CHAPTER 13.

BLURRED BOUNDARIES: SUSSING OUT THRESHOLDS BETWEEN WAC AND WPA IN ADMINISTRATIVE PROFESSIONALIZATION

Mandy Olejnik
Miami University (Ohio)

Amy Cicchino
Embry-Riddle Aeronautical University

Christina M. LaVecchia
University of Cincinnati

Al Harahap
Queens College, CUNY

Over the past 50 years, the field of WAC has increasingly shifted from discussions of starting programs to efforts of sustaining programs (Cox, Galin, & Melzer, 2018). Similarly, WAC pedagogical support has moved from the one-off workshop model of "writing-to-learn" pedagogy (Walvoord, 1996) to other models of effecting long-term change with faculty (Glotfelter, Updike, & Wardle, 2020; Martin, 2021). Alongside these programmatic and pedagogical trends, we argue that WAC administrative support and professionalization need to similarly grow. To work toward sustainability as a field, we need to (re)consider the professionalization of WAC administrators—both in graduate school and throughout their careers.

The need for WAC-specific preparation is heightened by the prevalence of WAC practitioners moving into WAC work by institutional circumstance or, even if by choice, then without knowing explicitly what they've signed up for. Something is needed to better prepare and support those who do this work. Yet, the blurry and idiosyncratic nature of WAC work itself makes generalizable

"training" a complex task. And while general WPA preparation is relevant to and overlaps with WAC administration, WAC work is positioned differently and requires relationships with institutional units that necessitate different sets of skills. Currently, few formal resources exist for WAC WPA professionalization, apart from the graduate organization WAC-GO (which relies on the labor of volunteer graduate students), the WAC Summer Institute (which can only serve a limited number of WAC WPAs and can be costly to attend), and the Association for Writing Across the Curriculum (AWAC), which was created in 2017 to "support and grow WAC as a global intellectual and pedagogical movement" (AWAC, n.d.). These developments, while generative for all involved, are not yet systematic in the mainstream writing studies zeitgeist and are also geared more toward those *already* in WAC positions or connected to the WAC community. Taken together, these conditions leave a present need for WAC-specific discussions about professionalizing WAC administrators.

In this chapter, we capture the spirit of our IWAC 2020 roundtable as we extend conversations from broader WPA scholarship on administrative professionalization (Charlton, 2009; Charlton et al., 2011; Elder, Schoen, & Skinnell, 2014; Foley-Schramm et al., 2018; Latterell, 2003) to frame approaches to WAC-specific development for new-to-WAC WPAs, early career WPAs, and gWPAs. In the following sections of this chapter, we share the main discussion of our roundtable, with each heading representing a question discussed during the roundtable and each presenter given space to share their insight in subsequent sub-headings separated by name. In all, we view this chapter as the beginning of an ongoing dialogue about how we could and, perhaps importantly, *should* professionalize new and upcoming WAC administrators into the field given its current (more established) standing and robust history.

WAC PROFESSIONALIZATION AND PREPARATION

WPAs often enter WAC positions with minimal or mis-matched preparation (Cox, Galin, & Melzer, 2018; Townsend, 2016). Our own preparation has been non-linear (or even "patchwork") and varied in its levels of formality and informality. As a group, we hold a range of positions, including a fourth-year Ph.D. candidate (Mandy), a WPA in a 12-month administrative NTT faculty role (Amy), a WPA in a 9-month NTT faculty appointment (Christina), and a faculty member who does WAC work at his local institution through ad hoc programs, like faculty and student learning communities (Al).[1] We have a range of prior experiences,

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1   These positions were those we held at the time the "IWAC 2020" roundtable was first presented, in August 2021 (delayed a year from its intended delivery date because of COVID-19). For more on our transitions to new positions, see the Coda.

too, that we consider as having prepared us for WAC work; for instance, all of us had WPA training in graduate school, which typically prepares graduate students for a variety of administrative work after graduation (Elder, Schoen, & Skinnell, 2014). Moreover, some of these experiences taught us how to speak to audiences outside the discipline; for example, all of us have worked in writing centers and found supporting writers across disciplines to be formative for cross-disciplinary conversation (Pemberton, 1995) with various kinds and degrees of complexities (Soliday, 2005). Christina further notes that an "alt-ac" (alternative academic) postdoc in a healthcare research unit taught her how to be not just the only rhet/comp specialist in the room but the only *humanist* in the room and helped her better understand writing needs outside of English (LaVecchia & Ramírez, 2020).

A noteworthy point of variance lies in how intentional (or not) our preparation for WAC work was (Maurer, Matzker, & Dively, 2021). Some of us (Mandy, Amy) identify as "GenAdmin" (Charlton et al., 2011), having trained explicitly through assistantships to enter administrative work—an orientation that shapes our identities as administrator-scholar-teachers and our decisions to seek out administrative positions immediately following graduation. Some of us trained toward WAC work explicitly as graduate students. Mandy, for example, began as a consultant and later an assistant director of a business writing center, working with faculty on how to teach writing before moving into her school's WAC program proper, where she would soon be working full-time as a staff member. Al took WAC-specific units of coursework, served as a classroom-embedded writing fellow in writing-intensive courses at two different institutions, and conducted WAC-related research while administering a writing center. Meanwhile, some of us (Amy, Christina) received training in WPA work broadly as graduate students, but not in WAC explicitly—indeed, not every university has a WAC program and some of us were thinking more broadly about plans to be a WPA in other contexts such as a first-year composition program or writing center. While general WPA preparation is relevant for WAC administrators, it is nonetheless adjacent to administering WAC/WID programs, leaving a present need for WAC-specific discussions about professionalizing WAC administrators.

We also define WPA preparation capaciously. Most of us took WPA-focused coursework (Mandy, Amy, Al) or developed an exam list in graduate school on WPA work (Christina, Amy, Al); for some of us, there was an opportunity to focus that work on WAC administration specifically (Mandy, Al). Prior WPA work has also given us transferable skills: doing faculty development as a department chair in a K-12 context (Amy), or performing outreach to and collaborating with content-area faculty as associate director of a writing center (Al), or assisting in the administration of FYC as a gWPA (Amy, Christina). And all four of us have been active in national organizations like the CWPA

and WPA-GO. These diverse experiences, which all led us to practice WAC administration, have prompted us to reconsider the professionalization of WAC administrators—both in graduate school and throughout their careers.

VISION AND STRATEGIES FOR WAC PROFESSIONALIZATION

Despite calls for more situated WAC preparation (LaFrance & Russell, 2018), our experiences and those of the attendees at our IWAC 2020 roundtable were of uneven WAC preparation. The minimalist form of WAC preparation we and our attendees often experienced was having a "WAC week" in a composition theory or writing program administration course (a seemingly common experience yet largely not recognized as an issue in the literature). One roundtable attendee mentioned a professor adding WAC week to a seminar syllabus only after learning she had an interest and background in WAC, meaning that in other iterations of the course, WAC was totally absent. As well, a number of attendees were able to use their qualifying exams to focus on WAC scholarship, but this still positioned WAC work as a special topic or special interest one could pursue on their own. Even these opportunities to engage with readings on WAC, however, leave a major gap in WAC application and practice, gaps that AWAC, IWAC, and WAC-GO cannot necessarily fill.

When those of us with uneven preparation later came to take on WAC WPA positions, we experienced imposter syndrome (Robinson, 2021) and had to juggle learning on the job with practicing WAC work in new local contexts (LaFrance & Russell, 2018). Because so much WAC work is conceptual and relates to shared principles about writing development and disciplinary writing, new WAC WPAs are vulnerable when they do not feel that they have the expertise to mitigate faculty resistance and support their efforts with scholarship and evidence-based practices from the field (Mahala & Swilky, 1994). Many roundtable attendees noted that after being "thrown into WAC" they similarly grasped for WAC resources that could both teach them about conversations in WAC and also have practical application in their local contexts. While graduate students who could read about—but not practice—WAC experienced one form of uneven preparation, new-to-WAC administrators without opportunities to read about WAC theories or research experienced a different kind of underpreparedness.

Mandy

As a field, we should embrace and understand that WAC is a form of WPA work with specific expertise. It should be formally studied in WPA classes. Even if one

doesn't have a WAC program on their campus, programs should at least expose students to it and help them learn more about it. There's a certain tension in WAC work overall with this idea of WAC being a very practical sub-discipline. WAC work is in some ways also very responsive—WAC is responding in-the-moment and personally to issues that faculty have, but it's also academic and scholarly. WAC work is not "scullery," as Elaine P. Maimon (1980) says about all administration and writing studies work. It's thus important to expose students to what that work looks like, what it can be, and help them explore it in a more intellectual way.

Christina

When we talk about preparation for WAC work, I think that on-the-job learning is not only somewhat inescapable, but also shouldn't be seen as secondary or inferior to theoretical preparation. As I see it, WPA studies has been shaped by the desire to prepare future WPAs, both practically and theoretically, so they're not stuck figuring things out haphazardly on the job (e.g., Brown, Enos, & Chaput, 2002; Malenczyk, 2016; Myers-Breslin, 1999). But I think that preparatory orientation risks giving graduate students the impression that they need to be fully ready to go on day one and that, if they read enough, they won't make mistakes once they get into the position—and that clearly can't ever be the case.

There were many things that I knew intellectually when I came into my position directing a WAC program, but nonetheless, I still experienced a learning curve when applying them in practice. For instance, I knew intellectually that the institutional culture I was heading into was different from the one I was coming from—that a large, public R1 was going to be different from a small, private Catholic institution that is very teaching-heavy and service- and mission-focused. Yet, I still made missteps because I had to learn the culture of my new institution firsthand. About two days after my own new faculty orientation, my dean asked if I would address the faculty on Welcome Back Day as the new WAC director. In my desire to rise to the occasion, I made a speech about writing as an act of inquiry and articulated this philosophical vision of writing for the WAC program. But what people actually wanted and needed to hear was, "Hey, it's scary to teach writing for the first time! A bunch of you are being thrown into these new writing-intensive courses this year, and if you need practical help with designing assignments, teaching students how to write reflection essays, or grading papers, come talk to me." But I had to figure that out through doing the work and making these kinds of small missteps.

While WAC administration and general WPA work are not fully equivalent, I also believe—and Amy will touch on this more later —that much of

the training that we've had from WPA contexts is transferable to WAC roles. Deciding how much top-down uniformity to impose on a program versus giving individual instructors or programs agency, navigating power dynamics and structures—those concerns all still apply. (They just don't make up the totality of our work in WAC contexts.) Overall, I found that both my preparation in WPA studies as well as on-the-ground learning (experienced both in the early days of directing my program and in my previous role, which I'll further discuss later on) have been really important for my growth.

WAC PROFESSIONALIZATION WITHOUT ACCESS TO WAC PROGRAMS

Questions of access repeatedly arose throughout our roundtable, with both presenters and attendees coming together from vastly different WAC contexts. At the time, both Amy and Mandy, for example, were working within WAC programs housed in the provost's office, completely separate from English; Christina, meanwhile, ran both the WAC program and the first-year writing sequence (despite the title Director of Writing Across the Curriculum), creating some different kinds of blurred boundaries. Still others in attendance came from institutions that didn't *have* WAC programs, and they had to seek out WAC opportunities either at other schools or by conducting research across campus. When preparing for either current or future WAC roles, access to WAC-related work is crucial.

MANDY

One important aspect of learning more about WAC work is visibility and access. AWAC as an organization has helped WAC grow because, prior to AWAC, we didn't have a central hub for people who are interested in WAC work to gather and collaborate. I think this is especially important for people coming into new WAC director roles. Finding resources and places like AWAC that can offer mentoring, visibility, and exposure to different WAC scholarship and methods is beneficial to WAC scholars and practitioners. These connections and opportunities are important for graduate students, too. I work a lot with WAC-GO, and as part of our mission, we're trying to help graduate students simply learn more about what WAC is and connect students with others who study and work in it.

CHRISTINA

One of the most useful things we can do, in addition to the strategies that Mandy has mentioned, is to learn about writing and knowledge-making

outside of our discipline and outside of the humanities. My out-of-field experiences are largely what the hiring committee saw as preparing me for and qualifying me for directing WAC, and I would say my experiences teaching and collaborating on scientific writing is some of the most useful preparation that I've had.

These experiences helped me to destabilize my ideas of what good writing is and to let go of the idea that writing has to look a certain way or that the writing process has to unfold in a certain way. And I think this outlook lets me come in with more trust for the programs and faculty that I work with and also has been really useful for setting a foundation for what our WAC program should look like, do, and achieve.

Amy

Like Christina, I was not explicitly prepared in WAC but had preparation in WPA work. When one doesn't have a WAC program, I recommend two strategies for learning about WAC. First, consider how what we are currently doing has the capacity to be adapted into WAC contexts. There are some programmatic tasks that transfer across the type of program: budgets, scheduling, communicating a program's purpose succinctly to others, curricular design, data collection, assessment, and doing WPA-focused research. Gain experience in those common and transferable WPA skills. There are also other places to go within the institution to see WAC-like work. Where are those larger institutional conversations about writing and writing instruction happening? Learn about the work done in writing centers, teaching and learning centers, summer bridge programs, writing in the disciplines programs (e.g., business writing, agricultural communications), and academic support offices.

Second, we can still learn about concepts, challenges, and services that are specific to WAC by talking to WAC WPAs and professionals at other institutions. Even without a local WAC program, we can still participate in the WAC community more broadly by joining and participating in global conversations about WAC. Join WAC-GO and AWAC. These organizations offer opportunities to engage with the WAC community. If conference funding is available, attend IWAC, but if not, consider AWAC's virtual workshops, join AWAC writing groups, and apply for WAC research support. Read the *WAC Journal* and *Across the Disciplines* and explore resources on the WAC Clearinghouse site. If you are feeling isolated and without other WAC folks, consider sending a cold-call email to a potential WAC mentor. WAC folks are notorious for their friendliness. If, after reading an article or chapter on WAC, you want to hear more about the author's experience, email them. Do not be discouraged if that email never yields

a response, although I wouldn't be surprised if authors did respond and offer to set up a time to chat.

WAC mentorship is also important to consider. For those of us who have graduated from a program without WAC, we can still identify WAC mentors through conferences and other professional networks. Given the labor issues that are already present in WPA and higher education, finding other WAC professionals who can offer advice and guidance is vital to feeling like we are part of a larger community of WAC practice. AWAC's Board of Consultants and mentoring events offer one potential place to make such connections while the WAC SIG at the Conference on College Composition and Communication offers another. I have often relied on the generosity and kindness of WAC mentors who did not know me before we met at a conference, over email, or from serving on an AWAC committee together.

PLACE AND BOUNDARIES OF WAC PROFESSIONALIZATION

Our roundtable discussion continually circled around the delineations between WAC work, WPA work, and rhetoric and composition. While the differences felt meaningful to those of us who had made transitions to WAC administration, outside of our discipline the delineations are less visible. Institutions, and especially small schools, do not know (or have the resources) to prioritize WAC-specific professionalization or might ask a WPA of another program to take on WAC work in addition to the position they were originally hired for. Quickly, the "writing person" could become the "WAC person": for instance, the National Census of Writing (2017) reports only 44 percent (74 out of 166 reporting) of WAC programs at four-year institutions have a dedicated WAC administrator. In many other cases, administrators of the writing program, first-year writing program, or writing center also take responsibility for WAC work, and there may or may not be much formal support for such blended roles.

All WAC work is also WPA work, given their overlap in faculty development, supervision and mentorship, and curriculum development. Yet, the ability to work with disciplinary faculty requires different administrative strategies, which can be emotionally draining. Further, WAC WPAs might find other areas related to teaching and learning attached to their WAC programs: technology and instructional design, research support, or teacher development. Put differently, there is a need to balance multiple goals and hats in WAC roles. These differences demand further teasing out so we can parse the superficial differences from those that require WAC-specific preparation and development.

MANDY

I'd like to go back to Christina's discussion of transfer. I think that it might not be so much that we have a lack of preparation to do WAC work, but there might be a lack of *framing* around it. As preceding sections have covered, certain skills and rhetorical dexterities around how to talk with people about writing, how to talk about teaching, and how to scaffold writing all apply in WAC as much as in first-year composition or other WPA contexts. Those connections, however, might not be made as visible, which leads to an important question to discuss: Is there really a transfer problem happening? Is there a way that we can make more visible these connections between the different arms of WPA work? Is there a way that we can introduce these connections in our courses and in our day-to-day work? Where can we move forward to make more visible the work that we all do as administrators?

CHRISTINA

Another idea relevant to this conversation is that even if the field has a pretty firm idea of what we think WAC work is, as distinct from the rest of WPA work, not every institution makes a clear delineation between them. For instance, my (now former) institution's WAC program includes the first-year writing sequence, and at some schools it includes the writing center. So, as much as we talk about the boundaries, those boundaries aren't always necessarily present in titles and job duties. There's a lot of permeation happening in actual practice at various institutions.

AMY

To agree with Mandy and Christina, this demarcation between WAC and non-WAC WPA work seems problematic and superficial. In fact, I want to lean even more dramatically into the pro-WAC professionalization argument because it is highly likely that WPAs who have a strong foundation in composition (and even some English faculty without any experience in composition) can find themselves doing WAC work. Institutional stakeholders do not realize the nuance in how folks with our backgrounds are professionalized at the graduate level. As noted above, we might quickly become "the writing person" and inherit the job of starting a WAC program at our institutions. Until we can attend to this dilemma, it's not appropriate for us to say only folks who know they are destined to be WAC WPAs should be professionalized in WAC. WAC preparation should be a part of WPA professionalization and WAC needs to become a part of how we talk about writing in rhetoric and composition. If those conversations aren't

already happening in graduate programs, we need to push to begin them. Graduate students need opportunities to go out into the institution and learn about how writing functions in other disciplines because it very much could be a reality of their professional life, whether or not they imagine that at this moment.

However, even if they do receive WAC training but never take on WAC work, a knowledge of WAC principles in WPA professional development would only benefit WPAs in achieving a more holistic understanding of writing across the institution. If tomorrow I were to wake up as director of a first-year composition program, my WAC knowledge would still help me communicate with different stakeholders, discuss how first-year composition relates to disciplinary and professional goals for writing, and know the campus partners I could reach out to for collaboration (e.g., academic support, athletics, teaching and learning center, library services, etc.). WAC should be a part of well-rounded WPA professionalization, and WAC should be included in how we discuss the ways writing works across the institution.

CHRISTINA

All of this said regarding the permeable boundaries between WAC and WPA work, I'm not discounting the value of WAC-specific preparation. In fact, I spent much of the summer before I began my WAC position talking to WAC people and reading WAC conversations—reading lore, reading theoretical pieces, reading practical advice on assessment and faculty programming (Condon et al., 2016; Cox, Galin, & Melzer, 2018; Fulwiler, 1989; Zawacki & Rogers, 2011).

Through this reading, I found helpful strategies for founding a new program and building relationships with faculty (Bastian, 2014; McLeod & Soven, 2000), all of whom had high teaching loads and underprepared, at-risk students. And so one challenge I faced was that faculty, even those who had shown a real interest in pedagogical professionalization, didn't often have the time to come to my workshops or even to consult with me individually. Reading WAC literature helped me to find other ways of reaching them. For example, the literature suggests that faculty writing instruction—so faculty writing groups or workshops where they get to work on their own writing—can help faculty to learn more about the writing process and how to coach it, as well as help them to better empathize with student writers (Faery, 1993; Fassinger, Gilliland, & Johnson, 1992). And I found that faculty writing support helped me reach different segments of the faculty population, namely the folks who are less likely to come to the teaching workshops but more likely to be interested in working on their own writing (Anson, 2013).

I don't want to suggest that WAC-specific preparation isn't useful, because clearly I found it so. That said, I also don't want to suggest a binary view of preparation, where we see ourselves as either "qualified" or "not qualified" for WAC work based on whether we undertook the exact "right" training. I think we can find our way to WAC work through multiple paths, as my own story shows. Ultimately, to move beyond a binary view of WAC preparation, we must better identify the qualities that signal our potential for WAC leadership, such as the ability to work with content faculty from varying fields, the ability to persuade audiences with differing priorities for writing, the ability to mediate differing perceptions of writing, and so on. By focusing on an asset model of WAC preparation (i.e., what qualities does this person possess that are WAC transferable?) over a deficit model of WAC preparation (i.e., this person didn't have access to a WAC program in graduate school or didn't take WAC-specific coursework and is therefore unqualified), we can embrace multiple pathways to WAC work.

RESPONSE FROM AL

Overall, I feel that we all still have some difficulty, or perhaps hesitance is the more appropriate word, in articulating WAC professionalization as its own distinct exigency, as many of us both within writing programs as well as in other academic units are always already trying to do some WAC-like work. I would imagine very few units aren't still under the influence of Merrill Sheils' 1975 *Newsweek* article "Why Johnny Can't Write," which has created a recursive moral panic in academia that has been difficult to shake off. So the opportunities for WAC work are out there if we look hard enough for the right opportunities and interested stakeholders.

The problem, if we want to call it that, is that these professionalizing opportunities aren't as intentional or structured. WAC, compared to more generic WPA work, FYW administration, or writing center work, is institutionally elusive by nature, with vague boundaries. So WAC administrators, both intentional and circumstantial, must also be trained and develop astute institutional perception for these opportunities. Even when we identify them, we often find ourselves in a position of having to be agents, diplomats, mediators between various, sometimes competing, pedagogies and values when it comes to discussions such as: "What is good writing?" "What is a good writing assignment?" "What is effective writing assessment?" etc., all of which have been institutionally and culturally constructed in different ways in different fields. And it requires a WAC administrator or agent to have a whole other skillset to negotiate all these issues with other academic communities, especially when oftentime the administrators

who do this relational groundwork are contingent faculty, graduate students, and others who are not necessarily imbued with the perceived ethos of the tenure track. The differences in these power dynamics then necessitate various kinds of other mental and emotional labor, which also translates into the time, energy, and material conditions of the WAC administrator.

Yet, as an area with the vague boundaries I mentioned earlier, these pockets of WAC work are also porous enough for exploration. What may be a source of struggle may also be an opportunity in that WAC work has the distinct trait of being able to move fluidly throughout the institution beyond typical writing program or writing center parameters and limitations. We can interact and collaborate with colleagues in other academic units. What's at stake here is how willing we are to defer authority, not just in content and pedagogy, but in professionalization itself. What does it mean or look like to have a WAC professionalization that includes our content colleagues? After all, we don't want to just replicate what Susan Miller (1991) described as being the menial laborers in service to the literary arms of the English department, just now to the rest of the institution, and inviting them to be a part of WAC professionalization would share that labor. What we may need to do in our professionalization is more deliberate studying, referencing, and disseminating of previous case studies doing this work, such as Chris Anson (2002), Christopher Thaiss and Terry M. Zawacki (2006), and Anne E. Geller and Michele Eodice (2013).

CONCLUSION

We and our roundtable attendees struggled to create a clear definition of what it means to be a WAC WPA (or WAC gWPA). In part, this difficulty returns to transfer and framing our work: Which parts of WAC program administration are specific to WAC and which reflect more general administrative duties? Our discussion with attendees briefly identified some tasks that emphasize the blurred boundaries we have articulated between general WPA work and WAC-specific WPA duties:

- Promoting student writing and student work;
- Defending writing as a meaningful part of the learning process;
- Asserting the need to teach disciplinary and professional writing expectations explicitly;
- Leading discussions about teaching writing across campus, including conversations about teaching writing in various contexts (e.g., online writing instruction) or teaching in general;
- Becoming de facto teaching and learning centers on campus

(particularly at small schools where those centers may not exist): Once relationships are built, we often advise on non-writing-related teaching topics such as technology, instructional design, etc.;

- Empathizing with faculty on the challenges of writing instruction, like the labor needed to give meaningful feedback, being graceful as students acquire and practice new writing knowledge, and the difficulty of trying and refining new writing assignments;
- Helping faculty find solutions to their problems by curating and translating research and theories from WAC so that they are accessible and applicable for faculty at our local institutions;
- Supporting faculty as writers and researchers by helping them reflect on their own writing processes and guiding them in researching writing in their courses and programs;
- Articulating the mission and vision of a program to institutional stakeholders; and
- Developing flexible processes for assessing writing across various local contexts, programs, and services.

While incomplete, this list illustrates a set of tasks that WAC WPAs frequently perform; indeed, especially at institutions without a formal WAC program, this list could effectively serve as the specialized objectives for a WAC WPA job description. A similar, more formal list specific to WAC WPAs—à la CWPA's official position statement, *Evaluating the Intellectual Work of Writing Administration*—would offer a valuable resource for those hoping to prepare graduate students for WAC work and WAC administrators as they document the need for support and resources from institutional stakeholders.

As this chapter demonstrates, a major tension surrounding the work of WAC is not only what it is and how to sustain it but also how to prepare professionals for this work. WAC has a long and storied history, celebrating 50 years of growth, expansion, and writing innovation across disciplines. As we enter our next 50 years and beyond, we'd do well to more clearly and explicitly define our roles, make visible our labor, and advocate for ourselves as WAC WPAs with the resources and support to carry out our missions.

CODA

Since drafting this chapter, all four authors have moved positions and, in most cases, institutions. Mandy took a year-round Assistant Director staff position in the WAC program at her institution. Amy left her WAC program, joining a Center for Teaching and Learning Excellence at another institution as a year-round

Associate Director staff member embedded in the college of business. Al took on a lecturer position in an English department at a different institution. Christina left her faculty WPA position to take on an Assistant Professor position specializing in discipline-based education research at another institution.

Mandy is the only author whose current job explicitly engages a WAC program; however, the three other authors still engage in WAC-like work. More specifically, our WAC preparation informs how we craft professional development opportunities for colleagues across the disciplines, participate in institutional conversations about writing, design research projects that study student learning and development, or teach writing or writing-enriched courses. In other words, we have discovered that there is a lot of room to engage in WAC-like work outside the confines of administrative roles and, further, that our WAC-shaped perspectives are both useful and highly valued in many other university contexts.

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