a), Bulger and Davison (2018), Marwick (2018), and other scholars caution against the limitations of existing media literacy endeavors, such as fact-checking and debunking, in combatting misinformation solely with factual information. Phillips (2020) critiques the "fake news" framework for focusing on the truthfulness of the text itself rather than the social processes enabling its dissemination and its alignment with the interests and biases of sharers. Phillips proposes a folkloric framing approach that hinges on the resonance of a claim and its alignment with participants' viewpoints rather than on its veracity. This approach investigates the values, investments, and perspectives inherent in an artifact, shedding light on those connected with it.

Similarly, Zimdars (2020) contends that prevailing "solutions" to "fake news" predominantly address individual reception, despite "fake news" being a multifaceted issue involving information production, distribution, and reception. Zimdars advocates for frame-checking, a concept borrowed from Cloud (2018), which encourages understanding how information is framed and used, as well as the emotions and values it invokes. Unlike fact-checking, which focuses primarily on debunking individual texts, frame-checking broadens the perspective. This is where a transdisciplinary approach like MAC could intervene, revealing how knowledge serves power (*motivation*); how beliefs are shaped and shared culturally, technologically, and cognitively (*systems*); and how these ideas spread across diverse audiences (*communication*). Figure 1 provides an illustration of the systems axis of MAC as applied to the contemporary news-media ecosystem in the United States. It illustrates the complexity and nuance required to understand how mainstream news media has changed in the last quarter century and why focusing solely on the singular artifact of misinformation always misses the bigger picture.

Drawing from the same well of insights as scholars such as Bridle (2018), Bratton (2015), and Nichols and LeBlanc (2021), Fister (2021a) asserts the necessity of incorporating into any comprehensive media or information literacy curriculum "an understanding of information systems: the architectures, infrastructures, and fundamental belief systems that shape our information environment, including the fact that these systems are social, influenced by the biases and assumptions of the humans who create and use them." This imperative applies universally, including within the context of MAC. To this, I would add that an examination of communication and motivation should also be integrated. Such an analysis entails a critical assessment of the frameworks that enable the propagation and potency of problematic information.

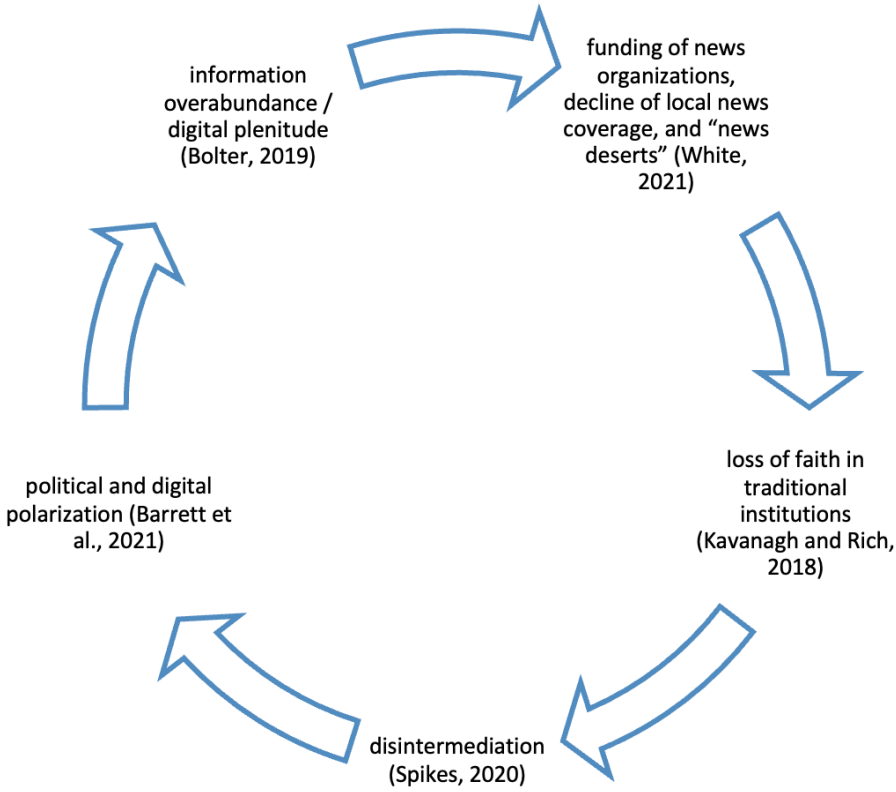

Figure 1. The systems axis of MAC as applied to the contemporary news-media ecosystem in the United States.

Positioning problematic information—as well as the essential literacies required to unearth and analyze it in all its multifaceted manifestations, ranging from text-based misinformation on social platforms to AI-generated deep fakes—at the forefront of this emerging MAC metadiscipline offers a multitude of strategic advantages beyond an enriched interdisciplinary foundation. First, there is the rather obvious advantage of capitalizing on the contemporary surge in concern over "fake news" and misinformation within the public domain. (Recall the earlier reference to the AP-NORC poll where nearly three in four Americans acknowledge misinformation as a prevailing issue.) Second, akin to the promises (and successes) of WAC, MAC has the potential to harness both the institutional and epistemological authority of academic disciplines while at the same time embracing a diverse array of disciplines under its aegis. Third, MAC can contribute to shifting media and information literacy from primarily a one-off, individual concern to a communal responsibility. By

emphasizing the importance of accurate, reliable information access, MAC can foster strong alliances among individuals and bridge diverse communities to facilitate civic and democratic participation (Mihailidis, 2019).

Fourth, MAC can establish a shared lexicon and conceptual vocabulary for talking about the flow of information and its effects, as well as facilitate intellectual connections between disciplines as varied as health sciences, media studies, and American literature. Indeed, I would go so far as to say that MAC could be the key to authentic cross-disciplinary collaboration. Fifth, MAC's reach need not be confined to higher education; primary- and secondary-school students can similarly benefit from a transdisciplinary methodology, which would mirror the efficacy of WAC pedagogies in areas like writing, critical reading, and literacy skills. As the last fifty years of WAC has persuasively shown, all learners (and faculty) stand to gain from an approach that employs both discipline-specific content and knowledge-generation methodologies. Engaging students in the exploration of how problematic information flows through specific disciplines—whether biology, marketing, medicine, or history—can help students gain a better perspective on what Weeks called "the total pattern of knowledge."

The next fifty years will see massive changes to how we live and work in digital environments. WAC has shown that broad collaboration across disciplinary contexts is not only possible but also preferable. In addition, WAC succeeded in establishing the epistemological assumptions and conceptual language that made possible this radical collaboration across disciplinary siloes. Every faculty member wants their students to become more proficient writers. WAC has shown that it is capable of providing students with the writing skills that enable them to succeed in discrete writing tasks, yes; but it has also shifted their style and focus across disciplinary contexts by having them master a basic set of essential rhetorical principles. The ideals and values that have empowered WAC programs for the last fifty years will come in handy as higher education enters its postdigital future.

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Special Section

The Future of WAC Is Multimodal and Transfer-Supporting

CRYSTAL N. FODREY

"On Multimodality: A Manifesto," a multivocal text that situates multimodality in the "habitable space" of writing studies research and pedagogy, forwards the claim that "[m]ultimodal composing cannot exist outside a larger ecology of teaching and curriculum building" (Wysocki et al., 2019, pp. 18, 21). I agree wholeheartedly with this statement, especially given my position as a writing studies teacher-scholar nearing the end of their first decade directing a writing across the curriculum (WAC) program that encourages and supports multimodal composing and writing transfer-oriented teaching practices.[1] My standpoint has also given me the opportunity to see what needs arise when multimodal—especially digital multimodal—composing is promoted beyond its most habitable spaces. This is, in part, what compels me to extend the manifesto of "On Multimodality" as it relates to the future of WAC: Writing studies folks may indeed have a predisposition to be flexible in the face of dynamic digital genre creation and uptake as a result of their often-practiced disciplinarily skill in developing reactive tactics to address the ever-changing technologies and spaces for writing that demand we approach our writing pedagogies and curricula as recursive processes; however, the future requires more faculty across the disciplines to approach multimodality with similar habits of mind.

If the promotion and facilitation of writing transfer are among the agreed-upon goals of university writing programs that situate themselves in writing studies praxes, and multimodality is included in an expansive definition of writing, then such curricular ecologies should promote and facilitate multimodal transfer. To say that another way: Any postsecondary curricula effectively geared toward (multimodal) writing transfer should, by necessity, have or work toward developing a WAC orientation; it is in disciplines and discourse communities outside of writing studies that the full range of contexts for writing transfer exist and where the full range of established and emerging multimodal composing practices can be found and/or generated.

1. I would like to take this opportunity to thank the peer reviewers whose generous feedback helped refine this article.

My purpose here is to provide a rationale and the beginnings of a roadmap to conceptualizing and developing systems in support of multimodal writing transfer across the curriculum in postsecondary institutions. Such initiatives should build on what is known to work well to sustain effective WAC programs and support primarily alphanumeric writing transfer. The goal of such initiatives becomes to help students develop into skilled *multimodal* writers who can transfer their multimodal writing knowledge and abilities. By "skilled" I mean that students know how to draw upon their individual semiotic resources and writing knowledge in socially just and evidence-informed ways to communicate in an accessible and inclusive manner with different audiences for different purposes in different genres and media using a productive combination of not only linguistic elements but also aural, visual, gestural, and spatial ones.[2] While some rhetorically flexible students at some postsecondary institutions may be graduating with such multimodal writing proficiency due to their extracurricular digital composing experiences and/or the curricular emphases of their major programs of study, multimodality, much less multimodal transfer, is not typically given particular emphasis in campuswide WAC initiatives (see Dufflemeyer & Ellerston, 2005 and Bridwell-Bowles et al., 2009 for examples of program-level exceptions). What I mean when I advocate for multimodality across the curriculum is less about exposing students to the deeply embedded multimodal composing practices and tacit rhetorical knowledge drawn upon in certain multimodal-rich disciplines, and instead is more about positioning multimodality, especially digital multimodality, as connected to transferrable student learning goals for all graduates. For example, if an institutional learning outcome states that graduates should demonstrate effective and flexible communication skills, then digital multimodality should be intentionally and meaningfully integrated into the curriculum and assessment criteria connected with that outcome. Multimodality should be emphasized both in general education, where students learn and practice the foundational habits of mind connected with (digital multimodal) writing transfer, and across disciplines and majors, where discipline-relevant (digital multimodal) writing and transfer-oriented writing instruction can reinforce those habits of mind. More exposure to multimodal writing in the curriculum, then, is not necessarily better, and certainly not transfer-supporting, if that exposure is not contextually relevant to courses and

2. As Jody Shipka (2011) reminds us in *Toward a Composition Made Whole*, multimodal texts can take many forms, not all of which are digital. When I use the term multimodal in this article, I am therefore referring to any composition, broadly conceived, that combines two or more modes. For example, a choreographed dance or a museum installation could be considered multimodal. However, the multimodal composing emphasized in this article is that which is composed with digital tools in/for digital spaces. When the terms "multimodal" or "multimodality" are used throughout this article, readers should assume this digital emphasis with the understanding that most claims can apply to a more capacious multimodality as well.

disciplines across the curriculum and/or if the teaching practices utilized (re)inforce misconceptions about writing.

In *Sustainable WAC*, Michelle Cox, Jeffrey R. Galin, and Dan Melzer (2018) provide fifteen principle-guided "whole system strategies for launching and building sustainable WAC programs" with an aim of supporting "WAC program directors tasked with making transformational change to complex institutional systems" (p. 63). One reform-oriented strategy deals with how to address "the principle of transformational change [which] focuses on the importance of changing ideologies and practices as they relate to writing culture" on a campus (p. 97). Understanding multimodal transfer as described above has significant system-level implications for myriad people and practices situated both within and outside of the field of writing studies (e.g., program directors, instructors, instructional technologists, programs, curricula, assignment design, assessment, etc.), all of which is undergirded by a need to change the theoretical frameworks that typically inform campus cultures of writing—regardless of whether a WAC program or initiative is already in place. I contend that a deliberate, overlapping, and sustainable application of knowledges drawn from scholarship on multimodality, WAC, writing transfer, writing conceptual knowledge, and faculty development can collectively guide efforts toward transformational change-supporting multimodal writing transfer across the curriculum. In this article, I synthesize relevant findings and evidence-based advocations from this scholarship to inform the systems-level innovations I advocate for the future of WAC: that is, for faculty and student (mis)conceptions about writing to change and inclusive and transfer-promoting approaches to (multimodal) writing to be taken up more widely across postsecondary education and thrive within curricular ecologies that extend beyond writing studies.

Some Considerations for Multimodal Writing in Postsecondary Education

In 1996 the New London Group coined the term "multiliteracies," meant to encapsulate "the multiplicity of communications channels and media, and the increasing saliency of cultural and linguistic diversity," and they made a convincing (though perhaps difficult to operationalize) argument for a more capacious approach to literacy pedagogy responsive to these multiliteracies (Cazden et al., 1996, p. 63). In turn, over the last two decades, many writing studies scholars have advocated for the teaching of multimodality and digital literacy development more broadly to be the purview of postsecondary writing courses (e.g., Selfe & Selfe, 2002; Wysocki, 2004; Takayoshi & Selfe, 2007; Palmeri, 2012; Hafner, 2014; Wysocki et al., 2019). First-year writing (FYW) programs, in particular, have begun to adopt this expanded understanding of writing in response to scholarship-informed statements issued by national organizations and working groups over the last ten years. Most recently,

the Institute of Race, Rhetoric, and Literacy put forth "Toward Antiracist First-Year Composition Goals" (Beavers et al., 2021). This statement, shared as a Google doc through various social media platforms and listservs in 2021, places an emphasis on antiracist and anti-white supremacist pedagogies and practices and goes beyond the complexity and potential of multimodality to connect all languaging—that is, "an embodied set of linguistic, performative, and material habits and behaviors that often are called 'writing,' 'speaking,' or 'communicating'" (Beavers et al., 2021, para 6)—to the purview of FYW. Multimodality thereby becomes part of a multiliteracies-informed "critical languaging," defined as "the ability to deeply listen, analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts" (Beavers et al., 2021, Critical Languaging section, para. 1). While this more expansive languaging as described in "Toward Antiracist First-Year Composition Goals" situates itself in the ubiquitous postsecondary literacy-learning space of FYW, development of multimodal critical languaging abilities can and should extend to WAC spaces as well, especially given the emphasis on rhetorical contexts of writing in the 2014 "Statement of WAC Principles and Practices." However, reference to or insinuation of intentional multimodality is conspicuously absent from that statement, which implies alphanumeric text-based composing to be the primary purview of WAC based on its use of the term "writing." In this article, when I use the term "writing," I mean, aspirationally at least, the result of a multiliteracies-informed conceptualization of the action, which "focuses on modes of representation much broader than language alone" (Cazden et al., 1996, p. 64).

Calls for students to analyze and produce digital multimodal writing, in particular, presuppose that programmatic/curricular changes are made (Adsanatham et al., 2013; Lee & Khadka, 2018; Takayoshi & Huot, 2009) and that faculty can design for and meet certain technological, pedagogical, and conceptual affordances and expectations that extend beyond alphanumeric uses, practices, and ideas in support of digital multimodal production (Mina, 2020; Rodrigue, 2015; Sheffield, 2016). Though composition pedagogy as a whole has seen many advancements and innovations over the past several decades, and published resources on digital multimodal composing have become available for students in recent years (e.g., Ball et al., 2022 [and earlier editions]; Gagich, 2020), Naomi Silver (2019) asserts that "when it comes to analyzing the means by which students become rhetorically savvy multimodal writers, the field seems to remain in much the same place as Chris Thaiss and Terry Myers Zawacki indicated in 2006: we are 'not here yet' (93)" (p. 217). A decade ago, Elizabeth G. Allan (2013) also noted that we do not yet "know enough about the rhetorical functions of multimodal texts and performances in disciplinary contexts" (p. 2), which largely still seems to be the case.

If the field of writing studies still has an incomplete picture about how students become rhetorically savvy multimodal writers or what multimodal rhetorical savviness means in different disciplinary contexts, then we are certainly "not here yet" in terms of how to address multimodal assessment across the disciplines. "Toward Antiracist First-Year Composition Goals" recognizes these interconnected concerns when digital multimodality is directly invoked in a section on rhetorical knowledge, noting that "[p]art of this knowledge is an ability to inquire into how various people judge the languaging in question as mediated through different media and technologies, and most important, mediated through dominant ways of judging languaging that are promoted as a universal 'standard'" (Beavers et al., 2021, Rhetorical Knowledges section, para. 1). The general lack of standards by which to judge digital multimodality across contexts may well be part of its appeal to writing studies teacher-scholars in this moment of rapidly developing and changing semiotic resources. However, this dynamism and associated lack of expertise typically developed in the writing of more stable genres also make assigned digital multimodal writing even more difficult to assess fairly and equitably than status quo forms of assigned writing. This is a concern I have found in my work directing a WAC program that keeps many faculty outside of writing studies reluctant to directly engage with new forms of multimodal writing in their teaching.

Ways to approach the assessment of multimodal writing have been addressed, perhaps most comprehensively in Heidi A. McKee and Dànielle Nicole DeVoss's 2013 edited collection, *Digital Writing: Assessment and Evaluation.* Of particular multimodal transfer-relevance at the course level, contributors advocate for the use of student-developed aspirational multimodal project goals to reward risk-taking (Reilly & Atkins, 2013) and for continuous evidence-based reflection to encourage self-assessment about the rhetorical choices made in multimodal projects (VanKooten, 2013). Regardless of what multimodal writing is assigned, members of the National Writing Project Multimodal Assessment Project Group (Eidman-Aadahl et al., 2013) remind us that "[f]or any type of multimodal assessment to aid in learning, it needs the flexibility to address both the context and the developmental capacities of the learner" (Conclusions section, para. 2). All of this points to the need for equitable approaches to multimodal writing feedback and assessment—a logical extension of assignments and instruction designed to promote multimodal transfer. Ethical assessment practices are necessary across differences of learner identities, interests, capabilities, and institutional contexts. Labor-based contract grading (Inoue, 2019), engagement-based contract grading (Carillo, 2021), and other forms of equity-oriented approaches like ungrading (Blum, 2020) as means to promote socially just assessment ecologies are important curricular components to consider when intentionally integrating multimodal writing goals into FYW program goals

and WAC initiatives. In such ecologies, both students and faculty are in situations where they can take risks, collaborate, reflect, and learn together as multimodal writing is assigned, taught, drafted, responded to, and revised. Implementation of digital portfolio initiatives can potentially enhance this work given the digital portfolio's "status as multimodal composition" as well as their "ability to foster multimodal composition to an extent not possible in other, especially print, formats" (Balthazor et al., 2020, pp. 18, 22).

The intentional integration of multimodality into FYW and upper-division writing studies courses and curricula has also been shown to offer opportunities for students to compose with accessible and inclusive practices that address diversity of language, race, ethnicity, religion, socioeconomic status, gender and sexuality, ability, age, etc.—with the potential to emphasize what Adam Banks (2010) refers to as "culturally relevant, culturally responsive writing for all students" (p. 15). For example, Erica Cirillo-McCarthy (2015) draws upon disability studies concepts such as an ethic of inclusion when bringing multimodality into her writing courses, which positions students to "become aware of the rhetorical power of representation" (p. 266). In a similar spirit, Elizabeth Kleinfeld's (2019) multimodal writing pedagogy is informed by universal design for learning (UDL) principles. The approach she describes both relies upon student agency—opening writing assignments up to all students without the need for retrofitting—and asks students to engage in accessible and inclusive practices as they make decisions about what modes and genres to use to communicate their messages to specific audiences, and then how to communicate those messages in ways that take "concepts central to UDL, universal access and acknowledgement of diversity, into account as they create their pieces" (p. 34). Santosh Khadka (2020), who advocates for a pedagogical approach "informed by recent developments in media and new media studies, literacy studies, World Englishes, information technologies, and intercultural communication," conducted a study in a course that culminated with a collaborative documentary filmmaking project and found that this pedagogy "can help teachers better respond to the diverse linguistic, cultural, and literacy traditions students bring with them" and can help students cultivate "translingual, intercultural, multimodal, and digital skills, among others—qualities highly desired in individuals looking to join a workforce shaped by globalization" (p. 195). Such inclusive approaches to and rationales for teaching multimodality illustrate different ways that the goals of a pedagogy of multiliteracies expressed by the New London Group (Cazden et al., 1996) have become realized in different course contexts. These approaches are also timely, widely applicable, and have the potential to be modified and ported to courses taught outside of writing studies.

Additionally, studies of the impact of digital multimodal composing on the facilitation of rhetorical knowledge and writing development for L2 students have

indicated that students "exhibit[ed] advanced expertise and rhetorical sensitivity when layering meaning through multimodal composition" (Gonzales, 2015, abstract); that "the activities helped them develop language and voice to convey ideas that they were struggling to express using the written mode alone" (Dzekoe, 2017, p. 73); and that "multimodal composition can promote writing of beginner L2 learners, regardless of the exact context in which the writing takes place" (Vandommele et al., 2017, p.23). While these findings are promising for L2 learning overall, if developing grammatical alphabetic writing proficiency in the target language takes precedence over multimodal meaning making in the target language, multimodal integration may not be seen as having as much curricular use-value for L2 learners (see Kim & Belcher, 2020). This is yet another reason for more widespread adoption of compassionate feedback and assessment practices that place value not only on the diversity of available multimodal genres but also the diversity of linguistic and other semiotic assets that students bring to writing tasks across the curriculum.

Almost all of what has been covered here thus far has been studied in or advocated for implementation in courses situated in writing studies or L2 teaching contexts, and much more has been written about specific multimodal composing practices in these contexts (e.g., soundwriting, page/web design, visual-spatial rhetoric, digital storytelling, etc.). Multimodality is so deeply integrated into technical writing pedagogy and curricula that engaging with that body of scholarship is also beyond the scope of this article. However, designated "writing" courses taught by writing specialists are not the only courses that should or do engage with digital multimodality as a valid form of communicating knowledge to diverse audiences within and beyond disciplinary discourse communities. Of course, disciplinarily situated "multimodality" by that or other names has long been featured in fields like communications, marketing, education, applied arts, and as part of visual design in science writing, medicine, and public health, etc. although that multimodality is likely understood separately from "writing." Beyond the obvious, we're only starting to understand the landscape of how and why multimodality appears across the disciplines. Dan Melzer (2014), in his study of 2101 disciplinarily situated writing assignments collected between 1999 and 2007 from 100 U.S. colleges and universities, does not share much evidence of multimodality across the curriculum beyond noting that what counts as evidence differs from discipline to discipline and gives the example of one assignment asking history students to gather oral histories and images from family members (p. 63). However, he was not explicitly looking for multimodal writing. More recent studies have captured snapshots of how multimodality manifests through both faculty writing and student assignments across the curriculum at individual large research-intensive institutions in the United States (Reid et al., 2016; Lim & Polio, 2020). These illustrate an increasing importance for WAC programs at postsecondary institutions

of all sizes and missions to address a diversity of modes and interplay among modes in faculty development and other programmatic initiatives, especially given that we are in a faculty-acknowledged "moment of genre change" prompted by a proliferation of emerging digital genres (Reid et al., 2016, p. 16).

Barriers and Resistance to Multimodal Writing Across the Curriculum

Perhaps the greatest barriers to developing and sustaining curricular systems in support of multimodal writing transfer across the curriculum—more so than technology access or acumen, more so than the relatively insufficient emphasis on writing in the disciplines as compared to first-year writing across higher education in the United States—are 1) the status quo of entrenched practices and standards of writing in the disciplines that have not yet taken into account this moment of genre change and 2) faculty misconceptions about what writing is and how writing knowledge is developed.[3] These barriers are the primary reason pointing to the need to change the theoretical frameworks that typically inform campus cultures of writing. In my institutional context, faculty often approach digital multimodality as "not writing" even when they assign multimodal projects or ask students to integrate multimodal elements into otherwise primarily alphanumeric texts (e.g., designing a data visualization to include in a public health article). I attribute this in large part to the ubiquitous cycle of traditional alphanumeric academic writing published and assigned across most disciplines. Previous campus-wide writing assessments conducted at Moravian University where I serve as WAC director consistently illustrate that while some faculty in some departments regularly ask students to create digital multimodal writing projects in support of student learning outcomes, many others do not. Some faculty, particularly those not from already multimodal-rich disciplines who have not engaged with writing program-sponsored faculty development in which we promote the idea that *all* writing is multimodal, tend to categorize digital multimodal writing assignments as less rigorous and/or important than traditional academic writing. Even in the instances when such projects are assigned, these faculty tend to dedicate less class time to these projects (although the projects often need *more* time), often describing such writing as fun but difficult-to-assess creative endeavors. Conversely,

3. This is being exacerbated in 2023 by misconception-fueled fears that artificial intelligence (AI) language generators like ChatGPT will be the end of writing across higher education. The Association for Writing Across the Curriculum (2023) issued a position statement in response, reinforcing the idea that writing is a "vital activity [that] cannot be replaced by AI language generators" and concluding that "Current AI discussions remind us, yet again, of long-established best practices in Writing Across the Curriculum, grounded in research and extant for decades: designing meaningful and specific assignments that foster learning and develop skills; focusing on processes and practices such as peer-response and revision; encouraging writing in multiple genres, including ones connected to specific disciplinary practices."

those who have engaged with writing program initiatives that frame all forms of writing as multimodal tend to be more inclined to see value in including digital multimodal writing instruction in their courses and understand it as a worthwhile way to expand the accepted means of communication within their given disciplines.[4]

The limited number of published studies regarding transfer and multimodality (e.g., Alexander et al., 2016; DePalma, 2015; DePalma & Alexander, 2015; Rosinski, 2017; Shepherd, 2018; VanKooten, 2020) tend to illustrate that, similar to faculty, students frequently do not conceive of digital multimodal writing *as* writing and therefore have difficulties transferring writing conceptual knowledge into or out of multimodal composing situations. In a WAC-situated ethnographic study of undergraduate architecture studios that takes up the question of whether multimodal writing transfer across the disciplines is possible, Allan (2013) found that the studios are "a site of multimodal rhetorical education, despite the fact that neither multimodality nor rhetoric is a term that the architects themselves use in design studio pedagogy" (p. 2). However, Allan cautions that "architects' multimodal texts and performances must be interpreted as rhetorically effective (or not) based on values and expectations that do not necessarily correspond to those found in the typical college writing classroom" (p. 5) and that,

> [d]isciplinary contexts can be so different that, even if metacognitive, transfer-based pedagogy were successful, the unintended consequences for academic multimodal composition could be *negative transfer*: the misapplication of prior knowledge to a disciplinary context founded on different rhetorical values regulating the relationships among verbal, visual, and other modes. (p. 7)

To mitigate this possibility of negative transfer, WAC programs should both work with faculty and students from academic departments and programs to intentionally design outcomes and curricula to support vertical (multimodal) writing transfer *and* support individual faculty across the disciplines to develop and promote productive conceptions of (multimodal) writing informed by the ways writing studies threshold concepts intersect with the threshold concepts of other disciplines through context-situated writing activities.

The Possibility of Writing Transfer Across the Curriculum

Understanding and facilitating writing transfer has become a major goal of writing instructors and administrators of FYW seeking to develop effective courses and

4. To learn more about the latter group, see Yozell, et al. 2018; Fodrey and Mikovits 2020; Mikovits et al. 2021.

programs that aim to emphasize specific rhetorical exigencies and genres that could be generalizable by students as they iteratively develop a transfer-oriented "meta-awareness about writing, language, and rhetorical strategies" (Wardle, 2007, p. 82) in different disciplinary contexts. However, Melzer (2014 b) argues that writing transfer should be supported "not just from first-year writing to courses in the disciplines but at every stage of a student's college writing career" (p. 83). In order to facilitate a vertical transfer writing curriculum, Melzer suggests that WAC programs promote the following principles, based on his synthesis of vertical curriculum and transfer research available at that time:

- Require self-reflection and self-monitoring throughout the curriculum
- Distribute writing over time and embed writing throughout the curriculum
- Focus on situated, authentic, domain-specific practice
- Introduce and reinforce academic writing threshold concepts
- Create shared writing meta-language
- Design multiple opportunities for peer mentoring (pp. 83-84)

While I agree that all of these principles should be considered in the development of any initiative attempting multimodal writing transfer across the curriculum—as my colleagues and I did in designing the transfer-oriented Writing at Moravian program (see Fodrey et al. 2019)—the most relevant to the topic of this article regards the reinforcement of writing threshold concepts in tandem with "situated, authentic, domain-specific practice" (Melzer, 2014, pp. 83-84) so that the writing intentionally distributed over time and embedded throughout the curriculum is being framed, taught, and assessed in productive ways.

Threshold concepts are "concepts crucial for epistemological participation in disciplines" (Adler-Kassner & Wardle, 2019, p. 3) and represent the "transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress" (Meyer & Land, 2003, p. 1). When addressed in concert with transfer promoting practices, threshold concepts can enhance students' abilities to become consumers and producers of knowledge in their associated discipline(s) (Maid and D'Angelo, 2016). Scholarship on writing threshold concepts has engaged with misconceptions that individuals hold which can prevent them from making gains in their abilities as writers and/or teachers of writing (Adler-Kassner & Wardle 2015; Adler-Kassner & Wardle, 2019; Adler-Kassner & Wardle, 2022). Some among the many misconceptions that could impede multimodal writing transfer are that multimodal writing is not writing, that it is possible to learn to write in general, that feedback should focus on grammatical correctness (or an elusive "creativity") above all else, that it is possible to assess writing objectively or to use the same rubric to reliably and validly assess all writing, etc. Research on threshold concepts of writing

in the disciplines suggests that "[t]he conceptions students hold about writing will impact their engagement in learning about writing and their future deployment of that learning" (Paz, 2022, p. 343). Specifically, Enrique Paz (2022) relies on the findings of his study of "the context and experiences of geology students in a geology and earth science program that has vertically integrated writing instruction into its curriculum" (p. 321) to argue that students' misconceptions about writing have the potential to be transformed "into accurate threshold concepts of writing" if disciplinary faculty and the curricula they develop prioritize students' engagement with contextually-situated writing (p. 320).

When considering multimodal transfer across the curriculum, identifying both students' and faculties' existing conceptions of writing is an important step in this process. From there, WAC leaders can work with faculty across the disciplines who teach and assign writing to students to facilitate conceptual change about writing connected to a "shared writing metalanguage" (Melzer, 2014b, p. 84)—e.g., program-wide key terms like purpose, audience, genre, discourse community, multimodality, etc. with shared definitions that "students think with, write with, and reflect with reiteratively" (Yancey et al., 2014, p. 5). I'm not alone in advocating for something like this; multiple scholars have emphasized the importance of faculty connecting the threshold concepts of writing studies to disciplinary threshold concepts as necessary for effective teaching of writing across disciplines (Adler-Kassner, 2019; Adler-Kassner & Majewski, 2015; Adler-Kassner & Wardle, 2022; Glotfelter et al., 2020; Glotfelter et al., 2022; Wardle, 2019). In addition, Anson (2015) names six concepts that each represent "both a domain of inquiry and a domain of praxis" for WAC practitioners:

- defining writing as a disciplinary activity;
- reconceptualizing the social and rhetorical nature of writing;
- distinguishing between writing to learn and writing to communicate;
- establishing shared goals and responsibilities for improvement;
- understanding the situated nature of writing and the problem of transfer; and
- viewing student writing developmentally. (p. 205)

If we take the threshold concept that "all writing is multimodal" (Ball & Charlton, 2015, p. 42) to be true and read a capacious definition of writing into Anson's list of WAC threshold concepts, then this list is certainly a good starting place for what we hope for any teacher and/or assessor of writing to understand about (multimodal) writing. For both primarily alphanumeric and explicitly multimodal writing contexts, faculty need to be prepared to design assignments and assessments utilizing productive knowledge of these and other named and not-yet-named writing threshold

concepts as well as be able to discuss relevant concepts with students in effective, context-situated, transfer-supporting ways that could fundamentally change and/or expand students' understanding of (multimodal) writing.

The multimodal pedagogy research team at Moravian University[5] found this to be true in our own institutional context, where many faculty were interested in the idea of incorporating multimodal projects but unsure how to effectively create or assess them. Results from our study with arts, humanities, and social sciences faculty who developed multimodal assignments as part of a grant-funded digital storytelling initiative not specifically connected to WAC (Mikovits et al., 2021) demonstrated that the digital multimodal projects faculty described as most successful were those that expressly prompted students to consider the five knowledge domains from which successful writers draw (as theorized by Beaufort, 2007): subject matter, rhetorical, genre, writing process, and discourse community knowledge. Specifically, we concluded the following:

> [W]orking with non-alphabetic modes requires that faculty across the disciplines interrogate their assumptions about what writing is and how it happens. Faculty may also need to be convinced that, as one study participant cautioned, we are not merely asking students to engage in a "cutesy exercise in low-level technology." To illustrate the legitimacy of multimodal projects, WAC/WID leaders and others involved in faculty development should prompt faculty to expand their conceptions of what writing in their disciplines can be by framing multimodal writing as meaningful writing with the potential to do work in the world. (Mikovits et al., 2021, p. 288)

This research also led us to define an intentionally designed digital multimodal assignment as one that:

1. focuses on learning outcomes and exigence more so than focusing heavily on digital tools, which can result in artificial writing situations;
2. asks students to analyze the rhetorical situation, genre conventions, and functions of model artifacts as an inventive activity for writing-to-communicate projects;
3. gives students flexibility in decision making regarding their approach in lieu of developing overly directive and proscriptive prompts;

5. Thank you to the members of the Writing at Moravian's multimodal pedagogy research team over the years, especially my colleagues Meg Mikovits, Erica Yozell, and Karen Groller as well as the many Moravian University undergraduate writing studies researchers who have gathered and analyzed data on multimodal composing across the curriculum that has informed my thinking on this topic.

4. provides a framework of expectations that allows for flexibility in approach while still meeting student learning outcomes;
5. recognizes students' growing digital literacy skills and scaffolds the process of project development instead of making assumptions based on the fallacy of the digital native; and
6. builds opportunities for student reflection before, during, and after digital multimodal writing processes.

Based on these findings, a colleague and I developed a faculty workshop—which has since been expanded into a workshop series with a growing set of resources—on creating and assessing potentially meaningful, context-situated multimodal activities and projects. The original workshop described in "Theorizing WAC Faculty Development in Multimodal Project Design" (Fodrey & Mikovits, 2020) was built around what is intended to be a multimodal transfer-supporting heuristic to lead faculty through considerations grounded in the knowledge domain areas. The prompting questions in this heuristic, which we refer to as the Writing Project Design Guide,[6] are reviewed and updated as needed to respond to local concerns as well as larger scholarly conversations. For example, the following critical language awareness-inspired question was added in a section addressing writing process knowledge and scaffolding: "When might you incorporate opportunities for students to both practice and critique linguistic and/or broader semiotic norms and academic standards associated with common communication practices of the course's disciplinary discourse community?"

It is important to note here that what was learned from the study and subsequent educational development work at Moravian described above provides a snapshot of faculty across the disciplines' experiences designing and implementing digital storytelling-framed multimodal projects at a particular point in time in a particular institutional context. Beyond not being here yet in terms of understanding the rhetorical functions or effective assessment practices for digital multimodal writing in the disciplines, WAC is also not here yet in terms of understanding the uptake, teaching, and educational impact of emerging forms and practices of digital multimodal writing for faculty and students in disciplines beyond writing studies, nor do we know much of anything about WAC/WID-situated digital multimodal writing assignments across multiple institutional sites. However, I will end this section on the possibility of writing transfer across the curriculum with a hypothesis that brings me hope: My small scale engagement with digital multimodal WAC initiatives seems to indicate (for now, mostly on an anecdotal level) that because digital multimodal

6. A version of the document from Spring 2023 is available at https://tinyurl.com/writingprojectdesignguide

writing, as opposed to more traditional forms of primarily alphanumeric textual production, tends to be dissimilar to the rhetorical situations and genres of writing typically assigned in academic settings, engagement with digital multimodality has the potential to productively challenge misconceptions about writing held by both faculty and students across the curriculum; this could, therefore, potentially mitigate negative transfer and better encourage transfer of (multimodal) writing conceptual knowledge in both faculty and their students. Only time and more research will tell if this hypothesis has merit, but it is one worth exploring—especially as concerns about Chat-GPT and other large language models pervade conversations about the future of primarily alphanumeric linguistic-mode writing in higher education.

Toward Multimodal Writing Transfer-Supportive Institutional Ecologies

The aspirational road to multimodal writing transfer across the curriculum may indeed be somewhat obstructed by misconceptions and multifaceted institutional and programmatic needs; habitable curriculum-spanning spaces do not yet exist for multimodal writing to be understood as writing, and efforts to bring together the various facets necessary to develop multimodal writing transfer-supportive ecologies have rarely been attempted. However, the bodies of scholarship brought together in this article give us a starting place from which to navigate the path. If widespread acceptance of the value of primarily alphanumeric writing-intensive experiences and intentional scaffolded integration of increasingly difficult discipline-relevant writing practices are essential components for a vertical transfer writing curriculum (Melzer 2014b), then a similar but much more difficult ask of acceptance and integration seems vital when multimodality, especially digital multimodality, expands what "writing" in the academy is and can be, scaled to the institution or state-system-level. The scholarship suggests that faculty across the disciplines who integrate digital multimodal writing projects into their courses will better serve their students when those faculty and the administrators who support them approach digital multimodal writing *as writing* that relies on the development of the same knowledge domains—of writing process, subject matter, rhetoric, genre, and discourse community—from which successful primarily alphanumeric text producers draw.[7] It also stands to reason that students who engage with intentionally designed contextually-situated multiliteracies-promoting instruction and assignments in multiple classes taught by faculty who use evidence-supported, inclusive, transfer-oriented practices and who hold and promote a threshold-concept-informed understanding of writing will be

7. See Beaufort 2007 for a theorization of the knowledge domains applied to alphabetic text production in the disciplines and Fodrey and Mikovits 2020 for a theorization of the knowledge domains applied to multimodal writing in the disciplines.

best positioned to transfer multimodal writing knowledge and abilities across the curriculum and beyond.

Let's move forward with the assumption that digital multimodal writing transfer across the curriculum is possible and is something that interested institutions will pursue in the future. Changing postsecondary institutions to support digital multimodal writing transfer ecologies, however, would be no small task. I believe at each institution it would require a well supported, sustainable institutional-context-responsive WAC program with a writing transfer-oriented mission that defines and promotes "writing" as any form of multimodal communication (i.e., as communication in which audio, visual, spatial, gestural, and/or alphanumeric textual components convey meaning)—ideas best understood through ongoing reflection on accepted and emerging threshold concepts, specifically how threshold concepts of writing intersect with disciplinary threshold concepts, "creating an interdisciplinary discursive frame that emphasizes faculty expertise around writing across and in the disciplines" (Wardle 2019, p. 300). Inductive Writing-Enriched Curriculum-informed strategies (see Anson & Flash, 2021) could be used to help departments and programs articulate how writing in their disciplines is already multimodal and how they can push the discursive boundaries of their disciplines forward by leveraging multimodality in rhetorically savvy ways and intentionally scaffolding writing, broadly conceived, and necessary technological support into departmental and programmatic curricula. Changes would also likely need to be made to institutional learning outcomes, general education curricula, and student learning assessment—as noted earlier—and also to writing center consultant and graduate teaching assistant training, to information literacy education and what can count as a source, and on and on and on to ripple effects I cannot yet anticipate. To accomplish such systemic changes in the most sustainable manner possible, it seems, would require WAC programs with the power and autonomy to engage in the level of change work described above to take a whole systems approach as theorized by Cox, Galin, and Melzer (2018), an approach that is mindful of and responsive to the context-specific, multifaceted and, at times, divergent directives of the highly complex systems that are institutional settings. I, for one, look forward to seeing how the international WAC community takes up questions and practices of (multimodal) writing transfer in the future to explore this productive space for student learning.

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Potential of WAC in Graduate Writing Support: Helping Faculty Improve Systems of Graduate Writing

MANDY OLEJNIK

In the past 50 years, writing across the curriculum (WAC) as a movement has grown and expanded in meaningful ways, starting in part as a response to various literacy "crises" prevalent throughout our educational history (Martin, 2021; Russell, 2002) to becoming an established part of work at and across universities. Indeed, WAC has grown to have a national organization in the form of the Association for Writing Across the Curriculum (AWAC), a bi-annual conference of the International Writing Across the Curriculum (IWAC) Conference, established publication venues such as *The WAC Journal* and *Across the Disciplines,* and more. From its origins, however, WAC has focused almost exclusively on *undergraduate* education, with less explicit focus on supporting *graduate students* as writers and graduate faculty as writing teachers, even when they are an important and historically overlooked population of student (and faculty) learners.

Writing at the graduate level is complex; students face many challenges while learning how to write for increasingly disciplinary contexts (Bosanquet & Cahir, 2016; Brooks-Gillies et al., 2020; Caffarella & Barnett, 2000). Certain high stakes writing tasks like comprehensive exams and doctoral dissertations mediate graduate students' activity through their programs and are sites that require specific and long-term support. For this reason, faculty are crucial elements of support for graduate students, as graduate education is inherently more decentralized than undergraduate education, typically consisting of more individualized learning supported directly by faculty (Simpson, 2012). That is, as students write these high stakes writing genres in a more individualized manner than in previous forms of education, they rely on faculty members to teach, mentor, and support them—making the professional development of faculty (such as through WAC programming) an important part of supporting graduate student writers in the long-term.

In this article, I argue that WAC has historically overlooked its capacity to support graduate student writing and that WAC programs have generative potential to provide more targeted, explicit support for graduate faculty who mentor graduate writing. After a brief overview of WAC's undergraduate-focused history, I highlight examples of graduate faculty reimagining their graduate writing structures and

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supports through ongoing participation in WAC offerings from the Howe Center for Writing Excellence at Miami University, analyzing these examples through the lens of activity theory and as case studies of faculty members remediating the tools of their activity systems. These examples highlight how WAC programs can serve as an important boundary broker (Wenger, 1998) in helping faculty change writing systems, as well as demonstrate a future of WAC where graduate-level writing instruction is more intentionally supported. In sum, this article highlights how WAC programs can lead effective change around graduate writing pedagogy and writing structures—an admirable aim as the movement advances into its next stage of development and innovation.

Brief Overview: Undergraduate Focus of WAC Movement

Writing Across the Curriculum (WAC) as a movement was born partially in response to the increased role and attention to (undergraduate) disciplinary writing, as well as in response to public concerns about students' abilities to write (Martin, 2021; Russell, 2002). WAC's beginnings as a more formal movement in the United States is often credited to a semester-long seminar Barbara Walvoord led at Central College during the 1969-1970 academic year. This seminar, which arose from Walvoord and her colleagues hearing complaints from faculty across disciplines about student writing, provided faculty participants with the opportunity to look at student writing and discuss writing assignments (Palmquist et al., 2020). In response to rising student enrollment after World War II, a series of public concerns about student writing arose similar to those in the late 1800s that spurred the first compulsory composition course at Harvard. "Why Johnny Can't Write" was the cover story of Newsweek magazine in December of 1975 that brought a lot of national attention to the issue of student writing abilities and spurred new WAC programming, including the teaching groups Elaine Maimon started at Beaver College that served as a strong and early model of bringing faculty together to talk about writing (Palmquist et al., 2020).

While Walvoord, Maimon, and others did not specify the exact level of student writing and assignments discussed in the above-referenced WAC initiatives, it is assumed to be *undergraduate-level* writing, especially given the institutional contexts of being four-year, private colleges dedicated to undergraduate education. Undergraduate-level writing differs from graduate writing in key ways, as there is an important transition that occurs in students' writing and learning as they progress from their undergraduate studies to their graduate studies. The stakes of graduate writing, for example, are often higher than those in undergraduate contexts, as well as more public-facing (Clark, 2005). Further, due to the more decentralized nature of graduate education where learning often exists around and outside of coursework (Simpson, 2012), graduate students write larger papers over a longer period of time.

Whereas in undergraduate programs students typically work on projects throughout a semester for a course and then move on, graduate students often continue to work with ideas across and throughout sequences of courses, as well as work on longer-form thesis and dissertation projects in the more research-focused programs. Even from these brief examples, it's clear that the activity of writing at the graduate level differs from that at the undergraduate level, and that the instruction of such writing would also differ and benefit from specific pedagogical support.

It's worth reflecting on the fact that the WAC movement was founded at smaller and undergraduate-focused institutions with faculty who were invested in teaching writing at that level. It was not founded at public R1s with doctoral and medical and other professional graduate programs. The kind of writing discussed was likely not theses or dissertations but undergraduate-level essays from disciplinary courses or, perhaps, undergraduate research projects. The specific challenges faculty may have faced with these undergraduate writing tasks likely differed from the challenges faculty faced working with graduate students on longer-form, higher-stakes, and more discipline-specific writing. WAC as a movement was also established and positioned amidst a large crisis in undergraduate writing vis-à-vis the "Johnny Can't Write" era—as there were similar and concurring crises of graduate-level operating around the same time and afterwards (Summers, 2019).

Likewise, other similar movements tend to focus predominantly on undergraduate writing instruction. The Writing-Enriched Curriculum (WEC) model first developed by Chris Anson at North Carolina State and expanded by Pamela Flash at the University of Minnesota also tends to favor undergraduate writing, explicitly helping departments and programs develop "undergraduate writing plans" (Anson & Flash, 2021). At Minnesota, the Writing Across the Curriculum program is actually a unit within The Office of Undergraduate Education, and thus funded to explicitly support undergraduate writing (and, ostensibly, not to focus on graduate writing support). Attendees at the annual WEC Institute gather to discuss primarily undergraduate-level writing; WAC has also historically included overseeing advanced writing courses or sequences on campuses, which inherently supports undergraduate-level writing instruction.

This isn't to say that efforts to work on matters of graduate writing did not or do not exist in broader WAC contexts, of course, or that contexts do not relate. In personal communication, Elaine Maimon relayed to me that she did a few consulting jobs charged more exclusively on working with graduate students, such as at Yale, focused on PhD candidates in a variety of disciplines and at the University of Pennsylvania. The latter went on to develop a plan where English PhD candidates would serve as "moles," infiltrating various courses in other disciplines and researching the rhetorical questions embedded in those courses. There are also undoubtedly

more stories like this across WAC programs: faculty seeking support for advising doctoral dissertations, or attending workshops to focus on a graduate-level course. These accounts are largely anecdotal, however, with few published accounts circulating in the field. Work may have been done for or with graduate students, but when it comes to specific WAC professional development for *faculty* around teaching graduate-level writing and focusing on creating better writing assignments and environments for graduate student writers, that does not appear to be the original intent of WAC (nor its current focus)—perhaps due to a larger (mis)conception across the academy that graduate students should "already know how to write" (Brooks-Gillies et al., 2020; Khost et al., 2015; Micciche & Carr, 2011; Sullivan, 1991).

There is also, of course, extensive work done across writing center studies to support graduate students *themselves* as writers, and it's important to note that WAC initiatives historically have been closely aligned with the work of writing centers. The collection *Re/Writing the Center: Approaches to Supporting Graduate Students in the Writing Center* (2018) edited by Susan Lawrence and Terry Myers Zawacki includes chapters that address the ways writing centers meet the unique needs of graduate writers. In another collection dedicated to graduate writing support, *Supporting Graduate Student Writers: Research, Curriculum, and Program Design* (2016) edited by Steve Simpson, Nigel Caplan, Michelle Cox, and Talinn Phillips, the chapters likewise discuss generative support structures and program design to support graduate student writing. In these collections, though, the focus is primarily on supporting *graduate writers themselves* and not as much on the *faculty* who teach them, which WAC as a movement often takes as its charge. While Simpson (2016) in that collection notes the need for more explicit and intentional faculty development on working with graduate students as a direction for future research (as do Brady et al., 2018 in Lawrence and Myers Zawacki's collection), Wynn-Perdue (2018) goes further to highlight the importance and necessity of it. As she argues, in order to truly help students become better writers in the system of graduate school, they need for their advisors to have "more explicit preparation for and knowledge of the writing process than their own experience as supervisees had provided" (p. 257). The work of supporting graduate writers in this way also lies in supporting their *faculty* through faculty development offerings and programming, which has not been a large focus of WAC work (or writing center work) to date.

Overall, then, WAC as a movement did not initially seek and has not historically sought to improve writing instruction for graduate students, or to explicitly support faculty in the teaching of graduate-level writing. WAC was spurred and ignited in large part due to public outcry in (undergraduate) student writing and the need for more faculty support in teaching writing. The aim of WAC was and remains to help faculty provide students with opportunities to write across their academic careers,

increase student engagement in learning, enhance student writing proficiency, create a campus culture that supports writing, and foster a community of faculty around teaching and writing (Cox et al., 2014)—and can serve as an important means of support for *graduate-level writing instruction* as well as undergraduate-level writing instruction. Graduate students are an advanced population of learners who often face pressures of feeling as though they should "already know how to write" but who, as we as WAC professionals understand if we embrace everything we've learned from writing studies research, are still students learning new disciplinary ways of writing, thinking, being, and doing throughout their programs. They thus require scaffolding and support for their writing just as much as undergraduate students—which is an area in which WAC programs have invaluable expertise and can assist faculty, as the next section discusses.

WAC's Potential for Graduate Writing Support

WAC administrators and practitioners want to help faculty change their writing instruction for the better—to support faculty in their classroom endeavors, in their departments, and across the university campus at large. One of WAC's strengths as a movement is its ability to bring faculty together to talk about writing and talk about teaching, as well as inspire and support faculty in sustaining conversations around writing in their larger departments and programmatic contexts. In this way, as Glotfelter et al. (2022) argue, "change" has always been a goal of WAC programming, in terms of helping faculty adopt research-supported practices in their teaching of writing and, increasingly, changing how disciplinary faculty understand and conceive of writing. These change efforts can apply to undergraduate as well as graduate-level writing instruction. Indeed, faculty serve as important change agents in designing graduate programs and support graduate writing, as departments serve as the locus of control for the writing structures in place in graduate school (Golde, 2005). In the wider context of supporting graduate writing on campus, then, a meaningful intervention would be to work directly with the faculty who design, facilitate, and revise the writing structures and support systems in place at the local, departmental level.

In this way, WAC programming can take on the role of a boundary "broker" who can "make new connections across communities of practice, enable coordination and . . . open new possibilities for meaning" (Wenger, 1998, p. 109). A key role of brokers in communities of practice is participating in multiple communities and sharing practices from one into the other and vice versa. As Martin and Wardle (2022) argue, WAC directors serve as important administrators and leaders on campuses, which puts them in the position of being able to broker faculty conversations and development around creating change in their programs and in their teaching. WAC program

leaders can thus be "part" of a community by way of working closely with faculty and learning about their writing pedagogies and issues yet still offer the language, tools, and perspectives of someone more squarely outside the community, which lends the faculty members different expertise from which to learn and work.

Importantly, WAC boundary brokering is a generative way to help faculty resolve certain *contradictions* within the activity systems they and their students operate within. The concept of contradictions is theorized as tension points between opposing forces in an activity system that can also be understood as a source of change and development (Engeström, 1987; Ilyenkov, 1974). Contradictions are felt and perceived in a system when components of the system don't quite line up, when there is a "misfit" within elements of the activity system (Kuutti, 1996). A composition instructor who takes an inherently rhetorical approach to teaching writing, for instance, might experience a contradiction starting a new job where the required syllabus adopts an inherently formalist approach to teaching writing focusing on correcting grammar. The syllabus's/department's motive here (teaching students to use grammar correctly) will sharply conflict with the instructor's motive (teaching students to better understand and consider their audience when making writing choices). Importantly, changes in an activity system are triggered by these contradictions. The composition instructor will have to choose how to remediate this contradiction—they will have to either accept the formalist approach (the provided motive), push forward their rhetorical approach (their own motive), leave the system altogether (abandon the motive), or find another workaround to pursue their own motive within the existing system.

Contradictions are necessary parts of all activity systems, including those of graduate writing. Graduate education, as the above has indicated, is more decentralized than undergraduate education in terms of more specific and individualized learning (Simpson, 2012). This decentralization leaves much room for faculty to innovate structures and assignments on their own or as a department. Doctoral students enrolled in the same program can leave becoming experts in vastly different areas due to the independent and prolonged study one undergoes in doctoral programs. While students may share genres and tools of writing (such as writing seminar papers in coursework and completing dissertations in doctoral programs), the conventions (rules) can vary widely between them depending on the kind of work students are doing, the methods they use, the theories that inform their work, and other elements that shape the community in which they operate. Contradictions emerge in these variances, even among disciplines and subdisciplines where there might be specific sets of rules that completely conflict with how the student views and understands the system.

Another important factor in this conversation is considering faculty also as *subjects* in the activity system of graduate writing—that is, as important people with motives who use tools to achieve outcomes and who can be supported in their activity throughout the system. Faculty members exist themselves as vital subjects in their own systems, which overlap and co-exist with those of students' but that still have unique elements. Faculty members' objectives and motives might differ from their students', as is the case in general education courses where faculty teach such "general" courses to a "general" audience while still adopting their specific discourses as specialists in that field—with students often not wishing to becoming specialists in that area (Russell & Yañez, 2001). There thus arise contradictions not only in one activity system but in the overlap of activity systems.

Acknowledging these complicated nuances, in the remainder of this article I explore what might happen if WAC programs more intentionally support graduate writing structures by way of helping graduate faculty navigate these messy activity systems and the contradictions around writing that arise. What can be gained if WAC programs help faculty better understand how graduate students learn as writers and how they can design writing tasks not based on "how it's always been" or on gatekeeping but on what is conducive to student learning? Thinking about what we know from supporting undergraduate students (scaffolding, aligning course outcomes with assignments, building in time for meaningful reflection), how else could we as writing studies experts help faculty teach writing to their graduate students? What meaningful change can happen if a WAC program takes this up as a dedicated charge?

Case Examples: Faculty Working to Improve Systems of Graduate Writing

In this section, I briefly offer a few examples from Miami University's Howe Writing Across the Curriculum Program (referred to hereafter as HWAC) that illustrate the kinds of changes that can happen when faculty are explicitly supported in improving graduate writing instruction—and not just at the individual course level but *also* at the wider department-level.

Driving Framework: WAC Programming Designed Around Conceptual Change

Importantly, a key component that drives HWAC programming is the core premise that deep changes in curriculum and institutional writing culture require stakeholders to first change their conceptions of writing. This means that true change in writing instruction comes not from faculty adapting practices because *other* people tell them to but because they *themselves* have come to change their conceptions about writing and what might work within their contexts and for their purposes. As an example, a faculty member could start assigning "reflection journals" after attending a workshop

that discusses the benefits of them, but this change will be surface-level and not necessarily meaningful unless the faculty member realizes for *themselves* that reflection is a key part of learning and students will benefit from having a regular, formalized space to keep track of their progress as writers and communicators in their fields. In our programming, then, we aim for the latter: we design events that help faculty think more conceptually about how writing and learning work, and after leading them through the research and reflective activities support them in innovating their *own* changed practices that work best in their local and disciplinary contexts.

HWAC's program offerings thus primarily focus on engaging faculty in conversations around how learning and writing work and how writing functions in their disciplines. For example, HWAC workshops might discuss the metacognitive element of learning to write by reviewing research from the field and inviting faculty to reflect on their own progress as scholarly writers, prompting them to think about what they might do in their own courses to encourage students to similarly take stock of where they are in their learning process. The structure of our workshops and events reflects this attitude as well, as we offer less one-off workshops on a particular topic but, in line with our dedication to deep change, offer multi-part workshops that provide faculty with the ability to read and reflect on research as well as leave time to digest it and then come back again to brainstorm and put the research into practice. As a whole WAC program, this explicit focus on change bleeds through into different types of programming—and focuses on both undergraduate and graduate student writing support, as the next section will entail.

HWAC Programming to Support Graduate Writing

HWAC has supported faculty in reimagining systems of graduate writing both implicitly and explicitly through different programming. First is through faculty work in our Faculty Writing Fellows Program (hereafter referred to as Fellows), which is a semester-long faculty development program designed to engage teams of disciplinary faculty in enacting deep conceptual changes around writing drawing on research from change theory (Kezar, 2018), learning theory (Ambrose et al., 2011; Bean & Melzer, 2021), and the threshold concept framework (Meyer & Land, 2003). Participants attend the program in disciplinary teams and are asked to engage in embodied reflection and application about writing on a more conceptual level: considering how writing operates in their personal and professional lives, challenging their conceptions and misconceptions about writing, and imagining what these conceptions and new conceptions might mean for their work in the classroom. The program culminates in a final project related to writing, such as surveying how writing is taught across the department or redesigning a sequence of courses. These projects often lead faculty to further collaborate with department members outside of

Fellows, as well as invite important stakeholders like department chairs and deans to learn more about their findings and thoughts.[1]

While the program never specified the *level* of writing instruction faculty could work on, it was not designed to intentionally support graduate writing structures, even though several teams who completed the program (first launched in 2017) have done so. For example (and as I'll describe more below), one of the early teams of Fellows from gerontology began the program seeking to revise individual courses and, after learning about threshold concepts and the important role writing plays across a student's entire time in a program, decided to innovate the way they teach writing in gerontology across their entire graduate program. Again, while not necessarily intentional, HWAC served here as an important source and inspiration of change for this group of faculty members who have gone on to innovate for themselves graduate writing supports and structures designed around writing studies research and best practices.

In addition, HWAC has supported graduate faculty members more explicitly by offering a year-long faculty learning community (FLC) dedicated to graduate writing support. During the 2020-2021 academic year, eight participants from three disciplines (English, music, and psychology) worked across cohorts (and with the associate dean of the graduate school) to identify areas in their programs that needed improvement, bringing with them issues—contradictions within their activity systems—they had already identified in their regular work and/or through previous participation in WAC programming. The aim of the FLC was to help faculty take ownership of their disciplinary writing and then complement it with research and best practices focused specifically on graduate learning and writing. In addition, the FLC facilitators explicitly made systems-level thinking its main focus, encouraging faculty to not only think about support in-the-moment (i.e., how to help a student struggling through the comprehensive exam) but also more systematically (might the exam itself need to be updated or revised to make for better student learning experiences?).

Overall, HWAC as a WAC program has made meaningful strides in supporting graduate writing instruction at Miami University, including not only individual instructors' practices in the classrooms but larger, more systematic changes to curricula. In fact, the faculty working on these graduate-level charges have fared well with great success in their efforts, both in the designed programming itself but also with several of the faculty dedicated to graduate writing publishing about their efforts as

1. This Fellows program has been published about extensively elsewhere. For the purposes of this article, the program is only briefly mentioned to introduce the important work faculty have engaged in during and afterwards on graduate writing structures. For more information about this specific Fellows program and Fellows' experiences after completing it, please see Glotfelter et al. (2022) *Changing Conceptions, Changing Practices: Innovating Teaching Across Disciplines.*

well as winning university awards. External recognition is not the only sign of success or progress, of course, but is another way that faculty and their work on and around graduate writing are recognized, rewarded, and valued.

Case Examples: Gerontology and English

While I don't have the space in this article to go into large depth about faculty innovating structures of graduate writing, I wanted to briefly highlight two case examples of faculty members working to innovate two different structures of graduate writing in an effort to showcase WAC programming's reach and potential in this area[2].

Gerontology: Restructuring a Master's Degree Culminating Project. As I mentioned above, after participating in Faculty Writing Fellows in 2017, a team of gerontology faculty set out to redesign graduate-level courses and ended up reimagining how writing is supported in and across their graduate programs. One important feature of that was the master's thesis project in their master of gerontological studies (MGS) program. Prior to the revised curriculum, MGS students completed master's theses (or critical inquiry projects) with the intent to graduate in the spring semester. As one of the gerontology faculty, Jennifer (she/her), described it, the MGS program had historically adopted a more "traditional" social sciences master's thesis model where students developed a topic idea, selected an advisor and two readers, submitted a five page proposal, and then completed their (empirical) thesis.

There was a tension regarding the master's thesis project, however: not all students in the MGS degree program moved on to PhD programs, and thus experienced different levels of motivation and interest in completing thesis-level work, which could extend beyond the final spring semester in which they were meant to complete it. Not all students were interested in research, however, as many of the jobs students enter with MGS degrees do not require them to conduct research —such as working with an area agency on aging planning and administering services, or working in long-term care administration (which requires additional training). As Jennifer put it:

> Not all of our master's students had interest in research professions, so we were forcing a research model on them . . . Research just really wasn't a passion for some of them, and it's not that they couldn't do it . . . Having done a thesis was not going to make a difference in the kinds of jobs they were

2. Both case examples draw on IRB-approved research protocols that entailed interviews with the faculty members, observations of their classes and participation in WAC program, and interviews with their students, as well as detailed textual analysis of their program documents and procedures.

> pursuing . . . it just became unwieldy and too many students were taking too long [to finish/graduate].

The thesis or critical inquiry project, then, was not necessarily helping students achieve their goals beyond the MGS degree, and was in fact operating as a certain barrier to students graduating on time during the spring semester.

The faculty had felt this tension over the years, and Jennifer and her colleagues began to make some broader graduate curriculum changes after participating in Fellows. As I referenced above, Jennifer entered the Fellows wishing to improve some assignments in a specific course but realized with her colleagues that they could do more to explicitly teach and discuss writing throughout the gerontology graduate program. One of the initiatives she took on was reviving a 700-level gerontology course (GTY 705) and making it a course explicitly about writing in gerontology. This course served here as a direct support for MGS students finishing their degrees, too, as students took this course during their last semester while writing their final projects—more recently (effective during the 2019-2020 school year) categorized as "culminating papers" based more on a journal article than a traditional thesis.

Jennifer has continued to revise GTY 705 over the years, having converted it from a general "communicating in gerontology" course to a writing workshop model focused more explicitly and dedicatedly to supporting graduate students in their writing. Throughout the course MGS students work on their culminating paper while doctoral students work on a journal article manuscript. She draws from *Writing about Writing* (Wardle & Downs, 2019) and engages students in genre analysis where they break apart and critically examine each part of a scholarly journal (or culminating paper for MGS students). In addition, students submit components of their writing every other week and receive formative feedback from both the instructor and peers, who undergo a detailed peer response process based around reader-response theory (Rosenblatt, 1978). Overall, students receive a robust writing education *in gerontology* through these change efforts, which Jennifer and her colleagues achieved after being introduced to theories about writing through Fellows and supported to draw from their own expertise to more explicitly teach writing.

English: Revamping a Doctoral Comprehensive Exam. One member of the English team who participated in the 2020-2021 FLC on graduate writing support focused on reimagining the comprehensive exam for the composition and rhetoric PhD program. Jason (they/them) had long felt that the comprehensive examination was not ideal for both students and faculty, recognizing that it was an inherited structure. As it stood, students read seventy total works, were given five questions about the readings by their committee, and were charged with answering one question during a one-week time period where they could not talk to anyone about their writing. Going into the FLC, Jason wrote as their goals in a beginning survey:

> I especially want to think through structures of support for students working on candidacy exams, dissertations, and publications. How can I best work with graduate students to co-design structures of support that work for them? How can we most effectively reach out to and support students who are struggling?

During the data collection portion of the FLC, Jason and their colleagues administered a survey to all current graduate students asking about their writing and writing support needs. Several of the composition and rhetoric students expressed concerns over the comprehensive exam procedure, noting issues and frustrations for preparing and submitting the reading list/rationale required of all students.

There was thus a tension with the comprehensive examination process where students were struggling with the examination, and Jason (along with other faculty members) didn't think the structure (i.e., writing alone for one week answering a question someone else asked) was particularly effective for their goals (i.e., helping students learn more in depth about an area of the field that interests them on the path toward developing a dissertation project around it).

After hearing from the associate dean of the graduate school, who told Jason and their colleagues at our FLC session that the graduate school had no requirements for the exam and departments set what the contents would be, Jason realized it was a problem their department could actually address. Jason asked for time during a faculty meeting to discuss the exam with others who taught in the composition and rhetoric program, which led to a subcommittee of faculty working to imagine a new structure. They met as a full group and underwent a thought process together where they discussed and reflected on the following questions:

- What is (or should be) the goal of the comprehensive exam? Specifically, what do we hope that students are able to learn and then do after completing the process?
- What are some core principles about writing, reading, and learning we share as scholars and teachers in rhetoric and writing studies that might help guide our redesign process?
- How might we redesign the exam process to better align it with our goals and principles for student learning? [we can suggest specific processes here but also broader goals like for example, like "building a structure that enables feedback and revision over time"]

Together, the committee proposed a new structure designed intentionally around the social nature of writing (Roozen, 2015), where students wrote a literature review on their readings over a period of months and could seek support and feedback on

it from faculty and peers along the way, as is more aligned with how writing in the academy works. At the time of this writing (about one year after the FLC finished), several students are undergoing the new exam procedure pilot, with qualitative research on both student and faculty member experiences underway. Overall, Jason leveraged what they had learned and discovered during the FLC to make meaningful change in their graduate program, seeking support from the WAC facilitators but also engaging and brainstorming directly with their colleagues.

Implications of WAC's Potential to Help Mediate Contradictions in Graduate Writing

As these case examples illustrate, faculty have great potential to improve their graduate writing instruction and change graduate writing structures in their programs. Regarding the comprehensive exam process, Jason and their composition and rhetoric colleagues hold invaluable knowledge about how writing works and were able to draft a new design that was well-aligned with writing studies research as well as their own motives and goals for the exam, in lieu of the gatekeeping ones that were thrust upon them with the previous iteration. They made these changes on their own but supported by HWAC programming. Jason was given time, space, and funding in the FLC to explicitly investigate and pursue support for graduate writing (and then was encouraged to partner with faculty outside the FLC group to continue these efforts). In gerontology, Jennifer and her colleagues felt guided by HWAC programming but possessed the agency to revamp their curriculum to not only change the master's thesis into a culminating paper but also to require specific coursework that was designed intentionally to support MGS students in completing their culminating paper. Jennifer and her colleagues did this work on their own; members of the HWAC staff did not suggest and force these changes upon them. They made these changes in conjunction with what they learned during Fellows, and continued to seek and receive HWAC support as they carried on with further revisions.

An important implication of these examples, too, is that part of WAC's support in graduate writing structures might simply be gathering faculty together to explicitly focus on graduate-level writing instruction, which is something graduate faculty historically do not do (Keefer, 2015). As the beginning section described, WAC has not historically focused on graduate writing support, but the WAC programming described here provided faculty with an opportunity to actually discuss these matters—be it intentionally from the start with the FLC as with Jason, or organically through the work of Fellows with Jennifer. Jason benefitted from sitting down and learning about how other graduate programs discussed writing with their students and structured assignments/requirements. Jason, too, benefited from learning about their own agency in creating changes—Jason discovering the department could set

its own comprehensive exam procedures after meeting with the acting graduate dean, for example.

At this point, a reader might ask what, exactly, does "change" in some of the ways mentioned throughout this article have to do with writing? A broader question for WAC programming writ large might be: how much of programming like this is about writing vs. larger systemic change? The best answer to this question is that it is about *both.* The work of these faculty members happened in large part because they recognized the issues discussed as systemic and systematic. That is: learning to write in graduate school exists within a local activity system and is impacted by larger, systemic history and cultures, such as the way high stakes writing is structured (and has been historically). Student struggles with writing exist in part because of the traditional writing structures themselves, which can—and should—be adapted over time to align better with faculty members' goals for student learning. Jason and their colleagues realized their comprehensive exam structure did not promote learning as much as enforce gatekeeping. Jennifer and her colleagues realized the master's thesis was asking students to do the kind of work they didn't necessarily intend to do post-graduation. Once both groups recognized and understood these tensions, they could then go about making change. While helping faculty locate who to talk to about changing comprehensive exam structures and the like might not exactly be in the purview of WAC, effecting change on graduate writing instruction *is*—even if we help them with a few other non-writing-related things along the way.

Moving Forward: WAC as Change Agents in Graduate Writing

Overall as a movement, WAC has not intentionally sought to improve graduate-level writing instruction, but as these case studies indicate, WAC centers and programming can serve as vital support to impact not only classroom-level instruction but wider systematic support for graduate writers. Faculty face writing-related instructional challenges at *all* levels, undergraduate and graduate alike. They come to our programs and events with specific needs as writing teachers, and are also faced with wider challenges vis-à-vis programmatic structures and local conditions.

How might other WAC programs more intentionally support graduate educators in both their day-to-day teaching of graduate-level writing as well as the design and structure of writing tasks themselves? WAC programs might consider starting with a needs assessment where they can gauge the needs graduate faculty members have on campus and learn more about their specific challenges related to teaching graduate-level writing. As I've argued elsewhere, graduate faculty often have no direct instruction on how to teach graduate writing (Olejnik, 2022). They are thus in need of more explicit conversation about the topic, and benefit (as the FLC example demonstrates) with talking to other faculty about similar goals and challenges and learning what

innovations they can do. WAC sessions could even be framed as such, and promote the opportunity for graduate faculty to gather and discuss ways to support their graduate writers as well as their undergraduate writers.

Moving forward, WAC centers can serve as sites that can support faculty members who are not otherwise receiving support for graduate writers specifically. Not every university has graduate programs, of course, or some may have very specific kinds, such as professional graduate programs that lack the sort of research-based focus that both the master's and doctoral programs profiled in this article have. Nonetheless, universities and contexts that *do* have graduate programs likewise have faculty who face specific challenges and can benefit from targeted support. And in a world that chases efficiency and where universities are beholden more and more to paradigms of education that are more neatly and easily assessed and designed, who better to support faculty and programs in designing meaningful, thoughtful, learning-based structures of writing instruction than WAC programs? In this way, I charge WAC programs with reclaiming the task and role of writing instruction in graduate education—perhaps before someplace else with less generative potential does.

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The State and Future of WAC Faculty Development Scholarship: A Citation Analysis of Publications, 2012–2022

CHRISTOPHER BASGIER

In this article, I aim to establish a scholarly agenda for writing across the curriculum (WAC) scholar-administrators that can reinforce our efforts to sustain faculty development in the face of the contraction of higher education. I do so via a citation analysis of WAC faculty development scholarship published between 2012-2022. I demonstrate that these publications rarely reference one another, which casts doubt on the extent to which our field is engaged in a deliberate conversation about faculty development as a subject of inquiry. However, through citation mapping, I also identify several thematic clusters characterizing the field. The faculty development and student success cluster is especially ripe for renewed attention in the next decade because the relationship between the two is mostly inferential. Via replicable, aggregable, and data-support (RAD) research on WAC faculty development and student success, we can create a more integrated, and more definitive, picture our programs' effects on pedagogy and curriculum, as well as students' learning, growth, and success.

Peter Felten et al. (2007) define faculty development as "a profession dedicated to helping colleges and universities function effectively as teaching and learning communities" (p. 93; qtd. in Artze-Vega et al., 2013, p. 164). This community-oriented understanding of faculty development also rests at the heart of writing across the curriculum (WAC) (McLeod & Maimon, 2000, p. 580; Condon, 2001, p. 32; McLeod & Miraglia, 2001, p. 10; Thaiss & Porter, 2010, p. 554). Via faculty development activities as diverse as a week-long summer workshop, a writing fellows program, or writing enriched curriculum (WEC) departmental consultations, we seek intentional conversations with faculty about theories, practices, and obstacles to integrating writing into courses and curricula. However, as we consider the future of WAC, we must be clear-eyed about our prospects for engaging in meaningful faculty development—and thus to accomplish downstream goals like

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pedagogical transformation, curricular reform, or institutional change—in the face of shrinking budgets and an overall contraction of higher education (Basgier, 2023).

While responses to these threats will necessarily be local, requiring systems thinking (Cox, Galin, & Melzer, 2017) and vision, mission, and strategy (Maimon, 2018; Basgier, 2023), a concerted scholarly agenda for WAC scholar-administrators can also reinforce our efforts to sustain faculty development over the coming decade, and thus to build the kinds of teaching and learning communities we envision. In this article, I aim to establish this agenda. I do so via a citation analysis of recent WAC faculty development scholarship published between 2012-2022. I demonstrate that these publications rarely reference one another, which casts doubt on the extent to which our field is engaged in a deliberate conversation that builds knowledge about the purposes, practices, and potential effects of WAC faculty development as a subject of inquiry. However, through citation mapping, I also identify several thematic clusters characterizing the field, including responses to faculty needs, faculty conceptions of writing and writing pedagogy, WEC, building relationships across areas of expertise, STEM faculty development, and faculty development and student success. This last cluster, I argue, is especially ripe for concerted, and renewed, attention in the next decade because the relationship between faculty development and student success is mostly inferential—and yet, the link between the two is likely to preoccupy academic leaders who are trying to decide where to devote resources. Via replicable, aggregable, and data-support (RAD) research on the link between WAC faculty development and student success, we can redefine, and refine, our understanding of both. We can create a more integrated, and more definitive, picture or our programs' effects on pedagogy and curriculum, as well as students' learning, growth, and success.

Study Design and Methods

I designed this study using a RAD research methodology, which is united in its commitment to "inquiry that is explicitly enough systematized in sampling, execution, and analysis to be replicated; exactly enough circumscribed to be extended; and factually enough supported to be verified" (Haswell, 2005, p. 201). Driscoll and Perdue (2014) argue that RAD research "may help writing center administrators to build a base of evidence-supported best practices to establish a tradition of research to both build knowledge and to further legitimize the field" (p. 107)—a goal that can reasonably apply to WAC faculty development scholarship as well.

In RAD research, replicability does not mean that every aspect of a study must be repeatable in its entirety. The contexts in which we conduct research are too locally variable to do so. Rather, the methods used to identify texts or participants, the instruments used to collect data, and the organization and analysis of data can be taken up and used to answer the same or similar research questions. The differences

in context or focus can contribute to aggregability, assuming they are described in enough detail, by allowing scholars to explain how findings repeat or change in different circumstances. The data supporting RAD research may be quantitative, qualitative, or textual, so long as the kind of data collected is appropriate to the research question and theoretical paradigm driving the study.

I framed the current study with the following questions:

- To what extent are WAC experts engaged in a concerted scholarly conversation about faculty development?
- How many publications can be identified as WAC faculty development scholarship, in what genres?
- How frequently do these publications cite one another?
- What prominent themes emerge through patterns of citation?
- What unexplored or under-explored avenues of research are suggested by citation patterns?

I limited my study to 2012-22 so I could capture the most contemporary conversations about faculty engaged in curricular and pedagogical work. For the purposes of this study, I excluded publications about graduate student professional development (see, e.g., LaFrance & Russell, 2018) and faculty as writers (see, e.g., Tarabochia, 2020). Because this is a RAD study, its methods could be extended to include a fuller body of earlier work, perhaps as far back as Fulwiler's (1981) landmark essay, "Showing, Not Telling, at a Writing Workshop," and a wider range of professional development activities and participants.

I began by searching databases (CompPile, Google Scholar, and EBSCO) for publications using search terms "WAC" and "faculty development." I examined titles, abstracts (when available), and, in some cases, entire publications to identify the extent to which each piece engaged substantively with faculty development in WAC. Many titles included terms like *faculty development* or *preparing faculty*, or they simply mentioned *faculty*. When such terms were not readily apparent, I examined abstracts and entire publications for descriptions and examinations of faculty-focused workshops, programs, interactions, or collaborations that were a focused area of scholarly inquiry. Using these techniques, I also examined publications' reference lists for promising leads on WAC faculty development scholarship that did not appear in my initial database searches. I also elected to include research conducted with faculty participants, even if the research was not about a specific faculty development initiative, so long as it focused on their conceptions or actions regarding the teaching of writing in the disciplines. My reasoning for doing so was methodological: because we conduct research *with* participants, their engagement in the research process will affect the ways they think, talk, and write about the phenomenon under

investigation. Therefore, their participation in research about their pedagogy, conceptions of writing, or experiences with teaching and learning constitutes a kind of faculty development.

Once I identified a body of WAC faculty development scholarship during my period of interest, I categorized the genre (book, chapter, or article), and I counted the total number of citations, as well as the subtotal number of citations of other publications within the body of scholarship (i.e., *cross-references*). Then, I added each publication to NodeXL Basic, a free package for Microsoft Excel that enables researchers to build network maps. I entered each item in the body of scholarship as a vertex, with connecting lines, called "edges," representing citations; I then used the "directed" function to add arrows indicating the direction of citation. I used circles to represent items that neither cited other scholarship in the corpus nor were cited in the corpus. I adjusted the size of each vertex to represent the number of times the publication was cited within the corpus. I used edge length to improve readability, not to communicate information about the network. To identify groups of closely related publications, I ran the Clauset-Newman-Moore (2004) algorithm (built into NodeXL), which "discovers clear communities within [networks] that correspond to specific topics" (p. 5). I used NodeXL's Harel-Koren Fast Multiscale layout for the visualization, which is designed to "convey[] the meaning of the diagram quickly and clearly" (Harel & Koren, 2002, p. 179). I then interpreted the thematic connection among each cluster, and I used visual proximity to associate "standalone" publications (those not otherwise connected to the network) with thematically similar groups. In what follows, I also note one instance in which these algorithms produced an imperfect grouping, and I suggest an alternative placement for one publication.

Results

I identified 46 unique WAC faculty development publications between 2012 and 2022. Twenty-eight were articles, fourteen were chapters, and four were books. The publications included a total of 2224 citations, and they cited one another 76 times, meaning WAC faculty development cross-references accounted for 3.41% of all references within the corpus. Table 1 represents the total, average, standard deviation, and median number of citations for both the entire corpus and cross-references. Because the number of citations in books resulted in a large standard deviation, I also represent these statistics, excluding books, in parentheses.

Table 1: Characteristics of WAC faculty development scholarship

	All Citations	Cross-References
Total (Total excluding books)	2224 (1408)	76 (62)
Average per publication (Average excluding books)	48.35 (33.52)	1.65 (1.48)
Standard deviation (Standard deviation excluding books)	59.59 (18.39)	2.07 (1.92)
Median (Median excluding books)	35 (31.5)	1 (1)

Figure 1 represents the citation network among these 46 publications, which I generated using the parameters described above. The Clauset-Newman-Moore algorithm produced six main clusters of four or more publications (represented with a navy ring, blue filled diamond, light green square, dark green sphere, orange diamond, and red filled square nodes), one pair of publications (represented in yellow triangles), and five individual publications (each a gray circle) not otherwise linked to the network through citation. What follows is a brief description of each cluster, including my logic for locating standalone publications with larger groupings.

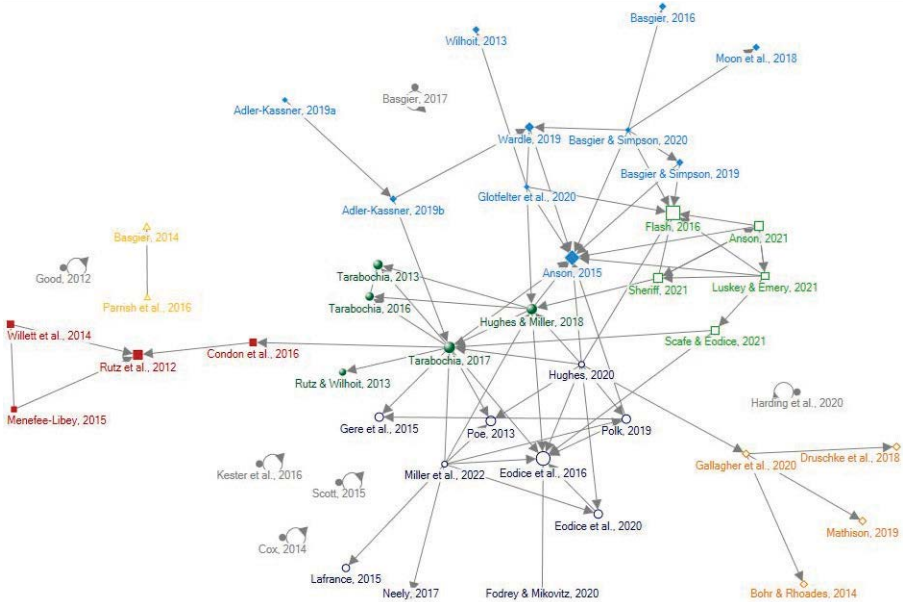

Figure 1: NodeXL network graph of WAC faculty development scholarship cross-references, 2012-22.

Cluster 1 (Navy Ring): Responding to Faculty Needs

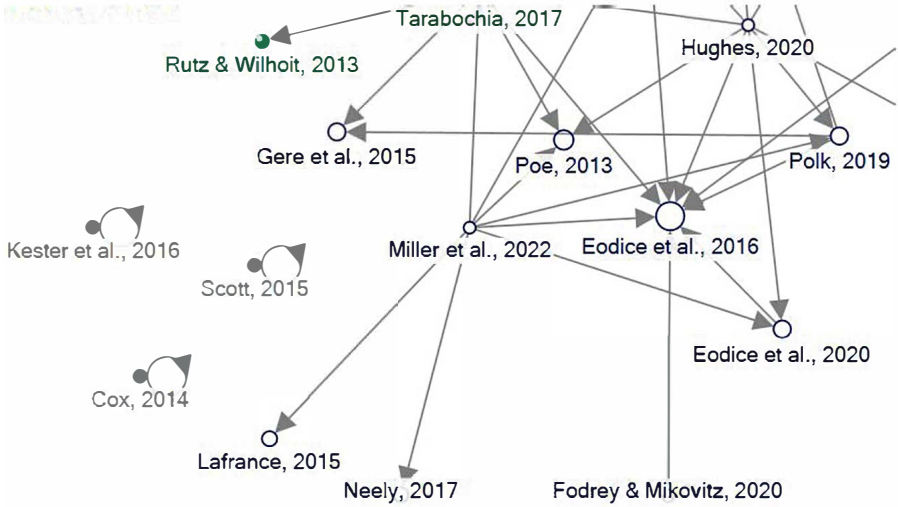

Figure 2: Detail of cluster 1, Responding to Faculty Needs. Publications include: Poe, 2013; LaFrance, 2015; Eodice et al., 2016; Polk, 2019; Eodice et al., 2020; Fodrey & Mikovitz, 2020; Hughes, 2020; Miller et al., 2022. Also thematically associated are Cox, 2014; Scott, 2015; and Kester et al., 2016.

The thematic essence of cluster 1 (figure 2) is represented by Hughes's (2020) study of faculty's self-reported needs regarding WAC faculty development. The need he identifies that has been explored most thoroughly in recent scholarship is assignment design. In *The Meaningful Writing Project*, the most-cited piece in this cluster, Eodice et al. (2016) devote an entire chapter to faculty members' perspectives on their most effective assignments. They extend this analysis in their 2020 publication, which elaborates on the role of faculty's personal connections in meaningful assignment design. Several other publications in this cluster address faculty experiences with assignment design, including programmatic efforts to engage faculty at open access institutions in creating high-impact assignments (Kester et al., 2016), the material contexts influencing their designs (Polk, 2019), multimodal assignment design (Fodrey & Mikovitz, 2020), and the role of personal experience in designing assignments (Miller et al., 2022). Taken together, these publications suggest that principles of effective assignment design can be taught, and that faculty will adapt them to suit their disciplinary contexts and pedagogical commitments, especially dependent upon their personal experiences and connections to content or contexts of study.

Other areas of need identified by Hughes (2020) include responding to writing, represented in this cluster by Scott (2015); "teaching heterogeneous groups of learners" (Hughes, 2020, p. 40), here represented by Poe's (2013) scholarship on race in WAC and Cox's (2014) chapter on WAC faculty development that addresses the needs of L2 learners; and faculty as learners, represented here by LaFrance's (2015) call to attend to the labor conditions of WAC faculty across disciplines, which may impact their access to faculty development and their ability to integrate key WAC principles and practices into their pedagogy. Neely (2017) is connected to this cluster via citation, but thematically appears to be a better fit with cluster 2, faculty conceptions, which I discuss in more detail in the next section. Overall, this cluster suggests that faculty have commonplace development needs across many institutional and programmatic types.

Cluster 2 (Blue Diamond, Filled): Faculty Conceptions

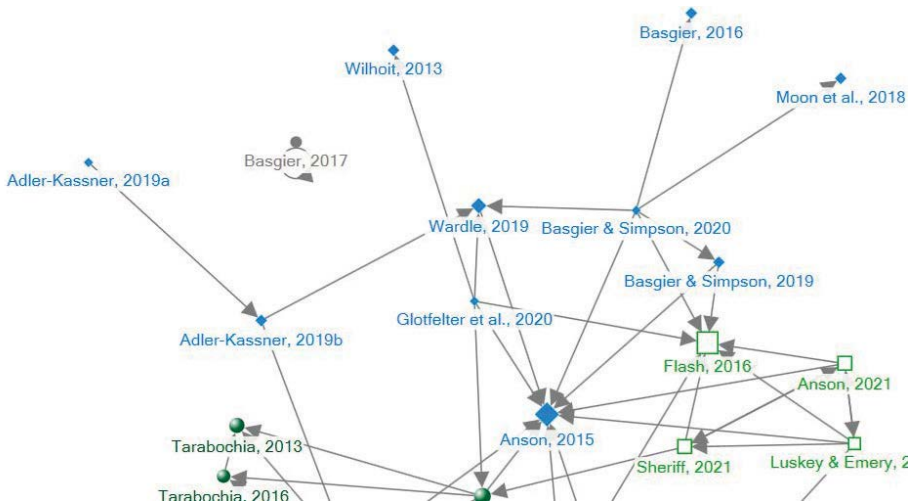

Figure 3: Detail of cluster 2, Faculty Conceptions. Publications include: Wilhoit, 2013; Anson, 2015; Basgier, 2016; Neely, 2017; Moon et al., 2018; Adler-Kassner, 2019a and 2019b; Basgier & Simpson, 2019; Wardle, 2019; Basgier & Simpson, 2020. Also thematically associated is Basgier, 2017.

Although Neely (2017) linked with the previous cluster via her citation in Miller et al. (2022), her research discusses faculty's beliefs and practices regarding writing and the teaching of writing, which fits more closely with the publications in cluster 2 (Figure 3). These publications hinge on the principle that faculty will not change their teaching practices substantially without changing the underlying ways they

think about writing—that is, their conceptions of writing and writing pedagogy. Except for Wilhoit (2013), Basgier (2017), and Moon et al., (2018), most items in this cluster utilize threshold concepts as a framework for describing, studying, and ultimately changing faculty thinking in faculty development contexts. Anson's (2015) chapter in *Naming What We Know* is the most-cited publication, not only in this cluster but in the entire corpus. His six threshold concepts for WAC amount to "both a domain of inquiry and a domain of praxis" for the field (p. 205), hence their broad application across WAC scholarship. In the domain of inquiry, my own research with Amber Simpson (Basgier & Simpson 2019; Basgier & Simpson, 2020) considers faculty members' own threshold concepts for teaching writing in the disciplines. In the domain of praxis, Adler-Kassner (2019a; 2019b), Wardle (2019), and Glotfelter et al. (2020) offer theoretical grounding and empirical evidence of the ways faculty development influenced by threshold concepts can change what faculty think, and thus, how they teach writing in their disciplines.

Cluster 3 (Light Green Square): Writing Enriched Curriculum

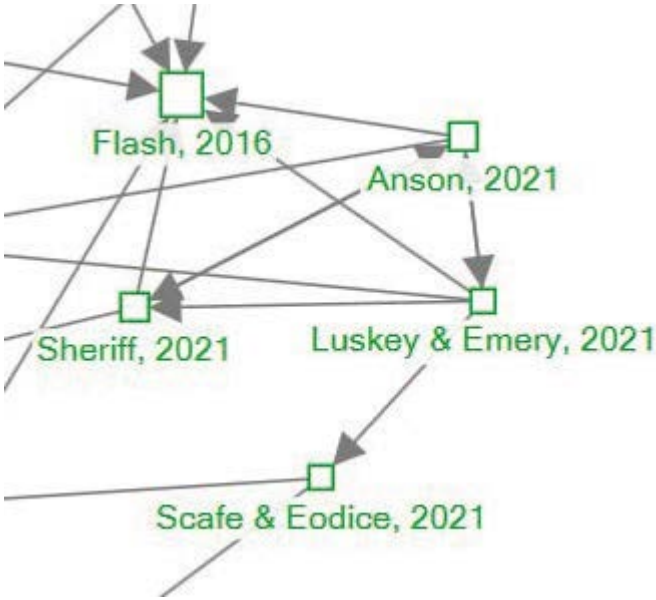

Figure 4: Detail of cluster 3, Writing Enriched Curriculum. Publications include: Flash, 2016; Anson, 2021; Luskey & Emery, 2021; Scafe & Eodice, 2021; Sheriff, 2021.

Items in cluster 3 study the impact WEC programs have on faculty, with all the 2021 publications coming from the same edited collection (Anson & Flash, 2021).

Although this cluster nominally focuses on a specific type of program, it is closely related to cluster 2, both visually and thematically, not only because Anson's work is represented in both, but also because WEC aims to surface faculty conceptions of writing. Flash (2016) describes how she uses nondirective, dialogic questioning to guide faculty in naming their assumptions about writing; according to Luskey and Emery (2021), this process invites faculty into a liminal conceptual state through which they can acquire (or create) new or refined threshold concepts for writing and the teaching of writing in the disciplines.

Taken together, clusters 2 and 3 suggest that rhetoric, composition, and writing studies' persistent, constructivist theory of knowledge continues to dominate WAC faculty development scholarship. When WAC experts guide disciplinary or interdisciplinary groups of colleagues to name what they know about writing and teaching, faculty often change their conceptions, and, ultimately, their teaching practices, especially when they do so in collaboration with disciplinary and interdisciplinary colleagues.

Cluster 4 (Dark Green Sphere): Building Relationships across Areas of Expertise

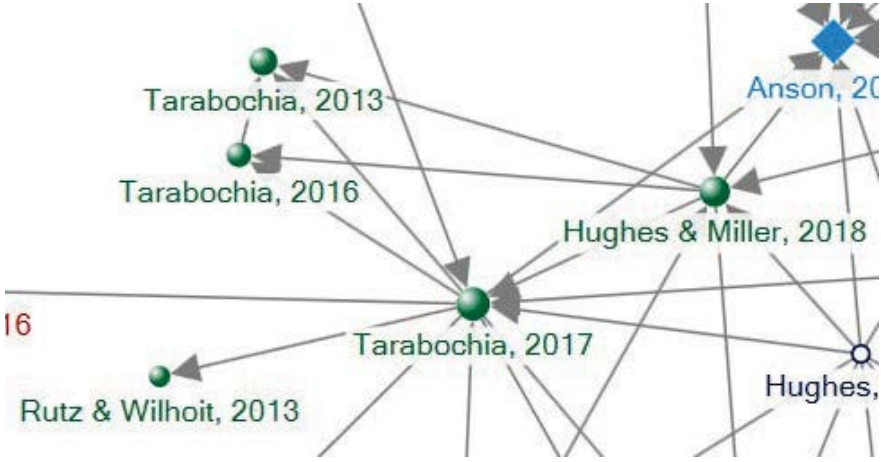

Figure 5: Detail of cluster 4, Building Relationships across Areas of Expertise. Publications include: Rutz & Whilhoit, 2013; Tarabochia, 2013; Tarabochia, 2016; Tarabochia, 2017; Hughes & Miller, 2018.

Like clusters 2 and 3, the publications in cluster 4 can be seen as correcting the misconception that faculty development is principally about delivering knowledge to faculty colleagues about the "one right way" to teach with writing. Instead, faculty development entails concerted, and often challenging, relationship-building across

areas of expertise. Rutz and Wilhoit (2013) maintain that WAC WPAs often find themselves "learning to see [their] field of study anew through the eyes of instructors learning it for the first time" (p. 187). Indeed, Tarabochia (2013) argues that cross-curricular literacy (CCL) work, which includes WAC faculty development, entails "the negotiation of expertise among writing specialists and disciplinary-content experts" (p. 118). Disciplinary content experts, too, engage in productive negotiation of expertise: Hughes and Miller (2018) demonstrate that peer-to-peer faculty relationships can result in a richer "understanding of key WAC concepts and [. . .] commitment to teaching with writing" (p. 8). Such negotiations are affected by institutional, departmental, and cultural dynamics, such as gendered assumptions about disciplines (Tarabochia, 2016). To aid WAC faculty developers and others engaged in CCL work to navigate such complexities, Tarabochia (2017) articulates a pedagogical ethic characterized by negotiated expertise, attention to change, and play as key themes.

Cluster 5 (Orange Diamond, Not Filled): STEM Faculty Development

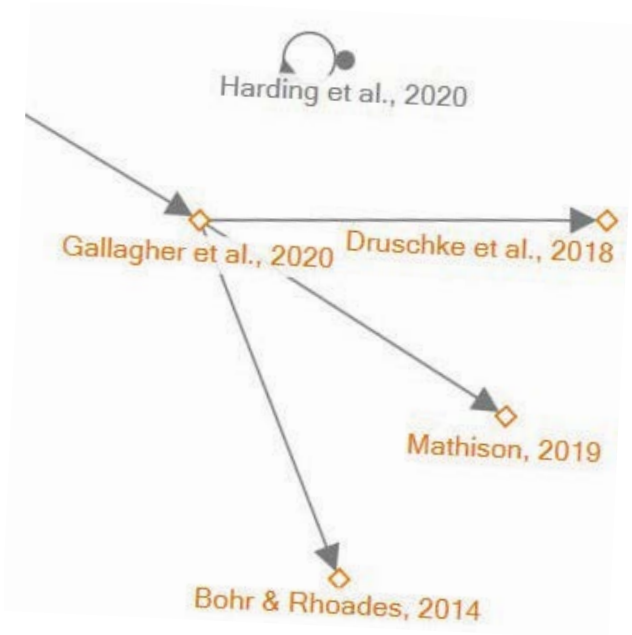

Figure 6: Detail of cluster 5, STEM Faculty Development. Publications include: Bohr & Rhoades, 2014; Druschke et al., 2018; Mathison, 2019; Gallagher et al., 2020; Harding et al., 2020, also thematically associated.

Clusters 5 and 6 are visibly less integrated than the first four clusters. Publications in cluster 5 focus on collaborations with STEM faculty working on assignment design and curricular development. Two publications (Druschke et al., 2018; Gallagher et al., 2020) prioritize programmatic descriptions, the former a National Science Foundation grant to support graduate STEM writers, the latter a faculty development program based on a needs analysis of student writing in engineering. Bohr and Rhodes (2014), although not specifically about STEM faculty development, do discuss the challenges involved when collaborating with disciplinary faculty to create a common vocabulary for describing writing across the curriculum. WAC specialists, often trained in humanistic and social scientific inquiry, may face challenges when partnering with STEM colleagues, hence Mathison (2019)[1] and her colleagues' introduction of the term *sojourning* and Harding et al.'s (2020) use of *wayfinding* to frame cross-disciplinary STEM faculty development. These two concepts are ethical and relational frames for WAC work, suggesting a potential thematic connection to cluster 4. Mathison (2019) and her colleagues use *sojourning* as a metaphor for addressing the experiences of writing specialists working in a STEM discipline with its own "base-cultural perspective" (p. 34); rather than "construct difference as a lack of knowing," they aim for "an awareness and respect for difference" that can facilitate "collaboration and power equity" across disciplinary-cultural difference (pp. 34-35). Harding et al. (2020) use *wayfinding* to describe the "messiness" involved in interdisciplinary collaborations and the dialogic processes through which "multiple experts from different fields" can "collaborate with each other" fruitfully by "bridg[ing] various considerations and possible tensions" (p. 339). Alongside cluster 4 and, to an extent, cluster 2, these two publications suggest an emerging ethos for WAC faculty developers that is open to relationship, contingency, and mutual learning, which is especially important in STEM disciplines where ways of knowing, doing, and writing (Carter, 2007) may be markedly different from those of writing studies.

1. Although Mathison's (2019) publication is an edited collection, it contains a single reference list for the entire book. Therefore, I include it in this study as a single publication, rather than separating multiple publications within the collection.

Cluster 6 (Red): Faculty Development and Student Success

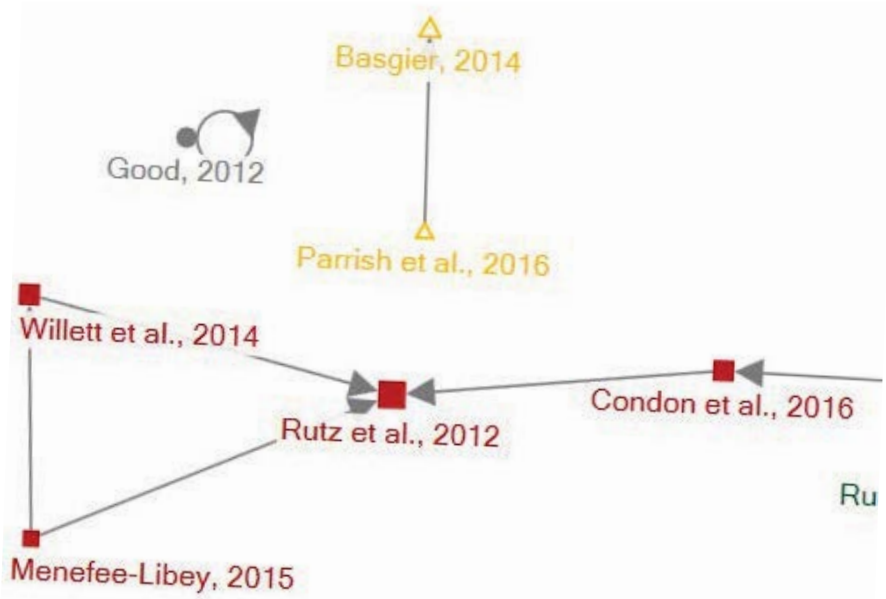

Figure 7: Detail of cluster 6: Faculty Development and Student Success. Publications include: Publications: Rutz et al., 2012; Willett et al., 2014; Menefee-Libey, 2015; Condon et al., 2016; Good, 2012 and Parrish et al., 2016, also thematically associated; Basgier, 2014, linked via citation.

Like cluster 5, cluster 6 stands somewhat apart from the central clusters in the network visualization. The publications in cluster 6 largely center on, or cite, the Spencer-Foundation-funded Tracer Project at Washington State University and Carleton College. Articulated most fully by Condon et al. (2016), the Tracer Project sought to identify a direct connection between faculty development and student success, using the two institutions' WAC programs as test sites. I will discuss the Tracer Project and its implications for the future of WAC faculty development scholarship in the conclusion.

Much of the data from the Tracer Project centers on portfolio assessments at both institutions, hence why I include the otherwise disconnected Good (2012) and Parrish et al., (2016), both of which identify WAC assessment as a form of faculty development. However, the question of the connection between WAC faculty development and student success seems to be mostly assumed in the larger body of scholarship. I will offer more nuanced consideration of how WAC scholar-administrators might define and study student success in the following section.

Discussion and Conclusion

These results offer a mixed answer to the question of whether WAC experts are engaged in a concerted scholarly conversation about faculty development. On the one hand, these 46 publications averaged just 1.65 cross-references (1.48, excluding books), with a median of one, representing less than four percent of the entire set of citations. These numbers suggest that faculty development per se is not a central area of inquiry in the field. How do we define faculty development? Is it even a term we ought to use (CCL, for example, being another option)? What pedagogies do we bring to faculty development, and how do those pedagogies intersect with, and differ from, the ones we encourage our colleagues to use with their students? Rather than address such questions, other topics appear to intervene and take precedence. On the other hand, the vertices in Figure 1 appear to be generally well connected to one another, especially the first four clusters, suggesting an active, integrated conversation. As we consider the future of WAC, it is worth considering which clusters, and which themes, warrant a more centralized place in our scholarship.

As it stands, the last decade has witnessed ample scholarship on WAC specialists' own ethical and relational practices when working with colleagues across disciplines. Such relationships should involve mutual respect, appreciation for epistemological and pedagogical differences, and collective, negotiated learning in response to faculty needs. They should also mobilize the intellectual work of teaching, inviting faculty to (re)conceptualize their pedagogies in the context of their disciplinary and professional epistemologies. Likewise, we have substantial evidence that effective assignments prioritize meaning-making tasks arising out of authentic or realistic rhetorical situations that encourage students to make choices (of topic, method, genre, or mode) and engage substantively in inquiry, argument, or action. I do not want to suggest that we should abandon these scholarly areas altogether in the face of the contraction of higher education. WAC specialists will certainly need to learn how to leverage respect, difference, and negotiation when working not only with faculty, but also with university administrators for whom nuanced understanding of our programs, practices, and principles might be a luxury. Likewise, research on effective assignment design will no doubt continue to bear fruit as our collective communicative contexts continue to evolve. At the same time, WAC specialists should consider where to direct our scholarly faculty development efforts.

University administrators with a bottom-line mentality are likely to ask the question framing cluster 6: does WAC faculty development focused on curriculum and pedagogy lead to student success? Why else invest resources in it? The Tracer Project's answer was that "the connection is elusive but detectible," dependent upon a complex interplay among faculty development program structures, research methods, and assessment tools (Willet et al., 2014, p. 20). This complexity may be one reason WAC

scholars have not elaborated on the Tracer Project's research: their study required substantial data collection and resources unavailable to many WAC programs. University of Washington and Carelton College both had long-standing, well-resourced WAC programs with healthy reputations on their respective campuses. They had a wealth of data readily at hand, such as faculty artifacts (syllabi and assignment sheets), WAC workshop satisfaction surveys, and the results of portfolio assessments that served as institutionally recognized measures of student success (Willet et al., 2014, p. 35). Taken together, this available data allowed the Tracer Project research team to secure a Spencer Foundation grant, and thus to extend their inquiry. Most WAC scholar-administrators do not have such extensive resources ready at hand. Furthermore, faculty who participate in WAC initiatives integrate their learning over many years, even a career (see Walvoord et al., 1997), complicating our ability to identify a direct connection between faculty development and student success.

Still, we ignore the question at our peril. We can seek new avenues of inquiry into the question faculty development's impact on student success via the other thematic clusters in the recent WAC faculty development literature. For example, bearing in mind the long-term integration of faculty development learning cited above, researchers might examine the extent to which students acquire threshold concepts for writing in the disciplines after faculty have (re)articulated their own. Such an inquiry would integrate cluster 6 more intimately with clusters 2 and 3. Conversely, recent scholarship on diversity, equity, inclusion, and justice may invite us to reconsider altogether our definition of student success, which could integrate this cluster more with cluster 1. As Poe (2013) suggests, meaningful writing assignments that address race must be grounded in local contexts and responsive to specific students' backgrounds and experiences. In other words, our definitions of "student success" should account for students' racialized identities—and I would add other salient identities prevalent in local institutional contexts. Following Cox (2014), we might also redefine student success in terms of students' ability "to draw on their multiple languages, cultures, literacy experiences, and areas of rhetorical knowledge as resources" (p. 316)—an asset-based understanding of success that expands beyond narrow (and often oppressive) definitions of effective writing.

Other areas of recent inquiry in WAC scholarship might also be reframed or extended through the faculty development and student success lens, such as Scott's (2015) scholarship on faculty's commenting practices, which appears to be an under-studied area in this body of scholarship. Taking a cue from Cox (2014), WAC scholars might investigate the extent to which faculty practice asset-based commenting after WAC workshops, and the resulting revisions L2 writers make to their drafts. Also under-studied is the labor of WAC faculty development, despite LaFrance's (2015) call; in addition to considering "standards of compensation for faculty development" (p. A15), WAC scholars might ask whether, and how, more equitable labor

conditions for faculty may lead to greater student success. Likewise, as Kester et al. (2016) suggest, WAC faculty development at diverse institution types appears to be under-studied. Potential comparative research of WAC initiatives across two-year colleges, historically Black colleges and universities, and other minority-serving institutions may help us better understand the role race and socioeconomic class play as contextual factors informing faculty development and defining student success. And because STEM education and research are likely to continue as priorities for many institutions, WAC scholars might investigate how our disciplinary sojourns lead to more effective writing pedagogy, and, ultimately, more successful students—with definitions of student success negotiated relationally with STEM experts.

We can infer answers to some questions about faculty development and student success from scholarship that already exists. For example, if we teach principles of effective assignment design to faculty, and faculty implement them, then students ought to find the assignment meaningful. Via such assignments, students ought to develop their rhetorical acumen and integrate newfound knowledge, skills, and abilities with their emergent professional identities. They ought to succeed in securing the kinds of jobs they want, enrolling in the graduate programs they want, or leading the kinds of community organizations they want—post-graduation placement being one of many potential definitions of student success. But without a concerted scholarly enterprise, such answers are likely to remain inferential, so many "oughts" instead of an "is." The Tracer Project has shown that a holy grail study is unlikely to describe the link between faculty development and student success clearly and definitively. Therefore, WAC scholars need to build an integrated body of RAD research that elaborates, extends, and refines our knowledge of the link over time, leading to a clearer understand of how, exactly, our faculty development efforts lead to better teaching, better learning, and, ultimately, more successful students.

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Mapping the Present to Shape the Future: An Interactive, Inclusive e-Map Supporting Diverse WAC Practices and Writing Sites

KENDON KURZER, GREER MURPHY, ROBYN RUSSO, AND KATHERINE DAILY O'MEARA

In this article, we share our experiences developing and launching an interactive digital map, *Writing Sites*, which explores WAC/writing trends at diverse institutions. *Writing Sites* 1) validates otherwise hidden writing initiatives, 2) highlights various forms of WAC/WID and writing programs (official and nonofficial), and 3) supports new-to-the-work WAC/WID practitioners and WPAs. Our map invites users to explore trends in writing at a range of institutions along institution size/type, descriptive data (WAC/WID and writing programs), support for multilingual writers, and incorporation of implied or explicit antiracist pedagogies and practices. By mapping present sites of WAC and writing practices, especially solicited from institutions and individuals situated at the borders of typical research, we hope to create space for more diverse, too-often marginalized voices to be represented, thereby creating a broader, more inclusive future for WAC as a scholarly community.

Imagine these scenarios:

An untenured multilingual writing specialist co-directs an academic support center that strives to forge informal partnerships with departments across campus at a small liberal arts institution without a named writing program. She hopes to expand the footprint of her center to one day include a Writing Fellows initiative. Does what she's doing count as WAC?

A community college professor who is a dual enrollment liaison tries to help her high school-based colleagues break out of the literature-only focus common to their curriculum; as her school has no named writing or WAC program, she takes the lead to create professional development sessions about interdisciplinary writing, including interviewing faculty from a range of fields about the writing they expect from students. Could she be considered a WAC professional?

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Introduction

Perhaps due to writing studies' historical traditions of praising tidy organization—the precise outline, the carefully categorized notes, and all the other moves to "neaten" up the messy work of writing—we also have a rich history of mapping inquiries and projects, from categorizing our field's scholarship (Johnson, 2019) to mapping higher education's many sites of writing into orderly viewpoints and definitions (Gladstein and Fralix, n.d.; Klausman, 2008; Pinkert and Moore, 2021; Thaiss and Porter, 2010). While maps by their very nature represent an oversimplification of the world they represent, they—including pedagogical activities such as mental maps—provide valuable insights into people's perceptions of that world, along with their accompanying ideologies, perspectives valuable for those of us in writing studies (Reynolds, 2004). Many such large-scale mapping endeavors, such as the National Census of Writing or the initial Writing Across the Curriculum/Writing in the Disciplines Mapping Project, collected data that identified trends across institutions and serve as the prevailing narrative for what WAC/writing practices and programs can do and, to some degree, should look like. Similarly, Ridolfo's rhetmap.org charts composition PhD programs and job listings via an easily navigated digital map.

Although these contributions remain undeniably relevant, their large-scale nature also means they remain limited in terms of *what* they show about the evolving state(s) of *where* writing happens, *who* is typically represented, and *how* the resulting data may not be particularly accessible to many WAC practitioners or WPAs. Stakeholders at the margins of writing studies (those who teach at institutions without named writing programs; direct programs without tenure, release time, and/or research support/funding for administrative work; teach part-time in settings without necessary training or acknowledgment; and so many more) can be excluded by these mainstream projects. Importantly, there has been a recent urgent push in the field as a whole to do better at making visible the experiences and labor conditions of multiply marginalized and underrepresented (MMU) WPAs, writing instructors, student populations, scholars, and scholarship, as well as at diverse institutional types (Carter-Tod, 2019; García de Müeller and Ruiz, 2018; Hancock and Reid, 2020; Itchuaqiyaq, 2022; Perryman-Clark and Craig, 2019). Despite the fact that such stakeholders actually represent the majority of writing studies practitioners, those of us in more liminal, less established positions are too often, quite literally, left off the map (Macauley et al., 2021; Ostergaard et al., 2019).

In situations where institutions have yet to establish outwardly visible cultures and practices of writing—much less funded, titled WAC/writing program administrator lines—WAC and writing program work still happens. In the absence of official

programs, many of us teaching and researching in these less defined spaces know that behind-the-scenes work can be just as robust, as intellectually challenging, and as impactful for our students. Perhaps even to a greater degree than scholars, teachers, or administrators in more established writing programs, uncharted writing advocates navigate twin imperatives to justify their own expertise and respond to the concerns of colleagues from across the disciplines (Hesse, 2005). Like more recognized counterparts, such practitioners work to expand students' and colleagues' ideas about writing, writers, and writing pedagogy. Those of us living, writing, and teaching within these margins do the work with even less published research that directly addresses the specific constraints, concerns, and affordances that frame our emergent praxis.

Another limitation to large-scale research is that findings can be hard to disseminate in inclusive and user-friendly ways. New-to-the-field WAC advocates, untenured WPAs, and other emergent practitioners frequently lack resources and time to comb through text-heavy reports to identify—much less adapt—practices that can speak to the idiosyncrasies of writing instruction in their unique institutional contexts.

Building on the foundational mapping projects such as rhetmap.org and the National Census of Writing, we aim to create space for too-often marginalized voices to join the conversation and get much needed support via a follow-up to the WAC/WID Mapping Project: *Writing Sites*. An interactive digital mapping prototype, with data on writing spaces and practices in diverse programs at diverse institutions, *Writing Sites* 1) validates writing initiatives that might otherwise remain hidden (Denham et al.,1996), 2) offers robust description to highlight the various forms WAC/WID and writing programs take, and 3) supports newer WAC/WID practitioners and WPAs in identifying how colleagues at similar institutions have tackled or are tackling similar tasks. In other words, we aim to elevate the very stories of writing work that are so often invisible. As WAC as a discipline continues to mature, we hope that our map transforms the landscape regarding who becomes represented and how.

Who Are We?

Each member of our team characterizes a specific niche of higher education in the United States. Although still far from universally representative, we particularly embody folks who are not in traditional tenure lines at research institutions. We should note that our team has varied over the years. Dr. Veronica Joyner co-presented in our first conference session in 2018, providing invaluable perspectives from her then-position as a graduate student navigating WAC work in writing center tutoring; she later began work on a dissertation focused outside WAC and moved on. A reality of those of us who lack tenure-track resources and frequently occupy liminal spaces is that at any point we may lose the time or energy needed to pursue endeavors like

this map. What we are trying to do with these maps is hard—made harder as well as more imperative by the marginal nature of our roles and consequently limited ability to engage with WAC as an (inter)national institution.

Despite mostly lacking tenure-track careers ourselves, we acknowledge that we speak from positions of relative privilege. We are white, with full-time, health-benefited jobs, and have been in our respective roles for several years; we recognize that a large proportion of folks in writing instruction roles are not similarly positioned. However, we aspire to use this privilege to help ensure more voices are represented in our work: we have focused extensively on equity, access, and social justice through iterative revisions of our survey tools and careful consideration of feedback offered at all presentations. We aim to ensure that colleagues in more precarious positions find participation in, and access to, our map both feasible and valuable.

To illustrate the possibilities of what we hope this map can and will accomplish for the future of WAC over the next 50 years, the following sections frame our own positions within WAC—liminal as they may be—by briefly discussing our own contexts and interests.

Kendon (A Current WAC Program Administrator)

Kendon, with his background of applied linguistics with a composition focus, seemed likely to assume a traditional academic career. Since he was interested in bringing together WAC and L2 writing, his dissertation advisors consisted of Christopher Thaiss, Michelle Crow (formerly Cox), and Dana Ferris, all prominent academics. However, that traditional tenure appointment has yet to materialize. Rather, Kendon currently manages the WAC consultation program at an R1, a position in which consultants provide pedagogical support for the six hundred instructors of all levels (graduate students through deans and provosts) who annually teach discipline-specific Writing Experience (our writing intensive) courses. In this role, Kendon supervises a team of between three and five full-time teaching faculty members who receive course releases.

While full-time, Kendon had been on a year-to-year appointment, with no concrete guarantee of continued employment (although that recently changed as he received continuing status). Teaching faculty at the University of California frequently struggle with feeling unheard or unsupported, which, in the case of these WAC roles, can result in tensions between WAC consultants and faculty in the disciplines, especially tenured professors. Kendon's WAC program also faces departmental/institutional pressures due to receiving the course releases necessary for consultation work: budgetary constraints and departmental needs result in continued scrutiny and costs justification. Perhaps strange for an independent writing program established by Christopher Thaiss that features internationally known WAC experts

like Dan Melzer and extensive WAC/WID course offerings, the current WAC program features only teaching faculty with little official job security or formal recognition by campus administration.

Greer (Former L2 Writing Specialist/WPA, Current Academic Honesty Administrator)

Despite having at one point entertained a goal of traditional faculty work, Greer ultimately chose to work full-time while pursuing doctoral studies and entered academia with the intention of forging an *alternative academic* (Bethman and Longstreet, 2013) career path. As that path unfolded, she gained stability and specialization, moving from applied linguistics/English for academic purposes and writing program administration to faculty development and academic honesty, writing a WAC-related action research dissertation along the way. This grounding has come at a cost—moving Greer further out to the margins from where WAC "typically" happens—but has also afforded opportunities that a more routine trajectory might never have opened up.

Greer's present full-time role blends policy development with academic affairs administration, including direct student and faculty support, at a midsize, private R1 in Western New York that emphasizes STEM programs. Greer also teaches part-time in the writing program, enjoying close working relationships with colleagues there. Together, they have evaluated text-matching software(s) and collaboratively revised source-based writing and plagiarism-related sections of the school's academic honesty policy. To move initiatives through faculty and senior leadership approvals, Greer cultivates relationships across campus, collaborating with and responding to concerns from colleagues in fields like computer science, biology, economics, religion/classics, and political science.

So far, Greer's expertise in writing and writing pedagogy has proven to be both respected and instrumental to her professional success. Her work crosses the curriculum, contributing to Rochester's culture of writing—but would almost certainly never be captured in traditional surveys or show up on a traditional map.

Robyn (A Community College, Dual Enrollment Administrator and Instructor)

Robyn writes from an academic position that is already seen as liminal within our larger scholarly conversations: the public two-year community college. The material conditions at Robyn's institution make sustained WAC work difficult: faculty's primary function is teaching, with a fifteen-credit-per-semester load, and her institution has no defined writing program.

Because her school's promotion model meant that salary raises required a doctorate, Robyn became what she jokingly called the "world's most reluctant PhD student" in a writing/rhetoric program, adding to her previous work in applied linguistics.

Fortunately, reluctance transformed into excitement while working with the then-director of her university's WAC program, Michelle LaFrance: she merged the casual conversations about writing she had long enjoyed with her colleagues across disciplines into her academic work and began finding small pockets of support, such as grants to begin WAC faculty groups. However, even as her institution is currently working on a re-accreditation plan centered on student writing, the college still lacks a defined writing program or funded WAC work, and tensions remain about just whose "job" writing is.

In Robyn's current role, half of her time is spent as a liaison with a cohort of about forty-five dual enrollment teachers who teach the college's two-semester writing sequence in local high schools. There, teachers have long struggled with uncertainty about what "college-level" writing means, and faced tensions with parents' and high-school administrators' concerns about content; this has become especially difficult during the second semester, when teachers are supposed to be developing students' argumentation skills while also complying with new state directives against teaching "divisive concepts" in K-12 schools.

Kat (A Tenure-Track WAC Program Administrator)

Writing from the WPA position with the most traditional institutional privilege, Kat is a tenure-track WAC director and assistant professor of English at a private SLAC in the upper Midwest. Her background is rhetoric/composition/writing studies with specializations in WPA work and L2 writing. Though this current position is stable and she enjoys relative autonomy, Kat's role has its own unique challenges. An overhaul in writing placement for incoming students has been an ongoing learning experience. Kat faced pushback from various spaces on campus (in disciplines across campus, but also within her own English discipline and the humanities division) when advocating for structural change (e.g., lowering course caps in writing intensive courses, updating WAC language in the faculty handbook). Another ongoing obstacle is sustaining efforts to support faculty in implementing program-wide policies informed by antiracist WAC (Syracuse University College of Arts & Sciences, n.d.) and other inclusive pedagogies at her predominantly white institution (PWI).

Kat also oversees the ten to twenty faculty members each semester who teach writing intensive courses in the college's core curriculum, conducting teaching observations in line with the institution's tenure and promotion protocol. As WAC Director, she also lends writing-related expertise beyond the classroom, providing faculty-facing professional development workshops and student-facing writing seminars, and acting as liaison for the cohort of local high-school English educators who teach dual credit courses. These initiatives—both visible and invisible—involve students, writing teachers, disciplinary colleagues, and sites of writing that the *Writing Sites*

map could help make visible and track over time so that actors in similar networks (Latour, 2005) can share experiences across programs.

Where Did We Start?

A series of happy circumstances drew the four of us together who otherwise might never have been grafted due to our very different positions and pathways. Our work really coalesced into the beginnings of the *Writing Sites* maps at a panel presentation at 4C18 (Kansas City), where we discussed our approaches to WAC/WID in our diverse institutions. Drawing on our conference experience, we realized that nascent academics such as ourselves would have benefited from more descriptions of WAC work in different institutions; coupled with support from Christopher Thaiss and his mapping project, this realization prompted the idea of creating an interactive map to make resources more widely accessible. Several conference presentations later (including IWAC 2021), we have continued to hone what features are emphasized in the map. We solicited feedback from conference attendees regarding blind spots in early iterations of our work, finding that people were eager to engage and positive about an interactive map-as-resource.

In addition to conferences, we met with Christopher Thaiss and Michelle Crow (formerly Cox) in December 2019 to gain some insights about our approach to our WAC survey. That fruitful meeting resulted in rethinking the initial scope of our project and how widely (or not) we wanted to start soliciting survey responses. Based on their feedback, we revised and honed survey items, in particular polishing word choices to help clarify our intentions.

We decided to be intentional about soliciting initial survey responses from specific institutions to populate our alpha versions of the maps. We relied on connections to colleagues at other institutions to pilot our survey and solicit further feedback about survey items. After revising yet again (by adding sections on professional development, academic honesty, and implied or explicit antiracist pedagogies and practices), we developed final survey versions and asked those who had already engaged with our research to retake the surveys, providing updated data.

Where Are We Now?

Because of the extensive nature of the data we are collecting, we decided early on that a single map would be overwhelming. Accordingly, we developed two *Writing Sites* maps currently in beta form: one charting WAC sites of writing and one exploring more traditional writing programs, equipped with various filters and search options. These are similar to rhetmap.org, with the distinction that our focus is not only on how to gain employment or understand employment trends (listing formally named positions and programs) but also on the work itself (describing program features

and material conditions to illustrate the myriad ways WAC/writing studies work gets done). Via the maps, users can identify trends across discipline-specific writing requirements and programmatic features at a range of teaching and research-focused institutions, including:

- Institution size/type
- Writing program descriptive data
- Student placement procedures
- Hiring procedures/degree expectations for instructors
- WAC/WID descriptive data
- WAC program sustainability measures as per Cox, Galin, and Melzer (2018)
- Support for multilingual writers (such as multilingual course offerings and TESOL-trained faculty or tutors)
- Professional development approaches and emphases
- Incorporation of antiracist pedagogies and practices (implied or explicitly identified)

See Figure 1 for an image of the WAC *Writing Sites* beta map. Note that in their beta forms, not all variables are currently represented; our ultimate vision for the maps requires more resources and programming than we have yet been able to leverage.

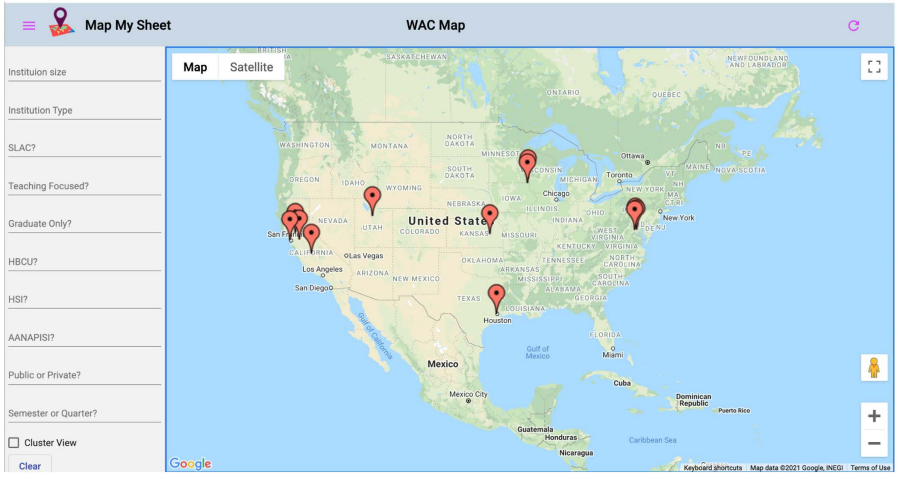

Figure 1. Image of the Beta Version of *Writing Sites* WAC Map.

Users can also explore the variables we include via snapshots of specific institutions. Survey respondents can elect to have their institutions represented anonymously,

using descriptors of their choice (e.g., "a master's-granting regional state institution in the Midwest"). Such institutions are placed in the geographical center of their descriptor or on a state boundary line to obscure identity. This approach provides users with critical information about an institution (as social norms vary extensively across the country) while still affording confidentiality for survey respondents who may be particularly vulnerable.

Where Are We Going?

As we move into the next stages of the *Writing Sites* project and consider its place in the future of WAC, our aims of continuing to expand and question borders of what it means to be a writing or WAC program—and to make more visible the often hidden labor in this work—are very much grounded in persistently precarious positions that have become the norm in higher education (Welch and Scott, 2016). Titled programs and directors, dedicated funding for sustained WAC programming, reassigned time for faculty to further develop programs and practices, or even the security of knowing the same people will have jobs, year-to-year or semester-to-semester, might be the ideal ground to cultivate sustainable WAC programs (Cox, Galin, and Melzer, 2018). However, the entrenchment of neoliberal visions for higher education will only continue to strip institutions of such features and create ever more austere conditions (Adler-Kassner, 2017; Welch and Scott, 2016; Wilkes et al., 2022). As Griffiths (2017) puts it, those of us who work in writing—even in positions as relatively privileged as we four hold—are all too aware that we face "the perpetual demand to 'do more with less'" (p. 63). If we only count as WAC that which exists in its traditional definitions and program forms, we are going to find WAC's presence continuing to dwindle—*fast*.

While recognizing the very real difficulties in many of our current material conditions, we also see our map as providing hopeful visions for where WAC can go. The map renders more visible the myriad ways WAC work gets done and better connects WAC enthusiasts and practitioners who otherwise might have not seen themselves represented. As just one case in point, we can look at the current position—or, more accurately, the absence—of knowledge and research on WAC in the two-year public system. Although these institutions actually provide the majority of undergraduate writing instruction in the United States (Hassel and Giordano, 2013), they are often found only in the margins of WAC research: of the twenty-four vignettes of WAC programs in various stages of development featured in Cox, Galin, and Melzer's *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs* (2018), just three of these are taken from two-year colleges. While we do not discount the work this text does in illuminating sustainable practices for WAC, such a slim profiling of two-year schools might be interpreted to

indicate WAC does not exist in these spaces. Yet our preliminary mapping work suggests instead that interdisciplinary writing collaboration and ample labor based on core WAC principles both happen regularly in these spaces—it just may not be called by names or be structured in ways that are familiar to dominant scholarship.

Similarly, we hope that the *Writing Sites* WAC map may become a nexus for organizations and groups missing from larger conversations situated within current WAC. Specifically, we hope to feature representation and voices from regional WAC organizations, graduate student organizations, HBCUs, HSIs, AANAPISIs, tribal institutions, religious institutions, graduate-only institutions, etc. Administrators, staff, and faculty from such institutions should feel welcome to engage with the surveys and resulting maps and become involved with guiding future iterations or publications stemming from the project. (More thoughts about our approach to inclusion and outreach for MMU institutions and positions can be found in the following section.)

Much as Spiegel, Jensen, and Johnson (2020) argue that we need new ways to understand writing program work if we want to capture overlooked writing cultures (including, for instance, at two-year schools), we hope our map can do the same for WAC work in the liminal and transitional spaces where it happens: short-term grants that faculty cobble together, graduate student work funded via TA-ships, the work of writing centers and tutoring centers, isolated pockets of faculty collaborations—and the many more forms we likely have not considered yet. In short, we hope to bring the marginal into the map. Griffiths (2020) calls for more interinstitutional collaboration to "make more visible the overlapping missions of all literacy educators for the purpose of validating and sustaining more equitable educational practices" (p. 88). Along the same lines, given the tensions and limitations that all of us who work with student writing and writers face, we see the ability to find like-minded travelers—companions who have traversed a similar route, making do with similar sets of environmental constraints—as more important than ever.

What Do We Hope?

While we are excited to (finally!) have two interactive maps sharing variables of writing sites at a number of different institutions in beta form, we look forward to furthering developing our *Writing Sites* maps to include all variables collected from our surveys in the near future. We hope to utilize a purposeful sampling approach in reaching out to colleagues at institutions who might not have as much opportunity to participate in more canonical research. Cross-referencing Itchuaqiyaq's (2022) self-identified MMU Scholars' List with our own personal connections and contacts, then asking folks to take one or both surveys (or to forward the surveys on to others

at their institutions), could be one way to prioritize programs and efforts that have not yet become as visible.

We also want to recognize some important potential pitfalls with this approach. First, attempts to foster visibility and inclusion this way could easily become shallow, little more than superficial lip service. Second, they could end up imposing excessive time or resource demands on the very people whose roles can least afford to accommodate this. We want to do better than expecting marginalized persons to come to our work on our terms. Eventually, we realize, "doing better" will likely involve pursuing grants in order to more fairly and equitably incentivize, support, and compensate survey completion—as well as building out and hosting more sophisticated versions of the maps.

Even as we valorize and problem-solve pursuing a more selective approach, we acknowledge this could compromise—or at least complicate—the generalizability and objectivity of what we are doing. But especially at this point, as WAC moves into its next fifty years, we see such tensions more and more as the cost of doing inclusive business. We do not apologize for endorsing scholarly *praxis* as our goal (rather than seeking to keep "research" and "practice" in their traditionally separate domains). We do not believe other emergent, contingent, and liminal WAC enthusiasts should have to apologize for it, either. After making initial connections (e.g., through the MMU Scholars' List), we will ask participants to pass on our surveys to others who are likely to be missed. Such a snowball-sampling approach hopefully will prove effective at capturing voices who are usually lost.

We also will open up the surveys to anyone willing to take them via established listservs: our goal is that anyone and everyone who works with writing will feel invited to mark space on the map and continue enriching our field through an expansively inclusive view of what writing programs, sites of writing, and WAC efforts entail. (While we have no specific plans to pursue grant support as of now, eventually achieving some level of institutional/organizational sponsorship seems like a worthy goal. Funding could be used to create fellowships for conference attendance or to offer small stipends that offset time spent completing our surveys. Such gestures are admittedly small but could nevertheless form a significant building block in the effort to increase representation and expand inclusion of who or what gets counted—who or what gets to count—as WAC.)

Beyond mapping the admittedly simplified variables that our survey items and maps capture, we eventually hope to present narratives written by WAC/writing specialists on the represented campuses. Such narratives could be personal profiles (along the lines of our own WAC mini-biographies above), statements of institutional/program position, or something similar. So long as they are used to capture the essences of these institutions and help research move beyond more recognized quantitative

paradigms, they will have accomplished our goal. While research can certainly be a large part of what the *Writing Sites* maps facilitate, we also hope that vulnerable WAC/WID practitioners and WPAs will use them to identify trends across similar institutions and thus strengthen their own positions. These narratives could expand into traditional academic work via edited collections, along the lines of *Writing Programs Worldwide*, centered around particular contexts (i.e., WAC work/writing programs in community colleges, R1s, R2s, small liberal arts colleges, HBCUs, etc.). However, we also want to keep challenging and expanding the definition of what counts as "research." We see that as integral to what we mean when referring to inclusive WAC.

A final note to readers: If you feel on the margins of WAC, we end this paper with encouragement and solidarity. We want to hear and support your work in whatever manner(s) possible. (Also, please fill out the surveys and share the maps with friends and colleagues!) As the scenarios that begin this article—composite snippets of our own experience—show, doing WAC work without the recognition of a formal WAC title or the stability of consistent funding is isolating. We hope our maps can help more of us find paths to each other for the support and collaboration this vital work requires.

However, we suspect many reading this probably occupy a more traditional position situated within academia/WAC. For you, we end with calls to share our efforts—these surveys and maps—with friends and colleagues who might not be in a place to know about this *Writing Sites* project. Together, we can help map a broader, more inclusive future for WAC as a scholarly community.

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Contributors

Barclay Barrios, Professor of English, is the Associate Dean of Undergraduate Studies and Broward Campuses for the Dorothy F. Schmidt College of Arts and Letters at Florida Atlantic University. He received his PhD from Rutgers, the State University of New Jersey and his work focuses on queer theory, writing program administration, pedagogy, and computers and composition. He is the author of the freshman composition textbooks *Emerging: Contemporary Readings for Writers*, now in its fifth edition, and *Intelligence*.

Christopher Basgier is Director of University Writing at Auburn University. In that role, he works with faculty on teaching with writing, and he has consulted with departments about integrating writing throughout undergraduate and graduate curricula. His research, which spans writing across the curriculum, genre, threshold concepts, and digital rhetoric, has appeared in venues like *Across the Disciplines, The WAC Journal, Composition Forum,* and *Studies in Higher Education*. He is also active in national organizations like the Association for Writing Across the Curriculum, the Conference on College Composition, and Communication, and the WAC Clearinghouse.

Emily Bouza is a PhD Candidate at the University of Wisconsin-Madison. She has taught courses in composition and tutor education and held roles with the Writing Fellows and Writing Across the Curriculum programs on campus. Her dissertation research explores a community, values-based approach to integrate both writing and social justice curriculum in an engineering department.

Paul Cook is Professor of English at Indiana University Kokomo, where he teaches writing, rhetoric, and digital media.

Sherri Craig is an assistant professor of Rhetoric and Writing at Virginia Tech, where she teaches professional writing and researches implementing DEI initiatives in workplaces and in higher education. Her work has appeared in *WPA: Writing Program Administration, Prompt,* the *Journal of Multimodal Rhetorics*, and *Technical Communication*.

Crystal N. Fodrey is an associate professor of English who serves as Director of the Writing Program at Moravian University in Bethlehem, Pennsylvania, where she also teaches courses in rhetorical theory, writing studies, digital writing, and creative nonfiction. Her scholarship has appeared in *Across the Disciplines, Composition Forum, Kairos: A Journal of Rhetoric, Technology, and Pedagogy, Assay: A Journal of Nonfiction*

Studies, and in edited collections on stylistics, digital multimodality, and writing-enriched curricula. In 2022 the Writing at Moravian program received a CCCC Writing Program Certificate of Excellence under her leadership.

Jeffrey Galin recently retired as Professor of English at Florida Atlantic University, where he served as the founding director of FAU's University Center for Excellence in Writing, Writing Across the Curriculum (WAC) program, Professional English Language Support program, and Community Center for Excellence in Writing. He taught a range of courses on writing and the teaching of writing. His most recent co-authored book is *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs*.

Anne Ellen Geller is Professor of English at St. John's University in Queens, New York where she teaches a range of undergraduate and graduate courses.

Joanna Johnson is the inaugural Associate Vice Provost of the Writing Center at the University of California, Davis. Previously at the University of Miami, where she directed the writing program and established a new Department of Writing Studies, her teaching and research interests included writing studies, rhetoric and composition, pedagogy, Anglo-Caribbean writing, and writing for the sciences. Her book, *Topographies of Caribbean Writing, Race, and the British Countryside*, was published by Palgrave Macmillan in 2019.

Kendon Kurzer is currently the Associate Director of Undergraduate Writing Across the Curriculum at the University of California, Davis, and is a continuing lecturer. He routinely teaches various WID classes (including business, medical, engineering, food science, and education writing). His primary research interests include methods of supporting multilingual students beyond writing classes into their discipline-specific contexts, writing tutoring, and written corrective feedback.

Neal Lerner, Professor of English at Northeastern University, teaches undergraduate and graduate courses in writing and the teaching of writing. He is the author or co-author of eight books and over forty peer-reviewed articles and book chapters on the history, theory, and practice of learning and teaching writing.

Caitlin Martin is an assistant professor of composition at Embry-Riddle Aeronautical University in Daytona Beach, Florida, where she also directs the writing program and teaches courses in writing and rhetoric. She is co-editor of and contributor to the collection *Changing Conceptions, Changing Practices: Innovating Teaching across Disciplines*.

Greer Murphy is the Director of Academic Honesty in Arts, Sciences, & Engineering at the University of Rochester. In addition to administrative responsibilities, she regularly teaches first-year writing and pursues a research agenda focused on: academic integrity and faculty development; multilingual writers and writing programs; and policy process as it supports institutional development and change. She currently serves on the board of directors for the International Center for Academic Integrity (ICAI). If not on campus, you can probably find her practicing martial arts: judo, jiu jitsu, or Kyokushin karate.

Mandy Olejnik is the Assistant Director of Writing Across the Curriculum at the Howe Center for Writing Excellence at Miami University, where she supports faculty and graduate students in their teaching of writing. She is co-editor of *Changing Conceptions, Changing Practices: Innovating Teaching across Disciplines*.

Katherine Daily O'Meara is Director of Writing Across the Curriculum and Assistant Professor of English at St. Norbert College, a small liberal arts college in De Pere, Wisconsin. She teaches courses in academic and professional writing; rhetoric and composition/writing studies pedagogies; and antiracist and inclusive pedagogies. Kat's research includes accessible assessment and contract grading, student self-placement into writing courses, and WAC writing program administration. She is the co-editor of the *Journal of Response to Writing*.

Robyn Dyan Russo is an Professor of English at Northern Virginia Community College, a large, public open-access two-year college just outside Washington D.C. She primarily teaches first-year composition courses for multilingual writers, and serves as one of the college's lead faculty for dual enrollment English teachers. Her current research is focusing on public writing pedagogies.

Shawna Shapiro is Associate Professor of Writing and Linguistics at Middlebury College. Her research focuses on college transitions and innovative pedagogies for multilingual/L2 writers. Shapiro's work has appeared in many peer-reviewed journals, including *College Composition and Communication, Research in the Teaching of English*, and *Composition Studies*. She has also written for public audiences through *Inside Higher Ed* and *The Conversation*. Shawna's most recent book is *Cultivating Critical Language Awareness in the Writing Classroom* (Routledge, 2022—see http://clacollective.org/ for more information). Shapiro has also contributed educational equity initiatives in her local community of Burlington, Vermont.

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