

## CHAPTER 1.

# THE WORK BEYOND THE WORKSHOP: ASSESSING AND REINVIGORATING OUR WAC OUTREACH MODEL

**Olivia R. Tracy, Juli Parrish, Heather N. Martin,  
and Brad Benz**

University of Denver

In an interview with Carol Rutz (2004), Chris Anson stated that one of his goals at North Carolina State was to “saturate” the curriculum with writing. Many U.S. WAC/WID programs share this goal. Such outreach efforts are often channeled through the writing center, as faculty across campus collaborate with writing faculty to incorporate writing pedagogy into their courses (Harris, 1992; Palmquist et al., 2020; Thaiss & Porter, 2010). When WAC/WID outreach is successful, faculty in the disciplines bring a host of perspectives and levels of engagement to teaching writing in their courses (Donahue, 2002; Hughes & Miller, 2018; Miraglia & McLeod, 1997; Salem & Jones, 2010). Indeed, as Anson notes (Rutz, 2004), the most successful WAC/WID outreach results in “intellectual partnerships” across campus as faculty in the disciplines interrogate and recognize the role of writing and rhetoric in their disciplines, ultimately sharing this knowledge with students and colleagues (Carter, 2004; Russell, 1991). However, critics of WAC/WID often contend that it is accommodationist, assimilationist, and colonialist—effectively privileging academic, disciplinary discourse over other discourses (Guerra, 2008, 2016; Kells, 2001; LeCourt, 1995; Harahap et al., 2021; Poe, 2016; Villanueva, 2001). Increasingly, WPAs, as well as writing center and WAC directors, have acknowledged that their efforts are not successful if they do not also interrogate and seek change around racist and exclusionary language and teaching practices (Hopkins, 2016; Lerner, 1997, 2003, 2018; Martini & Webster, 2021).

At the University of Denver—a predominantly white, private, midsized, R1 institution—we share similar programmatic goals for WAC/WID as we partner and collaborate with faculty from across campus, quite often through the writing center. One way we try to accomplish this “intellectual partnership”

is by offering and teaching writing workshops in non-writing program classes, what Rebecca M. Howard (1999) called “*in situ*” workshops (p. 40). Essentially, DU writing faculty and writing center peer consultants collaborate with faculty partners to lead hour-long workshops in their classes. This chapter examines our WAC workshop model, including the theory that informs it and the logistics of the workshops. Using findings from recent survey and interview data, we examine what faculty learn from the workshops; identify a spectrum of faculty orientations engendered by our WAC workshop model; explore three patterns emerging from the data that identified shortcomings in our model; and offer a framework from which to work moving forward as we revise our WAC efforts.

We have experienced a common challenge that David R. Russell (1991) identifies for writing faculty who collaborate with faculty from other disciplines on WAC work. Among non-writing faculty, he writes: “Because the rhetoric of the discipline appears not to be taught, efforts to teach it may require those in the discipline first to become conscious of rhetoric’s role in the activities and, second, to make a conscious effort to teach it” (p. 18). Michael Carter (2007) picked up on this argument, distinguishing between what we know as writing in the disciplines with what he calls “writing outside the disciplines” (p. 385). For Carter, writing outside the disciplines can be summarized as follows: Many faculty learn to write in their discipline by writing in their discipline, without explicit instruction or sustained attention to the rhetorical practices therein. As a result, many faculty view writing as an independent skill, isolated from disciplinary practices (p. 385). Drawing on genre theory, Carter argues that successful WAC/WID collaborations occur when faculty explicitly teach their students these discipline-based ways of knowing and doing, and then connect them to writing. In the process, faculty (and students) recognize that “writing is critical to the ways of knowing valued in the disciplines” (p. 404).

## OUR WORKSHOP HISTORY AND MODEL

In alignment with the goals outlined by Russell and Carter, DU has been offering WAC workshops through the writing center since 2007. The growing frequency of workshops over time suggests successful WAC/WID outreach. In our first year, we led 19 classroom workshops, a number that quadrupled over five years (see Figure 1.1).<sup>1</sup>

---

1 In addition to classroom workshops, we collaborate with programs and units to support student writing. In recent years, we have offered as many or more program workshops as classroom workshops. For purposes of this project, we are focused on classroom workshops only.

Through our classroom workshops, we connect with over 800 undergraduate and graduate students a year, on average (see Table 1.1). While these numbers demonstrate growth and increased contact with faculty and students across campus, we’ve grown curious about the success of our workshop model beyond these raw data.

Our model emphasizes collaboration at every step in the process as we aim for Anson’s intellectual-partnership ideal (Rutz, 2004, p. 14). Workshops are coordinated by the writing center and facilitated by writing program faculty or writing center consultants. When a faculty partner contacts the writing center to request a workshop, a faculty or graduate facilitator is assigned to the workshop. The facilitator works with the faculty partner to negotiate a date for the event, inquiring about the assignment and the stage in the writing process where students will be at the time of the workshop (e.g., brainstorming, composing, revising). For example, faculty partners commonly request classroom workshops before students have begun the writing process. Conversations with faculty partners often involve negotiating a later visit, so students might more immediately apply workshop concepts to their drafts.

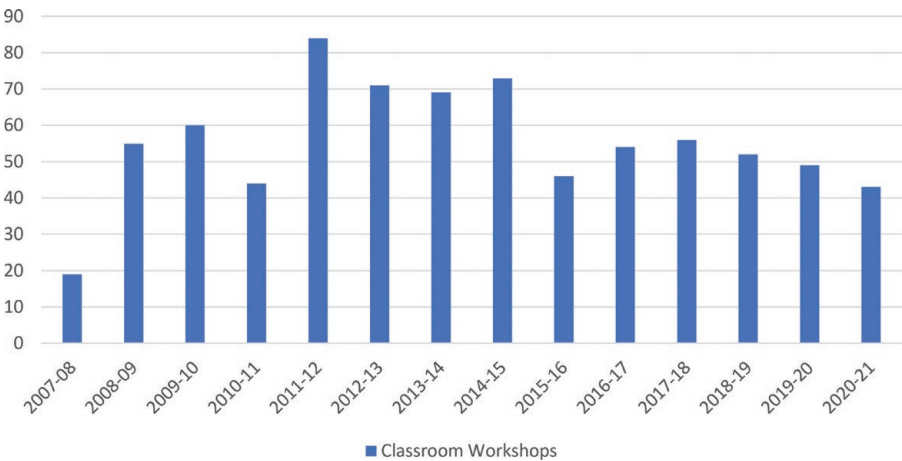


Figure 1.1. Total Classroom Workshops Facilitated by Year, 2007–2021.

**Table 1.1. Total and Average Faculty and Students Involved in Classroom Workshops, 2011–2021.**

Variable	Total Classroom Workshops	Unique Faculty Partners	Student Participants (Undergraduate and Graduate)
Total	574	253	~8856
Average/Year	57	25	~805

Next, the facilitator meets with the faculty partner to learn about the course and develop ideas for the workshop. The facilitator asks a lot of questions, such as: *How does this workshop complement or align with how you are teaching your students to write? Where in the assignment sequence is it located? What writing will students have completed in your course? What can/will they bring to the workshop? How do you talk about writing with your students?* These conversations surface important assumptions and expectations about writing—both ours and theirs. As part of this two-way learning process, we learn about the faculty partner’s approach to writing, the conversations they have (or don’t) with students about writing, and the assumptions and expectations they have for student writing. We see this work as doing some “consciousness raising” (Russell, 1991): We support the faculty partner in developing a stronger awareness of rhetoric’s role in their discipline as well as their own role in teaching writing, thus making the work of writing visible in their classroom.

Finally, we facilitate the workshop. Synthesizing the information provided by the faculty partner and the facilitator’s expertise in writing instruction, the facilitator develops a course-specific, interactive, hands-on workshop. Core to our model is an emphasis on students applying concepts to papers they are *currently writing*. We ask the faculty partner to remain present, both to signal to students that the work is part of the course and to involve the faculty member as a partner in learning. For example, students often raise questions about the assignment during the workshop. We view this as an opportunity for the faculty partner both to clarify expectations and better understand what might be missing or implied in their written assignments.

Via this model, we collaborate with faculty partners in the short term to develop a workshop to help students succeed with their writing assignments. In the long term, the most successful—and sustainable—partnerships occur when the faculty partner embraces Russell’s second step: to “make a conscious effort to teach writing.” Or, as Carter (2004) states:

[I]nstead of perceiving of WID as asking them to become “writing teachers,” they can see that their responsibility for teaching the ways of knowing and doing in their disciplines also extends to writing, which is not separate from but essential to their disciplines. The WID professional becomes an agent for helping faculty achieve their expectations for what students should be able to do. (p. 408)

By simple measures, our collaborations have been extraordinarily successful. In a 2014 assessment, for example, 96 percent of faculty reported being satisfied or very satisfied with our workshops. The increase in the number of workshops

each year further reflects this success (see Figure 1.1). Indeed, workshop requests have been so robust as to stretch the writing center's resources—namely the time and energy of writing faculty and peer consultants—to the point that we no longer feel we can meet faculty demand. As we contemplated our capacity to continue this model, we likewise engaged larger questions around our efficacy in faculty development and cultivating intellectual partnerships. For example, while growth in workshop requests suggests that faculty partners see value in them, what does that growth say about faculty agency and ability to support student writing in their discipline? Or when faculty request the same workshop year after year, what does this tell us about our goal of intellectual partnership?

With these and other questions in mind, we sought to interrogate the success of our workshop model, seeking specifically to learn how and to what extent DU faculty partners and students use classroom writing workshops to develop, as writers and instructors of writing, and to learn more about the rhetoric of their disciplines. To achieve this goal, we won a modest faculty research grant to identify more clearly what faculty and students value in our workshops.

## METHOD AND PARTICIPANTS

Past internal assessments over the course of our extensive workshop history focused on faculty satisfaction trends with our workshops. In this study, we wanted instead to delve deeply into three case studies, providing texture and fresh insights. The case studies consist of survey and interview data collected from faculty and student participants in three workshops; in this chapter, we focus primarily on our interviews with faculty partners. We introduce our research questions, methods, and the questions asked in surveys and interviews. Finally, we explore three through-lines that emerged in data analysis.

When we designed this project, we sought answers to the following research questions:

1. What is the value of our classroom writing workshops as defined by the faculty partners and students who attend them?
2. What writing strategies, rhetorical concepts, and vocabularies do faculty partners and students transfer to future writing situations?
3. What elements of our workshops are most important to preserve?

To explore these questions, we collected survey and interview data from students and faculty partners participating in three (out of a total of 28) workshops we offered across campus in one academic term. For each participating faculty partner, we obtained consent to observe the workshop, introduced the survey and consent process at the end of the workshop, and conducted

follow-up interviews and/or focus groups with interested participants about two weeks later.

Faculty and student surveys were completed in the classroom immediately following the workshop. They consisted of three questions with Likert-scale responses and two narrative-response questions. Some questions were asked of both faculty and students, while others targeted one population and not the other. Participants were asked to indicate the extent to which they agreed with the following statements:

1. "Today's workshop was helpful." (Faculty and Students)
2. "I learned something new in today's workshop." (Faculty and Students)
3. "Today's workshop will help my students in future writing situations." (Faculty)
4. "Today's workshop will help me in future writing situations." (Students)

We then asked faculty and students to narratively respond to the following questions:

1. "What is one thing you are taking away from today's workshop? Please be specific, including examples where possible." (Faculty and Students)
2. "Why did you arrange for this workshop?" (Faculty)
3. "Why do you think your professor arranged for this workshop?" (Students)

The faculty partner interviews were conducted over Zoom. After obtaining consent to record and collecting digitally signed consent forms, we asked two sets of questions outlined in our IRB application.

The first set of questions focused on understanding what faculty and students learned in the workshops by asking faculty partners to respond to the following:

1. In addition to the evaluation you filled out after class, do you have any feedback for us about the pre-workshop meeting? The workshop itself?
2. What do you think your students learned during this workshop?
3. What do you think you, as a professor, learned from this workshop?
4. In subsequent class sessions, did you or your students refer back to the workshop?

The second set of questions created a conversation around faculty transfer by asking faculty partners to respond to the following:

1. What in this workshop might you use in or apply to...
  - a. The same assignment in a future iteration of the class?
  - b. Different assignments in the same class?
  - c. Different assignments in different classes?

2. In your other classes, do you use any of the strategies discussed in this workshop?
3. How do you teach writing in your classes when you do not have a workshop?
4. What other kinds of support do you seek/use when teaching writing in your classes?

Through our conversations, we discovered that our case studies offered insight into a spectrum of faculty-partner orientations enabled by our current workshop model, including intellectual partnership through 1) a services orientation, 2) a maintenance orientation, and 3) a development orientation.

## THE CASE STUDIES

As described, our *in situ* workshops provide for a spectrum of faculty-partner engagement. Even as workshop facilitators make efforts toward consciousness raising through early communications and the planning meeting, faculty-partner orientation toward this WAC work varied. We see this diversity reflected clearly in our case study findings.

One case landed firmly on the service-oriented side of the spectrum—reflected by a faculty partner who centered expectations for support and gently resisted questions about their growth as a practitioner. We conceive of this as a “services-seeking” orientation. Another case landed more in the middle—reflected by a faculty partner who was eager to engage in improving on the workshop, but less interested in pedagogical questions around writing instruction. Like many faculty partners, this individual had requested the same workshop multiple times over several years. We view this as a maintenance or “status quo” orientation. Finally, our third case reflected a strong intellectual partnership, characterized by a faculty partner who demonstrated deep engagement with pedagogical practice and development. We conceive of this as a “knowledge-seeking” or development orientation.

### THE SERVICES SEEKER

The faculty partner we identified as the services seeker is deeply committed to student writing, regularly meeting with students individually to talk about their writing, taking a process-driven approach to composing, and qualifies as a heavy user of writing center and WAC resources at DU. This faculty partner has requested workshops for every class taught since joining the university, indicating, when asked, “I never *not* have workshops.”

In consultation with this faculty partner, the facilitator developed a workshop containing a peer-review activity and worksheet. Even as the faculty partner was pleased with the workshop and the worksheet (especially), the interview revealed only limited value to the collaboration. For example, when asked what they learned from the workshop, the faculty partner referred to the worksheet: “Those guided questions were the main thing...that’s pretty much it.” From the faculty member’s perspective, both parties served as distinct content experts, noting, “I wasn’t trained to be a writing teacher. So, having that pedagogical expertise is very helpful because the [peer-review] questions tend to be better when they come from the writing center.” Nor did the faculty partner perceive the workshop as an opportunity to learn; rather, it was an opportunity for someone with more expertise to lend a hand. When asked about what they might transfer from the workshop to other teaching situations, the faculty partner replied, “The worksheet, obviously,” noting further, “What I would like as a resource... are more directed peer-review questions, so [students are] looking for specific things in their assignments. I would love if someone developed that for each of my assignments.” If the faculty partner sees that “the ways of knowing and doing in their disciplines also extend to writing” (Carter, 2004, p. 408), it’s not clear from our interview.

Many faculty partners initially present with a services-seeking orientation. Perhaps as a consequence of our marketing strategy or broader preconceptions about writing center work, faculty often arrive with little awareness of WAC or writing center scholarship and professionalization. With this knowledge, we are intentional with our consciousness-raising efforts during workshop planning and communication. Even so, many faculty partners maintain a service orientation through various WAC engagements, some over many years.

### **THE STATUS QUO SEEKER**

Our second faculty interview reveals another common approach to our workshops: faculty partners who regularly ask for the same workshop in the same class. These individuals are seeking the status quo. For the faculty partner in our second case study, we have facilitated the same workshop, with little variation, in eight different iterations of their course. Our workshop model has served this faculty partner and their students well, while also meeting some of our WAC/WID goals. In their interview, the faculty partner recapped the workshop meeting and workshop as follows: “I thought the pre-workshop meeting was pretty thorough. I think there was more than I could have even thought to have included in that, and then I thought the workshop went really well.” They articulated awareness of the complexities of writing pedagogy,



acknowledging that the workshop meeting resulted in a more enriched and intricate workshop plan than the faculty had originally envisioned. Moreover, the interview data reveal that the workshop helped students develop a more nuanced understanding of source use and the assignment, even asking “questions that were due to the workshop.”

On the surface, it appears the workshop was effective, with students feeling better prepared to complete the assignment, and the faculty partner expressing interest in refining their writing pedagogy. However, on closer inspection, we see further shortcomings to our workshop model. In response to the question about modifying the workshop and assignment for a different class, the faculty partner stated: “I would probably want to do the exact same workshop again, just to have that repetition.” When asked about how the faculty partner might employ writing pedagogy in their course for graduate students, they reiterated: “I’d imagine doing the exact same workshop in that class as well . . . and maybe expect a little bit more out of them in terms of the sources.” The workshop itself is fine, delivering immediate results for both students and faculty partners. Yet our workshop model has enabled this faculty member to be content with the status quo, requesting the same workshop again and again. There’s some movement toward Russell’s consciousness-raising, some transfer of WAC/WID pedagogy, but in a limited way. This case study reflects an important limitation to our workshop model. It meets short-term goals, improves student writing on that assignment, and sparks some faculty insight into writing pedagogy. But absent a more sustained and ongoing collaboration, faculty development is stunted by continued availability of the status-quo workshop. Without further collaboration, we provide the same workshop again and again. Wash, rinse, and repeat.

### **THE KNOWLEDGE SEEKER**

Our third type of faculty partner, the knowledge seeker, qualifies as an occasional user of writing center resources, having requested only two classroom workshops in five academic years, but regularly addresses writing with students, including structured peer-review activities and talking explicitly about writing in class. When asked about how they teach writing in their courses, this faculty partner mentioned offering genre samples, process guidelines, rubrics, peer reviews, and feedback, emphasizing their role in helping students understand and practice common moves in a specific genre and the importance of seeking out and using available resources.

The workshop we created with this faculty partner focused on writing literature reviews. They talked about our workshop through the lens of their own

goals for teaching writing and experience in learning to write the genre, noting that the facilitator offered

much more structure and much more context for what a literature review is trying to do than the way I can do it... When it comes to the literature review...I've only learned it because I've done it. And I don't know how to explain why this works.

This instructor felt that the facilitator “seemed to understand” this challenge and was able to offer a “meta-perspective” to students, thus adding a necessary dimension to the course. Distinct from the other faculty partnerships we’ve described here, this partnership might be considered a success in both Russell’s and Carter’s terms: The faculty partner articulated both what they have learned in working with the facilitator and a sense of the value of writing as a way of “knowing and doing” (Carter, 2004, p. 408).

What also set this faculty partner apart was a stated desire for reciprocity with the facilitator. In their post-workshop interview, the faculty partner talked about wanting to show the facilitator that they saw the workshop as a meaningful contribution to the class—not just “a filler.” Perhaps more importantly, they were particularly interested in their own role in making the workshop *count*, in avoiding a situation in which a workshop happens and is never mentioned again. In fact, this faculty member even asked about best practices, inquiring about “what workshops are and are not meant to do.” In essence, this faculty member identified a gap in our model that resonated with us:

[R]ight now, my understanding [is that] you can reach out and talk to people about how [a workshop] might fit into your class. But I was curious to know if there might be some way of going forward, people who are interested in using workshops, some fundamentals that they need to know about applying [the workshop].

In other words, the faculty partner wanted *more* than was offered. They were not content with a faculty facilitator coming to their class to teach literature reviews; rather, they wanted to understand the pedagogical principles at play, to have help understanding the role of the workshop in their course, and to better support their teaching of writing in that course.

Our current model has enabled this spectrum of faculty orientations, and we don’t fault anyone for accepting what we’ve offered. While we might wish that our knowledge-seeker orientation was more accessible to faculty, we see how we’ve made the other orientations available. For example, we have chosen to do multiple workshops for faculty and likewise agreed to do the same workshop year after year; these decisions are on us.

## TAKEAWAYS

During our presentation to other WAC practitioners at the IWAC Conference, our case studies resonated, suggesting faculty orientations across this spectrum present similarly in other WAC programs. It should be noted, however, that we do not offer this spectrum of faculty orientations to critique faculty partners who adopt them; rather, we seek to capture common ways that WAC programs and writing centers work with individual faculty partners.

The comments offered by these faculty partners helped us not only to recognize the spectrum of faculty orientations made possible by our current workshop model, but also to identify three patterns that emerged from that model: differences in stakeholder motivations and goals; prioritization of immediate projects over transferable skills; and recognition that our current workshop model will not be able to meet our needs and goals.

**Motivations and Goals.** The surveys and interviews revealed the complexity of our WAC workshop model, and the many disparate functions we hope workshops serve. Not only are our goals myriad, but often, what we want and what faculty want, what we get and what faculty get, become disconnected due to this complexity. Furthermore, when faculty partner goals do not align with facilitator goals—such as with the services seeker—our current model does little to address it.

**Immediacy vs. Transfer.** In both surveys and interviews, the immediate assignment often became the focus over the potential of transferable learning. In offering hands-on workshops designed to provide immediately applicable and contextual strategies, both students and faculty failed to see potential applications in other contexts, as with the status quo seeker who could not extrapolate transferable insights, but rather wanted the same workshop replicated in a higher-level course.

**New or Revised Model.** Finally, based on these results and previous assessments, we have concluded that it's time to do something different. Although some workshops may be achieving the goals and purposes set for them, while also supporting faculty partners' pedagogical development, we need a different workshop or WAC structure to achieve our central goals. In the next section, we explore how these patterns offer exigence for transforming our workshop and outreach goals.

## ASSESSING AND REVISING OUR WORKSHOP GOALS

When we coded and analyzed the qualitative data collected from the interviews and surveys, we determined three takeaways, emerging from our through-lines:

- Our motivations and goals when offering workshops are complex and often disconnected from the motivations and goals of faculty partners requesting workshops.

- Specific assignments and faculty partners' immediate needs often take precedent over the potential of transferable learning.
- Faculty partners may be seeking services, the status quo, or knowledge, but our current structure—which ends rather than begins with a writing workshop in a classroom—does not promote the kind of sustained engagement that successful WAC work often involves.

We set out to learn how and to what extent DU faculty and students use classroom writing workshops to develop as writers and instructors of writing and to learn more about the rhetoric of their disciplines. These takeaways showed us that our workshops *are not* meeting our current goals. In fact, our workshops as they currently exist probably *cannot* help us meet current goals. Individual faculty partnerships and workshops may be meaningful for some faculty partners, and perhaps also for their students, but we find ourselves wanting to move toward a model that achieves our goals in more intentional and sustained ways, even if it means discontinuing and rebuilding an offering we've had in place for 15 years.

In his plenary address at the IWAC Conference, Christopher Thaiss said, "There is no sustainability without adaptability" (Rutz & Thaiss, 2021). Throughout our research, we have considered how we might adapt. Could we keep our workshops but give up the WAC-iest of our goals and accept that a classroom workshop can't do what we originally wanted it to do? Could we replace our faculty and consultant-facilitated workshops? Could we offer faculty consultations, where we support faculty partners to develop and facilitate their own workshops?

In and through the process of imagining these and other futures, and considering what needs to be preserved in our workshop model, we've discovered that we need to detangle our WAC goals from our workshop model—that is, we need goals that can be applied in a variety of forms and contexts, not just through workshops. Our original workshop goals read as follows:

1. *Workshops* involve the faculty member as a collaborator.
2. *Workshops* are assignment or situation-specific, although often transferable to other writing assignments or situations.
3. *Workshops* are interactive and involve hands-on learning for students.
4. We see faculty learning from our *workshops* just as students do and want them to be able to transfer their learning (à la Russell and Carter).

We note that our original goals did not include work around antiracist practices, world Englishes, or inclusive-writing pedagogies; similarly, our assessments failed to take up questions about the ways writing conventions, practices, and genres discussed in our workshops might be shaped by racialized and culturalized expectations for student writing. We see that our case study approach did

not make room for considerations of antiracist WAC either, even though we might be able to map such considerations onto our three faculty case studies.

The choice to center “work” over “workshop,” we think, might help us create opportunities to put more emphasis on the work we ask faculty to do around antiracist practices and world Englishes; interrogate the intertwined linguistic and racial expectations and assumptions faculty and students bring to classroom contexts (Poe, 2016); and emphasize how “writing is not only a way of learning but also a way of fostering critical consciousness, more than a means of problem solving but also a means of problem posing” (Villanueva, 2001, p. 172). We want to think about our future WAC efforts in a similar way. As we have noted, one unintentional outcome of our workshop model was the continued perception of our workshops as stand-alone events, as one-offs that helped faculty achieve a particular goal with a particular assignment in a particular class. As we move forward, we want to stop offering workshops that solve problems *for* faculty and instead do work that poses problems *to* faculty. As Rebecca H. Martini and Travis Webster (2021) suggest, we must “reimagine how our everyday work in faculty development might change to become more antiracist through an integrated—rather than one-off or statement-centered—approach” (p. 101). This means involving faculty in our own efforts to intervene in and disrupt language, genre, and disciplinary conventions that center a narrow set of standards and in our shared discovery and implementation of instructional practices that do antiracist work. We have tried to reflect this approach in our revised WAC goals:

1. *Work* involves faculty partners as collaborators.
2. *Work* involves or leads to writing instruction that might be assignment- or situation-specific but facilitates transfer of learning.
3. *Work* involves or leads to interactive and hands-on learning for students.
4. *Work* promotes faculty learning and transfer of learning.
5. *Work* engages faculty as collaborators in antiracist instructional practices.

Even as we see problems with our workshop approach, we continue to see its value to faculty and students across campus. Thus, our intent is to keep what is meaningful by developing more intentional goals and to grow more capacious in our thinking about the mechanisms for reaching those goals. In our final section, we explore future directions for revising our workshop model to better support our re/revision of WAC work at DU.

## FUTURE DIRECTIONS

Through this research, we sought to learn how DU students use classroom writing workshops to develop as writers, and how faculty partners use classroom

writing workshops to develop as instructors of writing, given the rhetoric of their disciplines. In the findings discussed in this chapter, we've come to better understand not only how faculty partners engage with our workshops but also the spectrum of possible engagements our current model enables (or doesn't).

While locating the spectrum of faculty engagement has helped us understand the limitations of our current workshop model, we continue to consider how to reshape our process to emphasize the “work” rather than the “workshop.” Two things we know: Our current workshop process and goals need to be disarticulated, and our revised WAC goals can help us emphasize the work beyond the workshop. As we begin to imagine these alternative approaches, we're asking the following:

- How can we continue the conversations we have with faculty, and do so in a more intentional way, to better cultivate these “intellectual partnerships” (Rutz, 2004)?
- How might we reevaluate our process through our current spectrum of faculty engagement and facilitate transfer of learning along that spectrum?
- How can different interactive, hands-on projects help us serve student and faculty needs, including through models like consultant-facilitated peer reviews or guided conversations where faculty partners develop workshops?
- How might we better support faculty learning and transfer if we could designate a writing program WAC coordinator to focus on building these relationships?
- How can we use the exigence of reinventing our WAC efforts to build in meaningful antiracist efforts and begin “cultivating more discussions and curricular changes around white language supremacy in the academy” (Inoue as quoted in Lerner, 2018, p. 116).

We understand that our workshop model needs a more comprehensive system to help us and our faculty partners achieve their writing-instruction goals. Guided by these questions, we now think beyond our workshops toward other practices. Like Steve Parks and Eli Goldblatt (2000), we believe that

we should imagine our project as one that combines discipline-based instruction with a range of other literacy experiences that will help students and faculty see writing and reading in a wider social and intellectual context than the college curriculum. (pp. 585–586)

These continuing questions and our revised WAC goals will guide us, and perhaps inspire other writing programs, to imagine “a range of other literacy experiences” beyond the classroom workshop and develop outreach that better serves us, faculty partners, and students.

## ACKNOWLEDGMENTS

Authors are listed in reverse alphabetical order. The authors thank Douglas Hesse, former DU Writing Program Executive Director; Eliana Schonberg, former Writing Center Director; and Sarah Hart Micke, former Writing Center Assistant Director, who participated in earlier assessments of our workshops that contributed to our thinking. We also offer our thanks to Corinne Lengsfeld, Senior Vice Provost of Research and Graduate Education, and Kate Willink, former Vice Provost of Faculty Affairs at the University of Denver, for providing a Faculty Research Fund grant in support of our research. The authors offer thanks as well to the editors of this volume for helpful feedback on this chapter.

## REFERENCES

- Carter, M. (2007). Ways of knowing, doing, and writing in the disciplines. *College Composition and Communication*, 58(3), 385–418. <https://www.jstor.org/stable/20456952>
- Childers, P., Johaneck, C., Leydens, J., Mullin, J., Pemberton, M., Rickly, R., & Palmquist, M. (2002). Forum: Writing centers and WAC. *Academic Writing*, 3. <https://doi.org/10.37514/AWR-J.2002.3.1.03>
- Donahue, P. (2002). Strange resistances. *The WAC Journal*, 13, 31–41. <https://doi.org/10.37514/WAC-J.2002.13.1.04>
- Guerra, J. C. (2008). Writing for transcultural citizenship: A cultural ecology model. *Language Arts*, 85(4), 296–304.
- Guerra, J. C. (2016). *Language, culture, identity, and citizenship in college classrooms and communities*. Routledge.
- Harahap, A., Navarro, F., & Russell, A. (2021, August 2–6). *Writing across more-than-the-curriculum: A conversation toward diversifying, professionalizing, and renovating WAC* [Closing plenary conference presentation]. Fifteenth International Writing Across the Curriculum Conference, Fort Collins, CO, United States. <https://youtu.be/MDBBGnd-Law>
- Harris, M. (1992). The writing center and tutoring in WAC programs. In S. H. McLeod & M. Soven (Eds.), *Writing across the curriculum: A guide to developing programs* (pp. 154–174). Sage.
- Hopkins, J. B. (2016). Are our workshops working?: Assessing assessment as research. *Praxis: A Writing Center Journal*, 13(2). <http://www.praxisuwc.com/hopkins-132?rq=workshop>
- Howard, R. M. (1988). *In situ* workshops and the peer relationships of composition. *WPA: Writing Program Administration*, 12(12), 39–46.
- Hughes, B., & Miller, E. L. (2018). WAC seminar participants as surrogate WAC consultants: Disciplinary faculty developing and deploying WAC expertise. *The WAC Journal* (29), 7–41. <https://doi.org/10.37514/WAC-J.2018.29.1.01>
- Kells, M. H. (2007). Writing across communities: Deliberation and the discursive possibilities of WAC. *Reflections*, 17(1), 87–108. [https://reflectionsjournal.net/wp-content/uploads/2020/09/V6.N1.Kells\\_.pdf](https://reflectionsjournal.net/wp-content/uploads/2020/09/V6.N1.Kells_.pdf)
- LeCourt, D. (1996). WAC as critical pedagogy: The third stage? *JAC*, 16(3), 389–405.

- Lerner, N. (1997). Counting beans and making beans count. *The Writing Lab Newsletter*, 22(1), 1–4. <https://wlnjournal.org/archives/v22/22-1.pdf>
- Lerner, N. (2003). Writing center assessment: Searching for the “proof” of our effectiveness. In M. A. Pemberton & J. Kincaid (Eds.), *The center will hold: Critical perspectives on writing center scholarship* (pp. 58–73). Utah State University Press.
- Lerner, N. (2018). WAC Journal interview of Asao B. Inoue. *The WAC Journal*, 29, 112–118. <https://doi.org/10.37514/WAC-J.2018.29.1.05>
- Martini, R. H., & Webster, T. (2021). Anti-racism across the curriculum: Practicing an integrated approach to WAC and writing center faculty development. *WPA: Writing Program Administration*, 44(3), 100–105. [https://link.gale.com/apps/doc/A678980697/AONE?u=maine\\_oweb&sid=googleScholar&xid=ddce67a7](https://link.gale.com/apps/doc/A678980697/AONE?u=maine_oweb&sid=googleScholar&xid=ddce67a7)
- Miraglia, E., & McLeod, S. H. (1997). Whither WAC? Interpreting the stories/histories of enduring WAC programs. *WPA: Writing Program Administration*, 20, 46–65. <http://associationdatabase.co/archives/20n3/20n3miraglia.pdf>
- Palmquist, M., Childers, P., Maimon, E., Mullin, J., Rice, R., Russell, A., & Russell, D. R. (2020). Fifty years of WAC: Where have we been? Where are we going? *Across the Disciplines*, 17(3/4), 5–45. <https://doi.org/10.37514/ATD-J.2020.17.3.01>
- Parks, S., & Goldblatt, E. (2000). Writing beyond the curriculum: Fostering new collaborations in literacy. *College English*, 62(5), 584–606. <https://doi.org/10.2307/378963>
- Poe, M. (2016). Reframing race in teaching writing across the curriculum. In F. Condon & V. A. Young (Eds.), *Performing antiracist pedagogy in rhetoric, writing, and communication* (pp. 87–105). The WAC Clearinghouse; University Press of Colorado. <https://doi.org/10.37514/ATD-B.2016.0933.2.04>
- Russell, D. R. (1991). *Writing in the academic disciplines, 1870–1990: A curricular history*. Southern Illinois University Press.
- Rutz, C. (2004). WAC and beyond: An interview with Chris Anson. *The WAC Journal*, 15, 7–17. <https://doi.org/10.37514/WAC-J.2004.15.1.01>
- Rutz, C., & Thaiss, C. (2021, July 29). WAC fearlessness, sustainability, and adaptability over five decades. [Opening plenary conference presentation]. Fifteenth International Writing Across the Curriculum Conference, Fort Collins, CO, United States. <https://youtu.be/UJ9p8q-xZNo>
- Salem, L., & Jones, P. (2010). Undaunted, self-critical, and resentful: Investigating faculty attitudes toward teaching writing in a large university writing-intensive course program. *WPA: Writing Program Administration*, 34(1), 60–38. <http://162.241.207.49/archives/34n1/34n1salem-jones.pdf>
- 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. <https://www.jstor.org/stable/40593339>
- Villanueva, V. (2001). The politics of literacy across the curriculum. In S. H. McLeod, E. Miraglia, M. Soven, & C. Thaiss (Eds.), *WAC for the new millennium: Strategies for continuing WAC programs* (pp. 165–178). The WAC Clearinghouse. <https://wac.colostate.edu/books/landmarks/millennium/> (Originally published in 2001 by NCTE).