CULTURES OF WRITING: THE STATE OF TRANSFER AT STATE COMPREHENSIVE UNIVERSITIES

by

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Dedicated to my parents, sister, grandmother, and all first-generation college students who persevered through it all.

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ABSTRACT

The Elon Research Seminar, *Critical Transitions: Writing and the Question of Transfer*, was a coalition of rhetoric and composition scholars' attempt at codifying writing transfer knowledge for teaching and research purposes. Although the seminar was an important leap in transfer research, many 'behind the scenes' decisions of writing transfer, often those not involving the writing program, go unnoticed, yet play a pivotal role in how writing programs encourage and reproduce writing transfer in the classroom. This dissertation study, inspired by a pilot study conducted in Fall 2018 on writing across the curriculum programs and their role in writing transfer, illustrates how an institution's context systems (e.g., macrosystem, mesosystem, microsystem, etc.) affect writing programs' processes—i.e., curriculum components, assessment, and administrative structure and budget—and vice versa. Using Bronfenbrenner and Morris' (2006) bioecological model, I show how writing programs and their context systems interact to reproduce writing transfer practices. Through ten interviews with writing program administrators at state comprehensive universities, I delineate specific actions that each writing program could take to encourage writing transfer. I develop a list of roles and responsibilities a university's context systems play in advocating writing transfer practices. The results of the study show that research beyond the writing classroom and students is necessary to understand how writing transfer opportunities arise in university cultures of writing.

Keywords: *writing transfer, bioecological model, first year writing, writing across the curriculum,* and *writing centers*

CHAPTER 1: THE STATE OF TRANSFER AT STATE COMPREHENSIVE UNIVERSITIES

Cultures of Writing and their Role in Writing Transfer Research

Writing transfer, or the application of writing knowledge and skills learned in one context and applied to another, is a complex phenomenon that writing researchers have studied for over a decade. The 2011-2013 Elon Research Seminar on *Critical Transitions: Writing and the Question of Transfer* was a major event for transfer research because it was rhetoric and composition's first foray into codifying and establishing what writing transfer means to the discipline. Elon researchers focused their study and analysis on students and the classroom and for good reason—i.e., students produce writing transfer, while instructors create curricula that trigger transfer. A focus on these two pieces is an important starting point in writing transfer research. With the student and classroom at the center, the Elon Research Seminar accomplished five important steps for writing transfer research. The Elon Research Seminar

1. encouraged specific learning and transfer theories for research;
2. developed working principles about writing transfer;
3. created enabling practices for the classroom;
4. fostered ways to recognize and study transfer; and
5. demonstrated principles currently in development. ("Elon Statement," 2015)

Seminar results remain quintessential to transfer research nearly a decade later, but one piece could propel transfer research further: institutional culture. Institutional cultures are unique and dictate what an institution accomplishes in writing curricula, student and faculty support, administrative structure and budget, and more. Institutional culture is a reality researchers must contend with regardless of instructional or personal intent. As writing scholars and instructors, we recognize how fundamental context and audience is to our work, so we should bring that same vigor to the research we conduct on writing transfer. Writing program administrators (WPAs), leaders of an institution's culture of writing, serve an important role in creating a writing program that represents and adds to institutional culture, thus WPAs need to familiar with their institutional cultures. Tierney (1988) states the importance of understanding culture when he writes, "Moreover, to implement decisions, leaders must have a full, nuanced understanding of the organization's culture. Only then can they articulate decisions in a way that will speak to the needs of various

constituencies and marshal their support" (p. 5). A nuanced understanding of institutional culture, therefore, allows researchers and WPAs to investigate how and why writing programs use specific writing transfer pedagogies and practices or not.

There are factors outside the student and the writing classroom that influence student and instructor success, including physical environments, the university's mission, the socialization of students and faculty into the culture, and much more. If researchers view these influences as instrumental in writing transfer, then culture is an important arena in which to study writing transfer. I do not argue that writing transfer researchers have shied away from acknowledging that external and internal actors influence transfer, but there has yet to be an approach, whether that be in research methods or in the perspectives we consider important, devised to understand these influences and how they contribute to successful writing transfer initiatives. As a field, we must investigate external and internal actors by asking additional questions: Why do rhetoric and writing researchers need to study cultures of writing? How do we measure cultures of writing and what research methods are best for understanding our personal contexts? How does comprehension of institutional cultures of writing deepen our definitions of writing and their importance? How much influence does classroom environment, institutional mission, or university leadership have on writing transfer? How do we encourage writing programs (e.g., first-year writing, writing across the curriculum, or professional and technical writing) to engage with one another in creating opportunities for writing transfer? Last, how is our intent affected by our personal contexts and vice versa? These questions are troublesome to conceptualize, but as a field we should be optimistic about answering them.

Institutional cultures of writing provide a fertile avenue for writing transfer research as it seeks to enrich the field by navigating outside the student and the classroom, although both remain crucial factors to writing transfer success. One core component to cultures of writing is to acknowledge that writing, like culture, continually changes with time. Mason (1920) describes this component when he writes,

> The development of writing has been an age-long evolution arising in the necessities of tribal and inter-tribal life, and demanded by the increasing complexities of society as savage man has advanced from his primitive state toward civilization and felt the need of recording his traditions and conserving his knowledge in some permanent and legible form. The first step in the direction of writing was taken when man early began to exhibit his in-born propensity for

> graphic expression, manifested in his attempts to imitate the shapes of the natural objects about him. (p. 40)

Gaur (1984) suggests writing's ultimate purpose to culture is "information storage" (p. 14). If writing is information storage, writing also depicts culture, including its values, beliefs, and attitudes. Writing, however, is more than just the written word—as the modern field of rhetoric and composition would argue. For example, cultures of writing in history have taken many forms, including cave paintings from 30,000 years ago in Southern Europe (Jackson, p. 14, 1981); pottery, figurines, and tablets from the fourth millennium BCE in the Danube Basin (Guichard, p. 17-19, 2002); cuneiform, or wedge writing, in Ancient Mesopotamia (Charpin, 2002; Durand 2002); ancient Egypt's use of hieroglyphics, hieratic, demotic, and coptic writings (Fischer, p. 37, 2003); and, of course, the writings used by the indigenous people of North America, the Mayans, China, India, Africa, etc. Each culture used writing in their own unique ways, so we can infer the same of the institutions we have today—e.g., the liberal arts college, the research-intensive university, the community college, and the state comprehensive university. Shen and Tian (2012) explain universities as cultures when they state, "Academic cultures on campus [are] actually the external manifest[ation] of the common values, spirits, behavior norms of people on campus who are pursuing and developing their study and research." Continuing, they write, "This kind of culture can be embodied in the rules and regulations, behavior patterns and the material facilities. It mainly consists of academic outlooks, academic spirits, academic ethics and academic environments" (p. 61). Writing is explicitly a part of the academic cultures of universities because first-year composition is almost ubiquitous in most universities. While we acknowledge institutions are different, we rarely acknowledge how institutional culture influences the forms writing takes or how a culture's values and beliefs encourage writing transfer. Specifically, we must ask ourselves, "is writing embedded and valued in our university's academic culture?"

Cultures of writing at universities typically manifest in required standardized testing results or writing course requirements (e.g., first-year writing and writing across curriculum), but there are many "behind the scenes" negotiations that influence a university's culture as well. It is these "behind the scenes" negotiations that truly separates institutions' cultures of writing from one another. As a field, rhetoric and composition admits that context is a critical component to writing program administration, but too often our research, thoughts, and beliefs rely on the idealistic of what writing and writing curricula should be rather than what writing and writing curricula can be

at our individual institutions. Two specific incidences in my career have led to personal frustrations with the field at large and its intent with various curricula or initiatives. First, I was a high school English teacher at a small rural high school where writing was not an important part of the school culture at large—I was a new teacher with student teaching occurring the semester prior. I noticed there were pockets of writing occurring in certain English classes, but not in others. Because writing was not part of some students' prior educational experiences, I had difficulty in getting sophomore students to write anything beyond a paragraph, let alone include a thesis and source support. The institutional culture forced me to rely on the five-paragraph essay as a structure to get students to write. To many within the field, the five-paragraph essay is a bane to their existence because students "should be" taught to go beyond this structure, and there have certainly been many complaints I have heard from instructors about students' use of the structure or why high school teachers do what they do. However, the culture of writing I found myself in dictated that the five-paragraph essay was the most appropriate method to get students to write—standardized testing also spurred the use of the structure. In writing transfer terms, students' use of the five-paragraph essay, however, sparked discussion of how students could adapt structure for future contexts, including genre elements that could transfer from genre to genre.

Once students leave the high school classroom, first-year composition is one of the first classes they will experience in their college careers. The goal of first-year writing is often to introduce students to college-level writing and writing in the disciplines, but that goal rarely manifests in success within a semester. Rhetoric and composition studies at the college level often look to specific approaches, curricula, or assignments to accomplish this goal (e.g., current traditionalist approach, academic writing, and/or expressivist pedagogies). The field, however, views these approaches, curricula, or assignments through an idealistic lens rather than a realistic one. A recent academic conference experience reminded me of this when scholars in my panel pointed too often to what a curriculum should be rather than what was possible in my context. The research I presented looked to include intersectionality as a mode of thinking into first-year composition courses alongside mixed methods research, with the added goal of viewing research through micro and macro lenses. I provided a sample curriculum to the audience that used an academic writing approach and asked students to conduct mixed methods research. My goal with this hypothetical curriculum was to allow students to choose their own topics to investigate throughout the course, but students would complete the same assignment sequence: 1) literature

review, 2) primary research, 3) argumentative research essay, and 4) multimodal remediation. I had yet to teach any version of this course, so the presentation explored potential uses of intersectional thinking.

Given my institutional context (i.e., Purdue University) requires only one writing course for students, English 106: First-Year Composition, the course needed to pack a lot of material into one semester while also preparing students for writing in the disciplines. Because most students at Purdue are STEM students, connections to student interests would need to be made to encourage student participation. Furthermore, institutional pressures and public facing documents singled out the writing program for being "too easy" for students and not preparing them for rigorous writing in the disciplines—the administration looks poorly on these deviations. I had hoped this conference could spark new ideas into intersectional thinking, the first-year composition classroom, and how context shapes our institutional curriculum. Comments at the conference, however, focused too much on how my context and the sample curriculum was too rigid and the approaches I took were incompatible with intersectional theory, so engagement with the actual reality of the context was missing and instead veered into what intersectionality should be in first-year writing courses. One respondent even stated, "How are you going to teach writing? I couldn't figure out intersectionality in a directed reading course with my student in a semester." Critiques of the presentation also centered on the prototype curriculum and how it was not radical enough in its use of intersectionality. Although my context was not the focus of the actual presentation, some scholars made it the focus, criticized it, and went into discussions of what the ideal intersectional classroom would look like. I agreed with these scholars that their commentary and suggestions would certainly be ideal, but I was being asked to do the impossible: ignore my institutional context.

As I've reflected on these frustrating experiences, I realized the ideal is often easier to theorize in research and curriculums than engaging with our messy contexts. Therefore, rhetoric and composition scholarship sorely needs a model to understand how institutional context shapes a culture of writing. Institutional cultures, whether or not we like it, serve an important role in why students choose certain institutions over others. For example, students choose Purdue for its engineering and STEM focus. Tierney writes, "An organization's culture is reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and a symbolic level" (p. 3). Adding to this suggestion, Shen and Tian (2012) argue, "Universit[ies] should combine [their] specific task[s] and short-term

task[s] with historical mission[s] and long-term objective[s]. In other words, [they] should integrate [their] tasks and missions into culture practice, culture inheritance and culture innovation, and act as a promoter of culture" (p. 64). As a member of the culture, the writing program plays a key role in practicing and innovating the culture. I do not mean to argue that writing programs cannot challenge the culture, but it will take a deep understanding of the culture before a challenge can proceed. Therefore, a model that illustrates the realistic possibilities of a writing culture is important because it provides researchers with a tool to understand their own writing context. Although I do not argue the idealistic is unwarranted, curricula that focus on the idealistic over institutional context will never fully be achieved. A culture's failures and constraints provide more possibilities for WPAs than the idealistic, so a model that illustrates this reality is pivotal. By working with the reality of our institutional contexts, WPAs are more likely to foster writing transfer that benefits students and contributes to the institutional culture.

The State Comprehensive University

This dissertation provides insight into the cultures of writing of one overlooked institutional category: the state comprehensive university (SCUs). SCUs developed out of normal schools—schools that formally trained teachers—branch campuses, and YMCA colleges (Finnegan, 1991; Ogren, 2003; McClure, 2018; Orphan 2015). By using the SCU as a site of study, I add more insight into writing transfer because transfer research has often focused on the research-intensive institution. Specifically, I seek to add insight to Moore's (2012) call, "How do institutional characteristics shape activity systems? To test the validity of the disciplinary mapping of writing-related transfer, scholars will need to replicate it with other 'travelers' from other institution types, geographic region, and identity groups." Because of this need, SCUs best illustrate the need to view writing from an institutional viewpoint because of their complex constraints and student populations. The American Association of State Colleges and Universities (AASCU) represents SCUs and establishes the vision and mission of this institution type: "public colleges, universities and systems whose members share a learning-and teaching-centered culture, a historic commitment to underserved populations and a dedication to the research and creativity that advances their regions' economic progress and cultural development" ("Strategic Plan," 2015). This definition provided by the AASCU encompasses university systems, so the definition accounts for research-intensive institutions too.

McClure (2018) states that SCUs "vary widely in terms of institution size, student demographics, mission, history, culture, selectivity, and geography" (p. 120). Therefore, research at SCUs can be difficult because of the widespread classification. Institutions like Clemson University to Indiana University Purdue University—Indianapolis are state comprehensive universities, although classified as research-intensive institutions. The widespread differences in SCUs are best illustrated through an example of four institutions listed explicitly as members of the AASCU. For instance, in Indiana alone the context of four SCUs (i.e., Ball State University, Indiana University Kokomo, Purdue University Northwest, and University of Southern Indiana) are drastically different in terms of enrollment, acceptance rate, graduation rate, and endowment. To illustrate the wide span SCUs encompass, I used the U.S. News' compare feature to illustrate the differences in student population, acceptance rate, four-year graduation rate, and endowment for the four universities mentioned above. Ball State University has the highest enrollment at 22,541 (Ball State, 2019) in 2019 while Indiana University—Kokomo has the lowest enrollment of 2,969. The University of Southern Indiana comes in at a total undergraduate enrollment of 7,094 and Purdue University Northwest comes in at 7,717 all for the 2019 academic year. In addition, two of these institutions have a +90% acceptance rate (Southern Indiana and Purdue University Northwest), while Indiana University-Kokomo has an acceptance rate of 74% and Ball State an acceptance rate of 65% ("Compare University," n.d.). Another feature that sets SCUs apart, at least according to these four universities, is the four-year graduation rate: University of Southern Indiana (31%), Indiana University-Kokomo (22%); Purdue University Northwest (17%); and Ball State (54.2%) ("Compare University"). In comparison, the graduation rates of the research-intensive institutions in Indiana are higher but this comes with a more selective admissions policy and bigger endowments: Indiana University (67%) and Purdue University (59%). Perhaps the biggest separation of SCUs is the endowment each institution receives. The following are the 2017 total endowments received according to Datausa.io: Ball State University ($202 million); University of Southern Indiana ($45.7 million); Indiana University—Kokomo ($7.66 million); and Purdue University Northwest ($4.48 million) (Data USA, 2017a, b, c, d). Interestingly, I could not find the endowments of these four institutions in the 2020 report of the National Association of College and University Business Officers endowment data. Although there are significant differences, the AASCU classifies them as state comprehensive universities ("Compare University," n.d.). Studying institutional cultures of writing at state comprehensive universities is

an arduous task considering its vastness; however, studying these institutions provides educational researchers with insight into how writing functions, develops, and meets institutional, regional, and student needs.

Adding to this complexity is that SCUs have many names, including state comprehensive universities (Henderson, 2007; Isaacs, 2018), regional comprehensive universities (Orphan, 2018), public master's universities (Titus, Vamosiu, & McClure, 2016), state colleges and universities (AASCU, 2018), and public regional universities (McClure, 2018). SCUs also include Historically Black Colleges and Universities and Hispanic-Serving Institutions. In the Carnegie Classification system, SCUs fall under Master's Colleges and Universities, Baccalaureate Colleges, and Baccalaureate/Associate's Colleges ("Basic Classification," n.d.). There are a few institutions who fall under the classification of Doctoral Universities, or R1 and R2 status. The *U.S. News and World Report* divide state comprehensive universities into two categories: Regional Universities and Regional Colleges. Regional Universities "offer a broad scope of undergraduate degrees and some master's degree programs but few, if any, doctoral programs" while Regional Colleges "focus on undergraduate education but grant fewer than 50% of their degrees in liberal arts disciplines" (Morse and Brooks, 2020). Orphan (2018a) suggests nine criteria for defining SCUs in her research study "Public Purpose Under Pressure: Examining the Effects of Neoliberal Public Policy on the Missions of Regional Comprehensive Universities":

1. Founded as a branch campus, normal school, YMCA night school, regionally focused Historically Black College, or community college;
2. 4-year institution;
3. Historically open enrollment with acceptance rates at or above 60%;
4. Carnegie classified 'masters,' 'baccalaureate,' 'baccalaureate/associate,' institution;
5. Carnegie undergraduate profile classification of 'inclusive''
6. Emphasis on teaching and student-centeredness and applied research with little to no disciplinary research;
7. At least 80% of students from the region and at least 30% first-generation;
8. Evidence of stewardship of regional economic and civic life and civic education of students; and
9. Membership in AASCU. (p. 68)

Orphan's nine criteria serve as an important starting point into defining SCUs, yet they remain vast. SCUs are a vital part of postsecondary education because they "enroll the largest proportion of underrepresented students—including military veterans, adult learners, ethnic minorities, first-generation students, and immigrants" (Orphan, 2018c). The wide-ranging student dispositions that

come with SCUs' student population also serve as an important site in which to study writing transfer (Moore, 2012). The SCU category, as illustrated above, cannot be treated universally, thus the SCU category amplifies the need to study transfer institutionally.

Although the names of SCUs are abound, there are three pillars that describe the mission of these universities:

1. Provide educational access to marginalized and economically disadvantaged students;
2. Demonstrate a close relationship with the region and its economy; and
3. Create a teaching and student-centered environment (AASCU, 2002; Henderson, 2007; Orphan, 2015).

These three characteristics set SCUs apart from other types of institutions such as the liberal arts institution or the research-intensive organization. Unfortunately, educational research understudies SCUs because most research focuses on flagship universities, highly selective liberal arts institutions, or community colleges (Kirst, Stevens, & Proctor, 2010; McClure, 2018; Orphan, 2018a). Much like educational scholarship, rhetoric and writing studies often overlook the SCU as an important contributor to our knowledge-making practices, most likely because our PhD programs are situated inside R1 and R2 institutions. Moore (2012) also iterates that much of rhetoric and composition's transfer research takes place in these institutions as well, so diversifying our contexts for transfer research is crucial. To better understand the institutions in our field, I used Rhetmap's list of PhD programs in rhetoric and composition and found that only 28% of our PhD programs are in SCUs, which includes research-intensive universities that are part of state systems who are members of the AASCU. However, when we eliminate institutions that are only members because they are associated with a state system but are research-intensive organizations (e.g., Utah State University, Oklahoma State University, University of Wisconsin—Madison), only 18% of our PhD programs are in SCUs. If we take it one step further and eliminate institutions labeled as R1 or R2 in the Carnegie Classification system, only 1% of our PhD institutions, or one institution (i.e., West Virginia State University), are SCUs. The importance these institutions serve, however, should not be underestimated in rhetoric and composition because many graduate students will leave their research-intensive institutions for SCUs.

To better understand the role SCUs play, they make up around 430 institutions in the United States and serve the needs of the local communities more so than flagship or research-intensive institutions (Orphan, 2018c). According to a 2017 National Center for Education

Statistics report on institution types, there are 1,626 total public institutions in the US. However, if we eliminate the 876 two-year institutions, there are 750 institutions left. If this is the case in 2021, 57% of our public institutions are SCUs, thus graduate students may likely find faculty appointments in SCUs. Most times, newly appointed faculty will be the only rhetoric and composition scholars in this institutional context, so other faculty and administrators will rely on them for writing advice. This data strengthens Moore's (2012) claim that the field needs to diversify our studies of writing transfer, especially in geographical and institutional terms. Graduate students thus need writing program experience at SCUs. For example, Isaacs (2018) in *Writing at the State U*—one of a few sources on writing at US state comprehensive universities—offers that she, as a rhetoric and writing scholar, often felt "out of the loop" with writing program administration research when she states, "Along the journey I had often felt apart—and sometimes excluded—from the scholarly conversation on writing program administration, as it was so often set within the context of the research university or, less frequently, the small college" (p. 3). When we as a discipline focus too much on the idealistic of what a writing program should be and most often in a research-intensive institution, we fail to train future faculty appropriately to navigate the terrains of SCUs. SCUs also have particular issues in encouraging writing transfer, especially in terms of a vertical writing curriculum or student experiences, so first-hand experience with these issues may not be found at our PhD-granting institutions (Baird & Dilger, 2017, 2018). With the makeup of writing transfer research, rhetoric and composition PhD programs' locations, and Isaacs' (2018) work in mind, deeper research into US state comprehensive universities can propel rhetoric and writing studies further.

The State Comprehensive University and Writing Transfer

SCUs are fertile grounds for studying cultures of writing because of the three pillars mentioned previously: SCUs provide educational access to marginalized and economically disadvantaged students, create and sustain roots with a region and its economy, and are teaching and student-centered. These characteristics are prime targets for understanding how transfer is or could be ecologically encouraged within writing programs. McClure (2018) delineated five focus areas for SCU research: 1) historical studies; 2) introductory and classificatory studies; 3) backdrop studies; 4) faculty experience studies; and 5) striving for prestige studies (p. 119-121). Historical studies of SCUs focus on how SCUs came to be and how that evolution has shaped our current

conceptions of the institution (p. 119). Introductory and classificatory studies often establish the defining criteria for SCUs alongside a discussion of the values and missions of these universities (e.g., Henderson, 2007; Schneider & Deane, 2015). The next type of study is that of backdrop studies that use SCUs as a context to study things such as graduation rate or institutional spending (McClure, 2018, p. 120). In the fourth type of study, faculty experience surveys focus on SCU faculty and their interpretations and navigations of the SCU context (p. 120). The last type of study according to McClure is striving for prestige, which is perhaps a never-ending issue for some SCUs. SCUs strive for prestige in order to attract new students and the funding and namesake of achieving an R1 or R2 status in the Carnegie Classifications. While these studies do not directly relate to writing transfer, they provide valuable information on how SCUs operate and what their missions intend to do.

Although there are several types of studies surrounding SCUs, these studies rarely take place in rhetoric and composition because of the field's focus on the research-intensive institution (see Moore, 2012). However, Isaacs (2018) research study is best described as a "bird's eye view" of the state comprehensive university because she collected catalogs and "Institutional Research reports, department and program websites, assessment units' publications, and registrar documents and reports" of 106 SCUs that are members of the American Association of State Colleges and Universities (p. 6). Isaacs sent out surveys to "identified and confirmed leaders" within these institutions to triangulate the research data and give rhetoric and writing studies a bird's eye view of what writing looks like at state comprehensive universities. The overview that Isaacs presents serves as an important starting point for the field to direct our attention to the SCU context. I build on Isaac's study by providing a more micro-level analysis of six SCUs and how writing programs navigate their institutional contexts to encourage writing transfer.

Studying the SCU context and transfer simultaneously offers opportunities to see how other contexts outside of the research-intensive institution promote transfer. Two pivotal research studies influence this decision, Nelms & Dively (2007) and Nowacek (2011) who suggest that institutional contexts affect students' abilities to transfer. First, Nelms & Dively (2007) suggest,

> Indeed, the manner in which institutions of higher education structure student movement from the narrow confines of the first-year composition course out into the ever-broadening contexts of further higher education and beyond will determine the amount of success students have transferring what they learn in their composition courses. (p. 214)

Nelms & Dively essentially argue that the way an institution structures writing courses and the times at which students take the courses will ultimately affect how well students transfer their writing knowledge and skills. Institutional course structure is an important component, but research into further components is needed to foster a deeper understanding of transfer. Nowacek (2011) takes Nelms & Dively's argument further and suggests students become agents of integration because of institutional context and values, thus "Understanding students as agents of integration situates students' experiences as individual meaning-makers within an institutional context that often works against [and with] the recognition and valuing of transfer" (p. 8). In sum, the institutional culture, values, and status (i.e., a private, Catholic University for Nowacek) influences students' abilities to transfer. Nelms & Dively (2007) and Nowacek do not dive deep into the components of institutional cultures and contexts but suggest they play a prominent role.

Because of the three pillars of SCUs and the institutional cultures they create, transfer research is potentially rich because of the close relationship with the local region and economy. SCUs have the opportunity to create writing tasks and situations that are to be reimagined, adapted, and negotiated within the students' future context. Wardle (2013) states that "The responsibility for transfer is distributed among individuals and the contexts in which they learn and act, including the tasks in those contexts" (p. 144). The close nature of SCUs with the local community also means that practices of transfer might be more explicit and related to the context of the region. As quoted in Engle et. al (2012), "learning and transfer contexts can be socially framed in different ways and that this will then influence students' propensity to transfer what they learn" (p. 217). Because of the social nature of SCUs, these institutions can construct writing programs in a manner more suited to studying transfer than a research-intensive institution. Table 1 (next page) demonstrates how the tripartite mission of SCUs provides opportunities for students to reproduce writing transfer and avenues for potential research. These three missions as stated previously are anchors on which writing transfer is socially framed by writing programs.

Besides the advantages given to SCUs in terms of transfer, several factors also influence the development of transfer frameworks. For example, Schneider and Deane (2015) suggest four major factors influence an SCU's ability to operate: SCU finances, accountability, instructional methodologies, and student success in the labor market (p. 7). Especially challenging to SCUs are the financial elements because they do not receive the amount of state funding that flagship universities do, so they rely mostly on tuition dollars to fund operations (p. 7). One area that this

dissertation seeks to help illuminate is the instructional methodologies that writing programs at SCUs implement. “But we really have no idea about the extent to which this traditional approach [lecture] has changed in recent years. Nonetheless, we do know that there are two big movements afoot that can challenge the traditional instructional model of higher education,” state Schneider and Deane (p. 10). These two challenges are technology and competency-based learning, which are best addressed through institutional culture. Both areas are prime subject areas for writing researchers because we seek to deconstruct traditional lecture approaches in our teaching methods (e.g., WAC). Technology also plays a large role in how instructors teach writing because technology has changed the way the field conceives of writing and its administration in writing programs (DeVoss, Cushman, & Grabill, 2005). Because of the tripartite mission of SCUs and the potential they have for transfer, instruction implementation in writing programs becomes an important arena of study. The study of how SCUs’ missions, internal and external constraints, and pedagogical methods illustrate that implementing a writing culture depends on a plethora of factors. These factors affect the central entity within this study: writing programs and their administrators.

Table 1.1 SCU Pillars and their relation to potential writing transfer research.

SCU Pillar	Relationship to Transfer	Opportunities for Research
Provide educational access to marginalized and economically disadvantaged students	Because of the diverse student experiences, student dispositions, identities, and prior writing experiences potentially enrich the classroom. However, instructors must carefully look at the rhetorical challenges presented to students as students' backgrounds are varied, which means prior knowledge is of critical importance.	A diverse student population allows for the study of students from various writing experiences and backgrounds and how they enact writing transfer. Dual-enrollment, ACT scores, stretch programs, and transfer students are some areas for potential research. The diverse student population may also lend itself to studying transfer between languages.
Demonstrate a close relationship with the region and its economy	Provides potential to create communities of practice that extend beyond the classroom and into upper-level writing classes or internships. Threshold concepts could be developed through engagement with the region.	The relationship with the local economy provides potential to work with local businesses on their writing expectations, and it provides an environment where researchers can study student internships (Baird & Dilger, 2017).
Create a teaching and student-centered environment	The teaching and student-centered environment could play a pivotal role in enacting the Elon Research Seminar's enabling practices alongside approaches such as teaching for transfer or writing about writing. The social context of the classroom and its approach is critical to the success of transfer.	Provides the opportunity to work directly with writing programs on their curricula and pedagogies in an environment dedicated to student learning. Learning outcomes, course structure, and administrative structure and budget (see Beaufort, 2007) provide some areas where SCU research would be rich.

Research Question and Goals of the Study

To address the aforementioned, this study investigates the following research question: How do state comprehensive universities distribute the role(s) and responsibilities for writing transfer to the writing program and the institution's context systems? There are three overarching goals in answering this research question: 1) highlight the SCU context and how this context influences writing transfer; 2) explore a descriptive method, using Bronfenbrenner and Morris' (2006) bioecological systems theory and McLeod and Maimon's (2000) five components of a successful WAC program, to illustrate cultures of writing and their ability to encourage or

discourage transfer[1]; and 3) identify potential actions writing programs can take to encourage writing transfer and explore the responsibilities a university's context systems have to transfer. I address these goals in eight chapters. In Chapter 1, I illustrated the importance to study writing transfer in the SCU context because of the lack of research on this institution context and that 57% of the public institutions are SCUs. I showed the critical importance the SCU context has on rhetoric and composition as a field and how the missions of this context potentially promote writing transfer. Chapter 2 presents a literature review of writing transfer research and how its connection to writing across the curriculum research presents opportunities to study writing transfer. The last part of Chapter 2 relates all the research to the SCU context.

Chapter 3 describes the methods employed within two specific studies: a pilot study and the dissertation. The dissertation was only possible because of a pilot study I conducted in Fall 2018 on writing across the curriculum programs and how they encourage writing transfer. I build upon the methods used in the pilot study for the dissertation but expand the methods to include a discussion of multiple writing programs rather than just writing across the curriculum programs. Each study, however, relies on Bronfenbrenner & Morris' (2006) bioecological model, which includes an analysis of the persons, processes, context systems, and time of state comprehensive universities, and McLeod and Maimon's (2000) successful components of a WAC program as the theoretical backdrop. Interviews with writing program administrators illustrate how insiders within an institution view writing transfer. Chapter 4 presents the pilot study of writing across the curriculum programs and how they promote writing transfer, which allows me to argue that WAC programs are indeed promoters of writing transfer, even though they may not consider themselves agents of transfer. In Chapters 5 and 6, I present the results of the dissertation study for the writing program's processes and the roles and responsibilities of the institutional context systems. Chapter 7 presents the implications for the study, including a discussion of the actions writing programs can take to encourage writing transfer and the specific roles and responsibilities context systems play. I conclude the dissertation in Chapter 8 with a discussion of the takeaways and future research avenues.

[1] Bronfenbrenner and Morris' (2006) bioecological model utilizes the chrono, macro, exo, meso, and microsystems and how they interact to influence a child's growth and development.

CHAPTER 2: LITERATURE REVIEW

I described in the previous chapter the goals of the Elon Research Seminar, *Critical Transitions: Writing and the Question of Transfer*, and how it provided a closer look at the roles students and classrooms play in writing transfer. I suggested that transfer researchers could expand our comprehension of writing transfer by looking at how institutional cultures influence the writing transfer process. Also, I examined how the missions and values of state comprehensive universities (SCUs) map onto our current lenses of writing transfer and why researching the SCU could provide a deeper understanding of institutional culture and its effects on writing. After establishing my research trajectory, I use this chapter to further elaborate on writing transfer scholarship, defining key terms for writing transfer, and the role the Elon Research Seminar has on the field at large. Second, I describe the two most prominent requirements for writing—-i.e., first-year composition and writing across the curriculum—-and how these course requirements affect writing transfer and the development of a culture of writing. Last, I explicate the importance of looking at writing transfer and cultures of writing through an organizational culture theory approach because it establishes context as an important factor in what gets accomplished and what does not. The last section briefly introduces the theoretical framework and methods allayed more fully in Chapter 3.

Transfer Scholarship and the Elon Research Seminar

In Chapter 1, I briefly described the role the Elon Research Seminar (ERS), *Critical Transitions: Writing and the Question of Transfer,* had on writing transfer research. However, I want to use this section to define transfer terms and research more fully in the fields of educational psychology and rhetoric and composition, while also elaborating on the knowledge and practices produced and set in motion by the ERS.

Background Studies and Terms that Influence Writing Transfer Research

Writing transfer research borrows much of its knowledge on transfer from educational psychologists David Perkins and Gavriel Salomon. Perkins and Salomon (1992) define transfer when they state, "Transfer of learning occurs when learning in one context or with one set of materials affects performance in another." From this definition, these two researchers delineate

several key terms, or outcomes for writing transfer: *positive* and *negative transfer*, *near* and *far transfer*, and *low road* and *high road transfer*. Positive transfer manifests "when learning in one context improves performance in some other context," while negative transfer occurs "when learning in one context affects negatively on performance in another." Both positive and negative transfer have implications for writing transfer research, including opportunities to correct negative transfer through several actions (e.g., curriculum or student support). Alternatively, Perkins and Salomon (1992) advocate for a deeper understanding of transfer in comparing near and far transfer, but they refrain from codifying these concepts because they broadly characterize instances of transfer. Near transfer occurs between similar contexts, and far transfer happens between "remote and alien" contexts. Positive and negative transfer and near and far transfer are best viewed as descriptors of transfer.

Perkins and Salomon (1988) complicate transfer by codifying two forms: 1) low road transfer and 2) high road transfer. In low-road transfer, students trigger practiced habits and/or routines when new contexts are like the original context in which students learned these habits and/or routines. High-road transfer requires students to "mindfully abstract" learned knowledge in a new, foreign context from which students learned the habits and/or routines (p. 25). Salomon and Perkins (1989b) one year later expound on high road transfer to suggest two types: *forward-reaching* and *backward-reaching* (Salomon & Perkins, 1989b). Forward-reaching high road transfer asks students to "mindfully abstract basic elements in anticipation for later use," and backward-reaching high road transfer requires a student to "face a new situation and deliberately search for relevant knowledge already acquired" (p. 113). Together, these descriptions of transfer are only useful for research and praxis if writing programs can encourage them through teaching.

Perkins and Salomon (1988) encourage two teaching techniques, *hugging* and *bridging*, to teach for transfer. Hugging encourages instructors to use conditions that closely resemble the contexts students are asked to produce low road transfer (e.g., write an article summary for FYC and then for a first-year engineering course). Bridging requires instructors to set the stage so that students are asked to make abstractions of connecting material in one context and applying it to a different context for high road transfer (e.g., how would you write a literature review in FYC versus a dissertation) (p. 28-29). Perkins and Salomon (1989a) expand on teaching for transfer and suggest transfer "is highly specific and must be cued, primed, and guided; it seldom occurs spontaneously" (p.19). Teaching for transfer must be explicit and triggered in order for students to

recall information and produce transfer. For instructors, knowledge of transfer is critical to the success instructors will have on students' abilities to teach and engage transfer. Transfer appears to be an individualized phenomenon related to the student and the instructor. However, the individualized phenomenon of transfer is complemented by the social contexts the student and instructor find themselves in. Therefore, transfer is a reproduction of an individual's lived experiences (i.e., dispositions) and their subsequent social contexts (e.g., the classroom, university life, home life, etc.).

Salomon and Perkins (1998) argue social influencers play an impactful role in students' abilities to produce transfer. Subsequently, writing programs and their WPAs are as influenced by their social contexts as students are influenced. Describing this influence, Salomon and Perkins (1998) suggest,

> Relatedly, the development of autoregulation of learning in individuals and collectives needs to include attention to the social nature of learning. It is not enough to learn to direct one's own learning as an individual learned abetted by artifacts such as textbooks. Learning to learn in an expanded sense fundamentally involves learning to learn from others, learning to learn with others, learning to draw the most from cultural artifacts other than books, learning to mediate others' learning not only for their sake but for what that will teach oneself, and learning to contribute to the learning of a collective. (p. 21)

Transfer is not solely produced based on the cognition of the individual student, although it plays an important role, but also on how the social environment influences transfer. For example, in the classroom, students' abilities to transfer are influenced by their dispositions, classroom environments, classmates, and on the disciplinary artifacts instructors bring to the classroom. To account for the social aspects to transfer, Perkins and Salomon (1989a) advocate for instructors to include discussion and activities that trigger both general and context specific knowledge and skills. Together, it can be ascertained that transfer is both an individualized and social phenomenon that requires both general and context-specific skills and knowledge and explicit teaching practices.

Other important works that guide writing transfer research are Tuomi-Gröhn and Engeström's (2003) edited collection, *Between School and Work: New Perspectives on Transfer and Boundary Crossing.* In Chapter 2 of this collection, Tuomi-Gröhn and Engeström recount several theoretical approaches to transfer, including Thorndike's identical elements, Judd's general principles, cognitive views of transfer, theories of situated learning, sociocultural views, and cultural-historical activity theory—theories later adopted by writing transfer researchers and the

Elon Research Seminar. While all these theories are important to writing transfer research and perspectives, I focus on the sociocultural views of transfer research. Beach (2003), Chapter 3 in Tuomi-Gröhn and Engeström's collection, elaborates on the social aspect of transfer when he argues generalizations are knowledge propagation, which is influenced by social organization and changes in the individual and social organization (p. 42). Like Salomon and Perkins (1998), Beach implies that a student's social environment plays a key role in their ability to produce transfer. *Consequential transitions*, another term by Beach, suggests,

> Transition, then, is the concept we use to understand how knowledge is generalized, or propagated, across space and time. A transition is *consequential* when it is consciously reflected on, struggled with, and shifts the individual's sense of self or social position. Thus, consequential transitions link identity with knowledge propagation. (p. 42)

Beach goes on to define four types of consequential transitions in *lateral*, *collateral*, *encompassing*, and *mediational* (see Beach). Regardless of consequential transition type, there are characteristics that mutually define these transitions:

1. Knowledge moves across social spaces and time and is "constructed and reconstructed during transitions";
2. Transitions involve a change in identity—including persons, institutions, and social events—which involves "a sense of self, social position, or a feeling of becoming someone new with knowledge propagation";
3. Consequential transitions are changes in the relationships between persons and social activities and are recursive. (p. 42-43)

Consequential transitions are crucial for transfer research because they sketch the close relationship individuals have with their social contexts. In teaching terms, consequential transitions suggest students are affected by their social environment, which includes the curriculum and teaching practices of the instructors, and that the relationships students have with these social contexts can change.

Besides this social research presented by Beach (2003), the *Educational Psychologist* journal dedicated a special issue (vol. 47, issue 3) to transfer that looked into multiple research and teaching angles for transfer. Eight articles in total were published and focused on three themes as delineated by Goldstone and Day (2012): "a) the importance of the perspective/stance of the learning for achieving robust transfer, b) the neglected role of motivation in determining transfer, and c) the existence of specific validated techniques for teaching with an eye toward facilitating students' transfer of their learning" (p. 149). Each of these themes and their subsequent articles

could be helpful for future research in writing transfer. Influencing the social perspective of writing transfer, for example, is Engle et al.'s (2012) contribution, "How does expansive framing promote transfer? Several proposed explanations and a research agenda for investigating them." In this piece, Engle et. al (2012) use the term *expansive frames* to suggest, "Because settings comprise times, places, and participants, an expansive framing of learning setting may extend it to include the past and the future, different places, and additional people...learners are positioned as active participants in a learning context where they serve as authors of their own ideas and respondents to the ideas of others" (p. 218). An expansive frame incorporates the social elements of writing transfer into students' educational experiences, but it also includes students' curriculum and movements from writing program to writing program (e.g., FYC to WAC). Countering the expansive frame, however, is a bounded frame that promotes a one and done context where knowledge and/or skills are not encouraged for later use. Expansive framing, if viewed in terms of writing programs, should connect students' curricula to show that what they learned in one course will be used in another context. Engle et. al state, "it is not just the physical context that matters for transfer, but also how social interaction frames learning and transfer contexts as particular kinds of social realities" (p. 217-218). Like Salomon and Perkins (1998), Beach (2003), and the works in Tuomi-Gröhn and Engeström's (2003) edited collection, the social environment and how it frames transfer influences students' likelihood to enact transfer. Engle et. al state five reasons expansive framing promotes transfer: Expansive framing

- **Explanation 1:** Connects settings to promote an expectation for future transfer;
- **Explanation 2:** Connects settings so that prior content continues being relevant in future contexts;
- **Explanation 3:** Promotes authorship and connects learning to prior settings to encourage transfer-in of prior knowledge in ways that support later-transfer out;
- **Explanation 4:** Promotes authorship to increase student accountability to content; and
- **Explanation 5:** Promotes authorship to encourage generation and adaptation of knowledge in transfer contexts. (pp. 222-225)

Educational psychology research has brought forth an expansive amount of knowledge for writing transfer researchers to research and implement. The research has showed that transfer is a cognitive, individualized phenomenon that is complemented by an individual's social environments. To encourage transfer, institutions, programs, and instructors need to teach transfer explicitly so that

students are aware of transfer contexts, and Engle et. al (2012) suggest that this teaching for transfer should be expansively framed so that students are continuously referring to prior knowledge and skills in service of new learning. Educational psychology has presented writing transfer researchers with many new research and teaching avenues.

However, the most important contribution, at least to this dissertation, is the need to study writing transfer from multiple perspectives. For example, Lobato's (2012) article, "The Actor-Oriented Transfer Perspective and Its Contributions to Educational Research and Practice," is influential to this dissertation research as I intend to reframe the field's perspective on writing transfer to be more inclusive of the larger institutional contexts in which we study transfer—i.e., I extend our research methods beyond the student and the classroom as the locus of analysis. Lobato suggests that perspective is a critical component to how transfer is researched, but also to the results that follow the chosen perspective. Lobato suggests,

> Central to the AOT [actor-oriented transfer] perspective is the distinction between an 'actor's' and an 'observer's' point of view. Taking an observer's point of view entails predetermining the particular strategy, principle, or heuristic that learners need to demonstrate in order for their work on a novel task to count as transfer...When taking an actor's point of view, the research does not measure transfer against a particular cognitive or behavioral target but rather investigates instances in which the students' prior experiences shaped their activity in the transfer situation, even if the result is non-normative or incorrect performance. (p. 235)

While this dissertation prescribes a specific heuristic from an observer's point of view—-i.e., McLeod and Maimon's (2000) elements of a successful WAC program—it brings in the actor's perspective, or the writing program director, to visualize how writing transfer is encouraged by the program through the program directors' experiences in their institutional context. By looking at writing transfer through multiple lenses, we may see how and why writing programs take the shapes they do because of institutional context. The WPAs perspective provides an insider's view of the institution and deeper look into the social elements that influence the student and the instructor. Together, all of this prior transfer research boils down to two important factors for transfer: 1) the individual and 2) the social context. The individual is the person asked to enact transfer through learning, practice, and prior learning experiences. Social context is much broader and includes the social environments individuals find themselves in as well as the social contexts of the institution's culture. The social context perspective serves to be influential in understanding writing transfer comprehensively.

Writing Transfer Research

Building on the work of educational psychologists, writing transfer researchers worked to put transfer into common terms for rhetoric and composition scholars. What remains the same between educational psychology research and rhetoric and writing research, however, is that transfer is difficult and hard to measure (e.g., McCarthy, 1987; Herrington, 1994; Anderson et. al., 1990; Beaufort, 2007; and Anson, 2016). For example, McCarthy, one of the first studies on writing transfer, investigated Dave's interpretations of writing across the curriculum. Three paramount findings include: 1) writing tasks may be similar, but they are interpreted as different tasks; 2) social factors in Dave's classes were found to contribute to Dave's abilities; and 3) appropriate texts were conceived by Dave, or as he phrases it, "figuring out what the teacher wanted" (p. 243). Key to McCarthy's results was finding two because it shows that Dave's social environment played a role in how Dave could enact writing transfer and figure out what the teacher wanted. More importantly, it demonstrated that the classroom and its social elements are drivers to writing transfer. Beaufort (2007) picks up on McCarthy's results to suggest that social contexts play an important role in how her subject, Tim, struggled transferring knowledge learned in first-year composition to his other courses and post-college career. Crucial to Beaufort's finding was the need to reconstruct first-year writing programs to connect to future writing contexts, so special attention to institutional context needs to occur. Although institutional context was not the focus of prior transfer research, threads of conflict between writing transfer and institutional constraints were present.

The aforementioned case studies showed that writing transfer is a complex, social phenomenon that depends on several factors, so more attention needed to be paid to classroom instruction. In fall 2012, *Composition Forum* dedicated a special issue (vol. 26) to widespread concerns in writing transfer research, including concepts such as genre (Rounsaville, 2012), a theory of prior knowledge (Robertson, Taczak, & Yancey, 2012), student dispositions (Driscoll & Wells, 2012), and threshold concepts (Adler-Kassner, Majewski, & Koshnick, 2012). The journal also presented two program profiles that elaborated on how transfer was embedded in New Mexico's Institute of Mining and Technology (Ford, 2012) and Dartmouth's Institute for Writing and Rhetoric (Boone et al., 2012). *Composition Forum's* special issue was a step towards understanding the deeper threads that make writing transfer possible theoretically and

institutionally, and this work would be complemented by the Elon Research Seminar from 2011-2013 (see *Elon Research Seminars* below).

All of this prior research led to two edited collections (Anson & Moore, 2016; Moore & Bass, 2017) dedicated to writing transfer and its various underpinnings. These edited collections explored themes such as threshold concepts (Adler-Kassner et al. 2016), attending to subject (Blythe, 2016), topography of writing transfer (Qualley, 2016), knowledge transformation (Donahue, 2016), learning across contexts (Grijalva, 2016; Hayes et al., 2016; Rosinski, 2016; DasBender, 2016; Boyd, 2017; Gorzelsky et al., 2017; Goldschmidt, 2017), identities (Wardle & Clement, 2016; Cozart et al., 2017; Barnet et al., 2017), metacognition (Gorzelsky, 2016; Rosinski, 2016), pedagogical strategies (Davis, 2017; Felten, 2017; Yancey, 2017; Robertson & Taczak, 2017; Wardle & Clement, 2017), and educational reform (Adler-Kassner, 2017; Farrell, 2017). All of this knowledge jumpstarted five key principles of writing transfer:

1. Successful writing transfer requires transforming prior knowledge for a new context;
2. Writing transfer is a complex phenomenon and acknowledging it is crucial;
3. Students' identities inform the success of their writing transfer experiences;
4. University programs can "Teach for Transfer";
5. Recognizing writing transfer requires mixed methods. (Moore, 2017)

These five principles shape the field's theoretical understanding, but they inform the teaching of writing transfer from the first-year composition classroom to disciplinary courses to career writing expectations.

Because teaching is a foundational element to rhetoric and composition, several teaching strategies have developed out of transfer research. Three important contributions include writing about writing (Downs & Wardle, 2007), threshold concepts, and teaching for transfer and reflection (Yancey, Robertson, & Taczak, 2014; Robertson & Taczak, 2017). Downs & Wardle (2007) describe the writing about writing curriculum:

> The course includes many of the same activities as current FYC courses: researching, reading, and writing arguments. However, the course content explores reading and writing: How does writing work? How do people use writing? What are the problems related to writing and reading and how can they be solved? Students read writing research, conduct reading and writing auto-ethnographies, identify writing-related problems that interest them, write reviews of the existing literature on their chosen problems, and conduct their own primary research, which they report both orally and in writing. (p. 558)

In a later piece, Wardle follows up this approach with the suggestion that FYC should teach "about writing in the university" versus how to write in the university (p. 767). Wardle through the use of genre suggests that teaching specific genres is difficult for instructors and students "when neither they [instructors] nor their students are conducting the work that calls for sand shapes those genres in other disciplinary classrooms" (p. 767). The writing about writing course, therefore, attempts to prepare students to transfer writing skills through metacognition and an awareness of disciplinary structures.

Disciplinary structures of composition are best understood through threshold concepts of writing (Adler-Kassner, Majewski, & Koshnick, 2012; Adler-Kassner & Wardle, 2015), which are built on the work of Meyer, Land, and Baillie (Meyer & Land, 2006; Meyer, Land, & Baillie, 2010). Threshold concepts of writing describe the *content of composition* by investigating "the questions, kinds of evidence, and materials that define disciplines and would thus define us as well" (Adler-Kassner & Wardle, p. xviii, 2015). As a field, there are five main threshold concepts: 1) writing is a social and rhetorical activity; 2) writing speaks to situations through recognizable forms; 3) writing enacts and creates identities and ideologies; 4) all writers have more to learn; and 5) writing is (also always) a cognitive activity (Adler-Kassner & Wardle, 2015). Accompanying these five key concepts are supplementary themes that elaborate on the key concepts (see Adler-Kassner & Wardle, 2015). The primary mission of threshold concepts is to establish what we as a field value about writing, which includes our values on transfer.

Writing transfer, although included in writing about writing and threshold concepts, is made explicit in teaching for transfer. Yancey, Robertson, and Taczak (2014) explicitly work towards encouraging transfer through the curriculum at Florida State University, a large research-intensive institution. The teaching for transfer curriculum requires four components: 1) key terms or concepts, 2) mentor texts that support writing assignments, 3) structured reflective writing on class activities and assignments, and 4) the development of a theory of writing throughout the semester and in a final assignment (p. 73). Out of this curriculum comes two important terms: remixing and repurposing. Yancey, Robertson, and Taczak suggest that

> defining remix as a way of integrating old and new, personal and academic knowledge and experience into a revised conception and practice of college composition may provide a mechanism to help students understand how writing development, from novice to expertise, works, and how they participate in their own development. (p. 126).

In composition terms, remixing is a method to get students to understand transfer without using disciplinary jargon (see Chapter 4). The term repurposing, originally conceptualized by Wardle (2012), is another critical term, which Yancey, Robertson, and Taczak suggest, "*creative repurposing for expansive learning*—taps a common practice of writers in the 21st century—that is, the repurposing of texts for new rhetorical situations and/or media" (p.1). The important element to remember about teaching for transfer is that each university adapts the approach to their own unique needs, hence the need to understand cultures of writing and writing transfer as distinct per institution.

Elon Research Seminars: An Invitation for Further Research

While prior research was influential, the Elon Research Seminar (ERS) worked to codify writing transfer for the field. In 2011-2013, forty-five writing researchers participated in the ERS's *Critical Transitions: Writing and the Question of Transfer*. There were several critical pieces of knowledge that came out of this seminar: a definition of writing transfer, enabling practices, a list of working principles, and methods to use when researching writing transfer. The settled upon definition of writing transfer advocates that "Writing transfer is the phenomenon in which new and unfamiliar writing tasks are approached through the application and, remixing or integration of previous knowledge, skills, strategies, and dispositions" (p. 4). Accompanying the definition was the development of key writing transfer principles, including social contexts, prior knowledge, dispositions and identity, routinized and transformative transfer, rhetorical knowledge and awareness, meta-awareness, and meta-cognition ("Elon Statement on Writing Transfer," 2015, p. 4). Important to these working principles, however, is the need for instructors "to consider what sorts of rhetorical challenges students encounter in our classes and contexts beyond and how to best help students navigate those challenges" (p. 6). The ERS seminar also developed additional working principles, including principles on explicit rhetorical education, writing and how it functions in communities, dispositions, classroom environments and their impact on learning, and designing writing opportunities with authentic elements and meta-cognition (p. 10).

These transfer practices undergirded the development of three teaching practices:

1. Construct writing curricula and classes "that focus on study of and practice with concepts that enable students to analyze expectations for writing and learning within specific contexts";

2. Require students "to engage in activities that foster the development of metacognitive awareness" that results in "developing heuristics for analyzing unfamiliar writing situations"; and
3. Model "transfer-focused thinking and the application of metacognitive awareness as a conscious and explicit part of a process of learning" (p. 5).

Salomon and Perkins (1989) argued transfer "is highly specific and must be cued, primed, and guided" (p.19), thus these practices make transfer explicit. The enabling practices attempt to "cue" writing transfer in students if they are purposefully embedded, and the practices are not solely meant for first-year composition classrooms.

Research methods and theoretical frameworks for writing transfer were another important contribution of the ERS. The researchers encourage the use of four theories: bioecological models and dispositions, cultural-historical activity theory, communities of practice, and threshold concepts. The bioecological model, as developed by Bronfenbrenner and Morris (2006), is the method used for this research study (explained in more detail in Chapter 3) and looks to understand an individual within their ecosystem. ERS participants elaborate that "the bioecological model suggests that learner's dispositions can affect willingness to engage with transfer and can have generative or disruptive impacts on the learner's context" (p. 4). This study argues that the bioecological model is also useful to understand writing programs and their WPAs and how they engage with writing transfer. The cultural-historical activity theory argues that individuals do not interact with systems directly, but interactions instead are mediated by cultural means and that students adapt to each context. The cultural-historical activity theory and the bioecological model share similarities in how students are influenced by the environments around them. Communities of practice are individuals or groups who share "values, goals, and interest" in their expectations for writing (e.g., engineers and their writing values and practices). The last transfer theory is threshold concepts, which were described above, and how they "challenge educators to identify concepts central to epistemological participation in disciplines and interdisciplines" (p. 4). Threshold concepts provide a thorough analysis into disciplines and how instructors value writing, which helps writing researchers understand other fields.

Building on the *Critical Transitions: Writing and the Question of Transfer* is a second seminar titled *Writing Beyond the University*. The second seminar focuses on writing contexts outside of the university with the goal "to add evidence-based research from a multi-institutional

and multi-disciplinary" angle ("Call for Applications," n.d.). Besides this goal, avenues for research include

- Understanding writing experiences and writing knowledge development across/among contexts for lifelong learning;
- Exploring writing and writers' experiences, prior knowledge, and writerly capacity; and
- Facilitating writers' ongoing self-agency and networked learning (both *networks* of people and *networked* access to and integration of knowledge. ("Call for Applications," n.d.)

This second research seminar encourages mixed-methods research to address the aforementioned questions so that data is diverse and triangulated. While the results of the seminar have yet to be published, the data are bound to show how writing is viewed in other contexts, which bodes well for deeper understanding of threshold concepts and communities of practice. Depending on the research participants, the results could provide insight into the bioecology of individual writers and how the surrounding environment influences writing transfer. Overall, writing transfer research is still in its infancy and with more time and resources dedicated to its study, the more we can provide curricula and resources that benefits students throughout their academic and professional careers.

Current Iterations of Cultures of Writing and Writing Transfer

There are two common iterations of cultures of writing where writing transfer research occurs: first-year composition (FYC) and writing across the curriculum (WAC). FYC attempts to provide students with experiences in college-level writing in many different forms and is more often than not a requirement of all students within the university. Warner (2018) states, "It's a course that's required in one form or another at just about every two-year and four-year institution in the country, part of the institutional 'core,' and yet when I ask this question, there's only limited agreement about what the thing actually is." Models such as teaching for transfer or writing about writing (described above) seek to provide some agreement on what composition can look like. Part of this issue of defining FYC is that each institution takes their own approach that is conducive to the institution and its student body. Regardless, the Council of Writing Program Administrators have compiled a list of outcomes for FYC that focus on four areas: 1) rhetorical knowledge, 2) critical thinking, reading, and composing, 3) processes, and 4) knowledge of conventions (Council

of Writing Program Administrators, 2019). Under each of these areas are several additional outcomes students should meet in FYC, but the approach programs take are different. In fact, programs do not have to use the WPA Outcomes because they only serve as suggestions rather than requirements of all FYC courses. Therefore, conceiving of a universal culture of writing of FYC is impossible because of the vastness of what writing curricula entails; however, diverse approaches to composition provide more avenues in which to study writing transfer.

Writing curricula broadened itself into a program known as writing across the curriculum (WAC). Before the 1970s WAC revolution, Russell (2002) suggests the blueprint for WAC developed in the change from a liberal arts curriculum to a discipline-specific education. Bazerman (1992b) summarizes Russell's point when he states, ""Put more simply, with the regularization of practices, we can see how people can come to understand one another well enough to get on with what they are doing" (p. 87). Bazerman (1992a) further argues that the study of this language allows practitioners to see how disciplines use language for their own social needs. By studying this language, Bazerman suggests "we [can] understand more about the kinds of language used in disciplines and how those languages are used." Also, "we can use those languages more effectively as individuals and as members of disciplinary groups, we can prepare students better to communicate within their fields, and we can provide guidance for editors and other influentials in shaping the communication system" (p. 104). Although streamlining communication efforts was a necessity based on cultural shifts, the issue now turned to how to teach students.

Maimon (1982) proffers that faculty participation is key to WAC's success, but it also depends on implementing successful pedagogy. "The first schools to establish cross-disciplinary writing programs," according to Maimon, "began by inviting faculty members from all disciplines to become students again, to join in seminars during summer and winter vacations, and to remember that all scholars are rhetoricians in the best, classical sense of that word" (p. 67). Faculty from the disciplines are crucial because they provide insight into their disciplines' writing practices. Lenoir (1993) amplifies this position by writing, "Disciplines are dynamic structures for assembling, channeling, and replicating the social and technical practices essential to the functioning of the political economy and the system of power relations that actualize it" (p. 72). Therefore, disciplinary practitioners and their knowledge base is paramount. If faculty from across the disciplines communicate with others about their discipline, the mythical nature of writing in the disciplines can be espoused.

According to McLeod (1992/2000), there are two approaches to pedagogy in WAC programs that guide disciplinary faculty: the *cognitive* and/or *rhetorical* approach. The cognitive approach includes writing to learn and the rhetorical approach includes learning to write in the disciplines—hence the need to have disciplinary experts as volunteers. These two approaches come together to create "basic assumptions of WAC: writing and thinking are closely allied, that learning to write well involves learning particular discourse conventions, and that, therefore, writing belongs in the entire curriculum, not just in a course offered by the English department" (p. 4). WAC has challenged the status quo on writing's importance but Condon and Rutz (2013) warn that "WAC cannot guarantee healthy pedagogy and assessment without faculty cultivation of the appropriate kinds of habits (e.g., revision, peer review, articulating rules of evidence and genre)" (p. 378). Hence, writing transfer too relies on interdisciplinary, collaborative efforts.

Measuring Organizational Culture(s)

Measuring culture is a difficult endeavor and one that depends on the researcher's field of study and perspective. Regardless of discipline, universities have distinct identities and cultures they propagate to recruit students. The study of university identities "acknowledge[s] that symbols, myths and language exert great social power in that they stimulate fresh ideas, change attitudes and provide new cognitive frames for action" (qtd. in Stensaker et. al, p. 10, 2015). University identity is encompassed in the university culture which is also "intertwined with and influenced by formal structure and hierarchy. This implies a conception that change [or identity] can be strongly affected by rational action and decision-making and depends on how one uses organizational resources to implement these process" (p. 10). Identity and culture are crucial to understanding writing transfer because they are integrated into a writing program.

Therefore, culture is "the common way that a community of persons makes sense of the world," thus writing programs are shaped by this "common way" (Gross and Rayner, 1985 p. 1). Additionally, "Culture is a set of plans, instructions, and rules, or, less purposively, a means of social accounting. This concept of culture as a control system starts from the assumption that much of human thought is basically both social and public" (p. 3). It is important to consider the neoliberalism of the university and how business scholarship and operations provide insight into how programs work with the day-to-day necessities of running a university. It is not within the

scope of this dissertation to elaborate on the criticisms of neoliberalism (see Hall, 2016; Giroux and Myrsiades, 2001), but it is within this dissertation to provide a method to understand how an institution (i.e., the university) creates a sense of culture for and within writing programs.

First, a distinction between organizational climate and organizational cultures needs to be illustrated. Organizational climate, according to Schneider (2000), is "the things that they [employees] report happen to them and around them [which] are the stimulate that yield the climate" (p. xxi). Schneider further argues that climate researchers are concerned with a focus on service or innovation and seek to measure that key focus (p. xx). Organizational climate can be divided into five key themes according to Ehrhart, Schneider, and Macey (2014) (see Table 2.1).

Table 2.1. Five themes of organizational culture (Erhart, Schneider, & Macey, 2014).

Theme	Theme Description
1	Organizational climate emerges through numerous mechanisms including leadership, communication, training, and so forth
2	It is not the mechanisms that are climate but rather the experiences those produce and the meaning attached to them
3	Organizational climate is a property not of individuals but of units/organizations; it is based on shared experiences and shared meaning
4	Shared experience and the meaning attached to them emerge from the natural interaction in units/organizations; climate is shared in the natural course of work and the interactions happening at and surrounding work
5	Organizational climate is not an affective evaluation of the work environment—it is not satisfaction—but rather a descriptive abstraction of people's experiences at work and the meaning attached to them

Schneider (2000) states that organizational culture "is the beliefs employees have about what management believes and values; in my present terminology, organizational culture captures the attributions employees have about the gods management worships—the cost-cutting god, the risk-taking god, the customer god" (p. xxi) Erhart, Schneider, and Macey (2014) developed attributes of organizational culture in Table 2.2 (next page).

Table 2.2. Attributes of organizational culture (Erhart, Schneider, & Macey, 2014).

Attributes of organizational culture
● Organizational culture is shared ● Organizational culture is stable ● Organizational culture has depth ● Organizational culture is symbolic, expressive, and subjective ● Organizational culture is grounded in history and tradition ● Organizational culture is transmitted to new members ● Organizational culture is transmitted to new members ● Organizational cultures provide order and rules to organizational existence ● Organizational culture has breadth ● Organizational culture is a source of collective identity and commitment ● Organizational culture is unique

Cultures of writing are thereby complicated, multi-faceted, and not essentialist, but are built on a variety of concepts and artifacts that are physical and amorphous. Ehrhart, Schneider, and Macey (2014) state that culture and climate "are seen to emerge for people through many different channels of information and experiences, with such information directly or indirectly reflecting and suggesting the implication of the larger context for people" (p. 198). To truly understand these cultures, one has to take a multi-pronged approach to delineate how these cultures operate under unique conditions. Culture research and method has created seven areas that lead to strengths of such type of research, including: 1) deeper psychology of organizations, (2) breadth, (3) socialization, (4) the external environment, (5) development and change, (6) qualitative methods, and (7) passion and richness (p 208). Accounting for these levels of analysis and implementing them to the field of rhetoric and composition calls for an understanding of how a program, or a writing program director, experiences both climate and culture directly. Therefore, Bronfenbrenner's bioecological systems theory provides one construct to visualize writing programs within their bioecological systems.

Bronfenbrenner's bioecological systems theory is composed of five context systems: chronosystem, macrosystem, exosystem, mesosystem, and microsystems. Each of these systems involve key stakeholders, but each system has a unique role to play. The macrosystem, for example, is "the larger-scale social systems" (Johnson, 2008, p. vi) including the university-system at large, funding, and university committees. A step below is the mesosystem, which Turner (2012) states includes two social units: "(1) *corporate units* revealing divisions of labor in pursuit of goals… [and] (2) *categoric units* defining people as distinctive on the basis of what Peter Blau (1977, 1994)

defined as *parameters* marking differences" (p. 13). Agents in the mesosystem include the writing program and its administrative staff, departments with investments in writing and, if applicable, any writing committees associated or not associated with the writing program (e.g., FYC committees). Mesosystem agents are crucial because they produce physical and theoretical artifacts and curriculums implemented by the microsystem agents. Last, the microsystem "involves a focus on human agency and choice and the dynamics of personal relationships and small-scale social systems of various types, particularly those involving face-to-face encounters" (Johnson, 2008, p. vi). Students and participating instructors are the agents in the microsystem because they are affected by macro and meso choices. Institutional culture plays a large role in how the meso and microsystem promote writing transfer. Furthering this analysis, Bronfenbrenner accounts for two additional systems to complicate analysis: the exosystem and the chronosystem.

According to Bronfenbrenner (1996), "The exosystem comprises the linkages and processes taking place between two or more settings, at least one of which does not contain the developing person, but in which events occur that indirectly influence processes within the immediate setting in which the developing person lives" (p. 40). In this case, the exosystem leads to the development of curriculum or institutional requirements that may indirectly or directly affect the microsystem. Theoretically, this project acknowledges that transfer and cultures of writing do not occur in isolation or through the efforts of one context system, thus incorporating the exosystem makes present these relationships (p. 40). The chronosystem, on the other hand, adds the dimension of time and allows researchers to study how cultures of writing have developed through the interactions of the macro, meso, and micro as well as the linkages that directly affect stakeholders. "A chronosystem encompasses change or consistency over time not only in the characteristics of the person but also of the environment in which that person lives," states Bronfenbrenner (p. 40). In the case of writing program administration, many programs or responses have developed out of a kairotic moment that took several years to develop their current writing initiatives (e.g., an assessment, faculty development, etc.). Adding the dimensions of relationships (exosystem) and the element of time (chronosystem) extends the analysis to consider more institutional factors and deepens the research needed for transfer.

Therefore, this project seeks to take a five-pronged approach to understanding institutional cultures of writing, which means that multiple actors, conditions, and time are needed to promote cultures of writing. Essentially, the five context systems are constantly working in and amongst

one another to create this culture. Johnson (2008) states, "Micro-, meso-, and macro levels certainly do not exist independently of one another" (p. vi). Turner (2012) further explicates,

> Thus, we need to know how forces working through macro and microstructures influence the dynamics of corporate and categoric units [i.e., exosystem]; we need to understand how the complex sets of interconnections among sociocultural units at each level mutually influence each other, and we need to understand how meso dynamics are shaped by the dynamics of embedding in macro units and by the fact that they are built from dynamics operating in encounters. (p. 19)

The chronosystem, therefore, allows researchers to see these four systems as interacting with one another, directly or indirectly, throughout various intervals of time. These five systems individually and collectively supply frameworks for cultures of writing and transfer and are, as Turner (2016) states, embedded with one another (p. 125). In all, this dissertation extends my pilot study (see Chapter 4) of the macro, meso, and microsystems to consider how institutional culture is developed through interactions (exosystem) and time (chronosystem). Figure 2.1 illustrates the frame for this study.

In all, this project takes on a social network analysis approach that utilizes Bronfenbrenner's bioecological systems theory to study how writing programs and their WPAs are influenced by the institutional cultures in which they find themselves. Ahrens (2018) states a qualitative network analysis (QNA) "produces visualizations of networks as they appear in interviewees' heads, so to say the network maps replicate the social world of the research subjects" (p. 6). QNA also provides researchers with a more fully developed picture of the inner workings of a network: researchers understand (1) the meaning of individual actors' attachments to the network as a whole; (2) data on policy that cannot be studied under quantitative measures; and (3) an insider view on relationships among informal and formal policy networks (p. 1). Here the goal is to uncover the intersections between the five context systems.

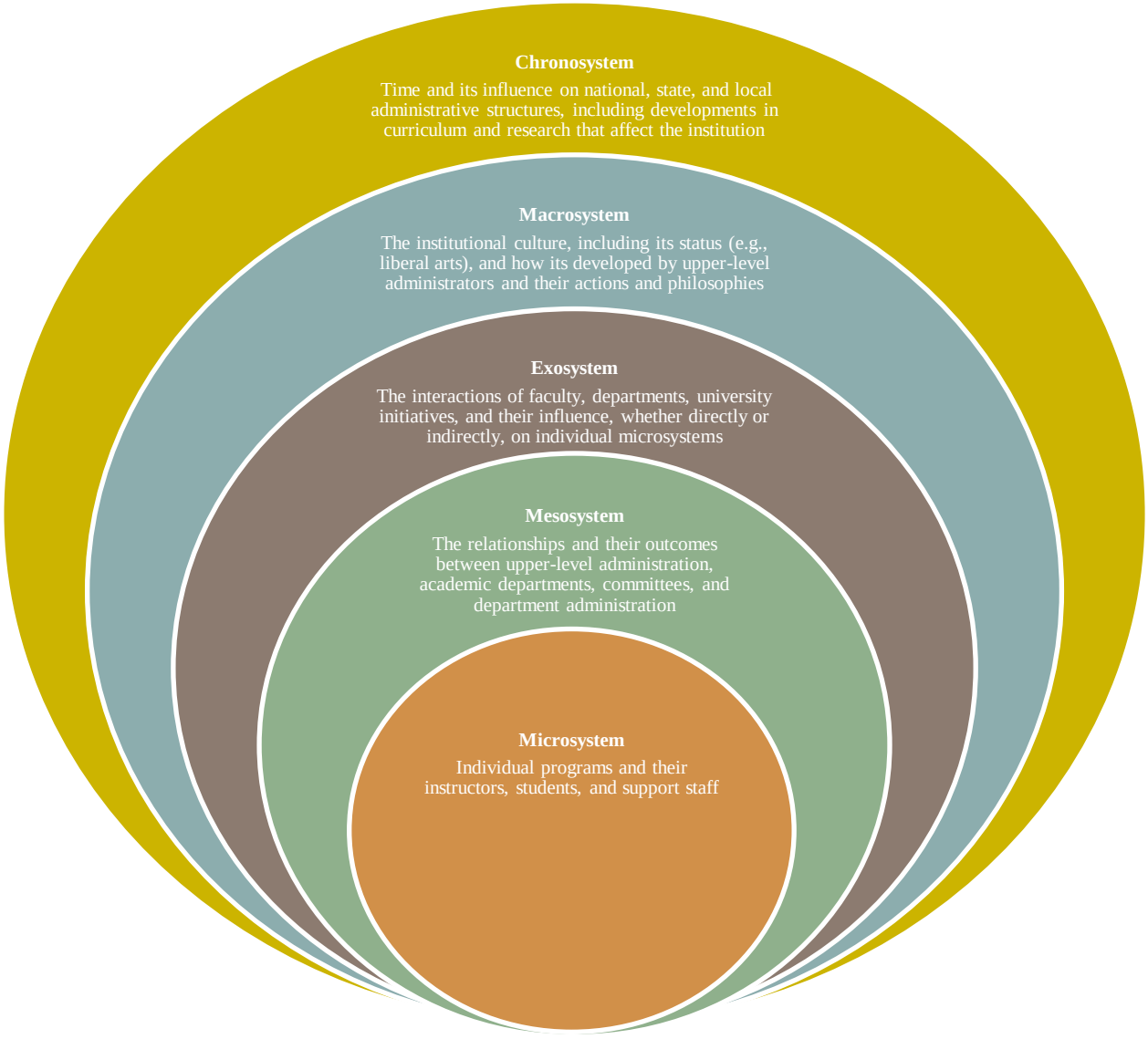

Figure 2.1. The five context systems and their relationship to institutional culture

Summation

The information found within this literature review demonstrate there are three important concepts for this dissertation: 1) the individual and social environment both influence transfer; 2) writing transfer research has reframed transfer scholarship into understandable terms; and 3) an organizational culture perspective of writing transfer helps measure writing programs and their institutions' roles in writing transfer. These three concepts become critical for providing a new outlook for writing transfer research that looks beyond the student and the classroom and into the larger institutional culture.

CHAPTER 3: METHODS

The previous two chapters outlined the current literature on writing transfer and organizational culture and demonstrated the importance of extending writing transfer responsibility. Chapter 3 continues this thread and weaves it into the research methods. This methods chapter is discussed in three sections: 1) theoretical framework, 2) pilot study methods, and 3) dissertation methods. The theoretical framework is applicable to both the pilot study and the dissertation, but the methods for each study varied slightly in research participants and programs of focus.

Theoretical Framework

The theoretical framework that follows acknowledges students play a key role in transfer, but it elevates the *behind the scenes* work that encourages students to produce and instructors to teach for transfer. I centralize the writing program, including the writing program administrator (WPA), as the locus of analysis because it provides an insider's look at the various actors who influence the writing program's missions. I adapt Bronfenbrenner and Morris' (2006) bioecological theory and its four defining properties: Process, Person, Context, and Time (PPCT).[2] Jaeger (2016) suggests the ideal bioecological framework should consider all four defining properties as they are interconnected, but it is often unrealistic to do so (p. 168). However, this study looks to discuss all four of these defining processes but with a more explicit focus on process and context. Persons (i.e., the WPA) and time are referenced throughout the dissertation and acknowledged to play key roles in this PPCT design. The results section of the dissertation (Chapter 5, 6, and 7) explores through a heuristic how these four defining properties interact to integrate writing transfer into a culture of writing.

The PPCT design, or the bioecological model, is a particularly useful framework for writing transfer because it provides a comprehensive overview of how writing programs and WPAs interact with the larger university culture. More specifically, the PPCT design allows me to understand why WPAs and writing programs make the decisions that they do because of the

[2] I use the revised version of the bioecological theory as theorized in Bronfenbrenner and Morris (2006) instead of Bronfenbrenner's prior iterations, or the ecological theory as suggested by Tudge et. al (2009).

interaction of these four properties. The bioecological model also does not see these influencers as additives but as coexisting and co-shaping each other to develop a culture of writing that is spearheaded by the various writing programs and their WPAs. In a sense, these interactions help illustrate how institutional culture influences writing transfer, its implementation, and vice versa. Vélez et. al (2017) state, "culture is not a separate system operating from a macro level, but it is within everyday action (activities, routines, practices) and part of communities of practice through a language mediated by a meaning-making system [i.e., the university]" (p. 900). In all, the PPCT design allows me to infer how institutional cultures influence writing transfer and how that culture operates in the day-to-day interactions of writing programs. To further explain the bioecological theory, I lay out each of the four defining principles of the PPCT model in the paragraphs that follow.

Process is the most influential of these defining properties, is defined as the "particular forms of interaction between organism and the environment, called *proximal* processes, that operate over time and are posited as the primary mechanisms producing human development" (Bronfenbrenner & Morris, 2006, p. 795). In an earlier piece, Bronfenbrenner and Evans (2000) define proximal processes as follows:

> A proximal process involves a transfer of energy between the developing human being and the persons, objects, and symbols in the immediate environment. The transfer may be in either direction or both; that is, from the developing person to features of the environment, from features of the environment to the developing person, or in both directions, separately or simultaneously. (p. 118)

Writing programs therefore develop through the WPA and other writing program actors interactions with these processes, including the other people, objects, and symbols within that environment. For example, writing programs engage in several proximal processes as a program (e.g., program assessment, curriculum development, etc.) and with the larger macrosystem (e.g., curriculum and general education) which produce the various forms writing takes and its importance to the institution. Writing programs, like human development, engage in these processes to help them develop a culture of writing.

For the purposes of these studies, I focus on the processes laid out in McLeod and Maimon's (2000) components of a WAC program: faculty development, curricular components, assessment, student support, and administrative structure and budget. The aforementioned processes can be applied, however, to first year writing programs and writing centers, which the

dissertation illustrates, because they represent the components of a healthy writing program. An added component of communication of transfer was added to address transfer explicitly. Bronfenbrenner and Morris (2006) define six features of proximal processes and their effectiveness, which I synthesize with writing programs:

1. Writing programs must engage in activity to develop;
2. Writing programs must engage in an activity regularly for an extended period for it to be effective;
3. Developmentally effective activity must occur long enough to become increasingly complex;
4. Developmentally effective activity is reciprocal, not unidirectional;
5. Proximal processes are not limited to people, but extend to interactions with objects and symbols;
6. As writing programs age, their developmental capacities increase in level and range (p. 798)

Proximal processes create one of two characteristics: *developmentally disruptive* or *developmentally generative.* Developmentally disruptive characteristics mean programs "find it difficult to engage in proximal processes requiring progressively more complex patterns of social interaction over extended periods of time" (p. 810). Writing programs exhibit developmentally disruptive characteristics when program functions such as curriculum development or assessment are irregular, which makes growth of the program difficult or unattainable. On the other hand, developmentally generative characteristics foster the "tendency to initiate and engage in activity alone or with others" (p. 810). For example, developmentally generative characteristics occur when writing programs can participate consistently in curriculum development or assessment, which allows the program to grow and foster writing transfer. The generative characteristics typically display all six of the key characteristics addressed above.

Developmental characteristics lead to one of two outcomes: *competence* or *dysfunction.* Competence is "the demonstrated acquisition and further development of knowledge and skills—whether intellectual, physical, socioemotional, or a combination of them" (p. 803). In writing program terms, competence is demonstrated when a program, for example, can turn results from a recent assessment into actionable changes within the curriculum. Dysfunction, on the other hand, is a "recurrent manifestation of difficulties on the part of the developing person in maintaining control and integration of behavior" (p.803). In assessment, writing programs demonstrate dysfunction when they are unable to implement changes into the curriculum despite having conducted multiple assessments. The outcome to these proximal processes, whether in the form of

competence or dysfunction, shape a writing program. In summation, disruptive characteristics create dysfunction while generative characteristics create competence.

A key component to any writing program is the writing program administrator (WPA), or persons in a PPCT design. Human agency plays a large role in shaping writing. As a human actor, WPAs bring with them three characteristics that shape proximal processes: dispositions, resources, and demand (Bronfenbrenner & Morris, 2006, pp. 795-796). Like students, WPAs are influenced by dispositions (e.g., motivation) that influence the direction of the writing program. These dispositions can either contribute to or hinder the implementation of writing transfer theory and pedagogy (p. 810). In addition, resources such as ability, experience, knowledge, and skill influence proximal processes. WPAs' prior educational experience and knowledge shape writing transfer integration. Demand characteristics (e.g., age, gender, etc.) further influence writing transfer as they create reactions that create or inhibit growth (p. 810).

Likewise, the WPA is influenced by context. There are five contexts systems: micro-, meso-, exo-, macro-, and chronosystem. Contexts are defined by Bronfenbrenner and Morris (2006) as "concepts and criteria (e.g., objects and symbols) that are introduced between those features of the environment that foster or interfere with proximal processes" (p. 796). Table 3.1 further defines the context systems, their actors, and relates their function to writing programs.

Table 3.1. The context systems and their relationship to writing programs.

System	Definition	Actor(s)
Micro-	The roles, relations, and activities that are experienced by the writing program in which "particular physical, social, and symbolic features invite, permit, or inhibit engagement in sustained progressively more complex interaction." (Bronfenbrenner & Morris, 2006, p. 814)	Instructors Department Enrolled students Writing committees General education
Meso-	Includes the relationships between microsystems (p. 817)	Interactions between programs
Exo-	Connections between settings where at least one setting does not include the writing program, yet this setting indirectly influences the immediate setting of the writing program (p. 818).	University Senate Other departments/schools Support services outside writing
Macro-	"Refers to consistencies, in the form and content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies." (Bronfenbrenner, 1979/1996, p. 26)	University mission and values Board of Trustees Endowments Donors and alumni State and National Governments Professional Associations
Chrono-	The changes or consistencies that impact a writing program's ability to develop (APA, "Chronosystem")	Development of writing theory National government policies

The remaining component, time, shows how writing programs have developed in response to proximal processes. As writing programs develop in age, their experiences with proximal processes potentially become more complex leading to competence. The more a culture of writing transfer is provided with time, resources, and engagement, the more likely writing programs promote competence over dysfunction in students' transfer abilities (Bronfenbrenner & Morris, 2006, p. 819).

Together, the properties of process, person, context, and time can broaden researchers' understanding of writing transfer. Processes serve as the most influential component of this research framework, but these processes are dependent upon the persons, contexts, and time involved with these processes. It should also be noted that each person involved in these processes—-e.g., instructors, WPAs, and administrators—-all have their own dispositions and reactions to these processes. The context systems also help describe how these processes are affected by the larger university culture, thus influencing writing transfer. Last, but not least, time is a critical factor that shows the growth of the writing programs and the WPAs' influence. Overall, this theoretical framework provides an overview of the factors that influence writing transfer and affects students and instructors' abilities to produce and teach writing transfer.

Pilot Study Methods

The pilot study (Chapter 4) was conducted in Fall 2018 in a writing across the curriculum seminar with Dr. Irwin Weiser. The study was submitted to the IRB and received an exemption under "Category One" because it falls under normal educational practices and settings. My goal with this study was to explore the question, "Do WAC programs frame themselves as agents of transfer?" through a qualitative network analysis. That is, I wanted to determine how WAC programs work with others to encourage writing transfer using Bronfenbrenner and Morris' (2006) bioecological model. To answer this question, interviews with WAC directors were the most appropriate approach as Ahrens (2018) states, a qualitative network analysis "produces visualizations of networks as they appear in interviewees' heads, so to say the network maps replicate the social world of the research subjects" (p. 6). I found programs and directors using the WAC Clearinghouse's WAC database, and I focused on programs that were well-known and were directed by scholars in WAC. Once four programs and directors were selected, I contacted the participants through email with the interview questions attached asking for their participation. All four participants responded to my email and we began setting up interview times. After securing participants, I conducted interviews with three of the four participants using Google Hangouts and recorded the conversations using the audio record feature on my laptop. The remaining interview was conducted through Qualtrics, a survey software, because time constraints prevented meeting through Google Hangouts. The Qualtrics interview contained the same questions as the three Google Hangouts interviews, but this medium eliminated the potential for organic conversation to develop, which could have led to other insights.

Each of the participants have given me permission to use their names and institutions because it would have been difficult to de-identify given the nature of the programs. Table 3.2 contains a brief summation of each WAC program, including its director, program requirements, student requirements, and faculty support. These four components were chosen because they best present how the program is structured for students and how faculty are supported.

Table 3.2. The WAC programs consulted along with program and student requirements, and faculty support.

Director	Program Requirements	Student Requirements	Faculty Support
Pamela Flash, Writing Enriched Curriculum, University of Minnesota	● A Writing Plan ● Implementation ● Assessment	Department dependent	● Department meetings ● Online resources ● Workshops ● Teaching Consultations
Margaret Marshall, University Writing, Auburn University	● More than one kind of writing ● More than one opportunity to practice those kinds of writing ● More than one audience and/or purpose ● Feedback and opportunities to revise ● An assessment of writing	Program dependent	● Online resources ● In-class workshops ● Individual and group consultations ● WriteBites chats ● Faculty writing retreats ● ePortfolio project support
Chris Anson, Campus Writing and Speaking, North Carolina State University	Each curriculum is designed at the program level with the goal that upper-level courses and experiences prepare students to write and speak in the discipline	Program dependent	● Online resources ● Campus-wide workshops ● Faculty seminar ● Brown-bag sessions ● Individual consultations
Elizabeth Wardle, Howe Center for Writing Excellence, Miami University	● Frequent opportunities to write and revise with instructor feedback ● Multiple writing opportunities equivalent to 7500 words ● Writing is a central component	Students are required to take one three credit course	● Online teaching resources ● Writing fellows program ● Workshops ● Disciplinary writing guides ● Teaching consultations

I chose these programs because they are established and have created cultures of writing. For instance, the University of Minnesota has several writing programs including the first-year composition program, the writing across the curriculum program, and the writing enriched curriculum that work together to foster writing transfer in students.[3] Writing at Auburn University requires all undergraduate majors include writing throughout the students' curriculum whereas the University of Minnesota works to encourage writing transfer through several writing programs. Regardless of approach, the programs are working towards the end goal of transfer. On the other hand, I acknowledge this limits the study to programs that are established and funded. Programs

[3] I focus on the University of Minnesota's Writing Enriched Curriculum because departments are required to work collaboratively and in-depth to increase student learning. However, the WAC program, Teaching with Writing, is also influential and contributes to the culture of writing, but it only requires individual instructor participation and not the department as a whole. In this case, the University of Minnesota provides both individual and department support through the Teaching with Writing and Writing Enriched Curriculum programs respectively all under the umbrella of writing across the curriculum.

that are in their infancy or rely on little funding may struggle with encouraging writing transfer (i.e., they show developmentally disruptive characteristics) because the culture of writing is weak and is not backed up by the other context systems. Because of the well-known status, however, these programs best illustrate how bioecological systems encourage writing transfer. I fostered discussion of transfer through eleven questions focused on four categories: institution-based questions, transfer frames, assessment, and transfer communication (see Appendix A). Once interviews were complete, data were transcribed using Otter.Ai. Data was coded using McLeod and Maimon's (2000) components of a WAC program, or the proximal processes: *curricular components*, *assessment*, *faculty development*, *student support*, and *administrative structure and budget* (p. 69). I added *communication of transfer* to account for conversations between categories. More specifically, the added category accounts for how transfer is communicated between Bronfenbrenner's context systems—i.e., chrono-, macro-, exo-, meso-, and microsystems. The pilot study did not explicitly code for context systems, thus the systems were used to map the proximal processes and delineate who was responsible for writing transfer.

A textual analysis of each institution's website was also conducted to triangulate data. Each institution's WAC website and supporting pages were combed to find language relating to writing transfer. Website data is important for the communication of transfer as websites serve as outward facing documentation for transfer practices or theory. The website data was also coded using the same codes from McLeod and Maimon's (2000) components of a WAC program (see Table 3.3). Once data were coded, results were used to generate a transfer heuristic. A transfer heuristic was developed to illustrate how transfer can be integrated into the processes that writing programs conduct and how those processes can work with an institution's context system to potentially produce writing transfer more readily. The pilot study, however, has limitations in that it did not look to macrosystem structures outside of the university (e.g., state governments) or other writing program (e.g., FYC, writing centers, or professional writing). In Chapter 4, I discuss each proximal process in depth and draw out actions WAC programs can potentially take to encourage transfer.

Table 3.3. Codes, synonyms, and examples used in the pilot study

Data Code	Synonyms	Example
Communication of transfer	*Implicit, explicit, sequential, reflection, metacognition, high road, low road, abstract, adaptive, etc.*	*"*cloaking our expertise,*"* "we don't bring in the word transfer" (Flash)
Curricular Components	*Sequence(s), writing intensive, curriculum, majors, scaffolding, assignments, word requirements, writing theory, etc.*	"undergraduate programs develop a writing plan" (Marshall)
Assessment	*Formative, summative, departmental, portfolios, writing plans, etc.*	"Every seven years they have to present a portfolio of everything they have been doing" (Anson)
Faculty Development	*Seminars, writing fellows, workshops, faculty meetings, ownership, etc.*	"Collect data, which lead to faculty meetings that lead to meetings that develop writing plans" (Flash)
Student Support	*Course outcomes, goals, assessment, etc.*	"They started creating materials and a series of handbooks for students in mechanical engineering" (Flash)
Administrative Structure and Budget	*Board of Trustees, Senate, President, incentives, etc.*	"We do not have oversight of or responsibility for courses" (Wardle)

Dissertation Methods

The same theoretical framework for the pilot study applies to the dissertation study, but there are slight differences in how data was coded (see below). For the dissertation, I searched the American Association of State Colleges and Universities' database to find member institutions—the only requirement for a program to be considered an SCU. Once member institutions were selected, I researched each institution's website to find the WPA of the various writing programs. In late Fall 2019 and early Spring 2020, I recruited participants through email by sending an IRB information sheet and interview questions to the various WPAs. Two contact waves were used to recruit participants. In the first wave, I contacted six institutions for a total of twelve WPAs, but only received responses from four WPAs of two institutions—Midwestern State University and

Gulf State University. Because WPAs at SCUs are busy and tasked with multiple roles (see Chapter 6), recruitment was difficult and was exacerbated by the COVID-19 pandemic hit.

A second recruitment wave was necessary and six WPAs at four additional institutions were contacted, all who were in Dr. Bradley Dilger's network. A convenience sample was chosen for the second wave because the pandemic required WPAs to switch their programs to online instruction, so contacts in Dr. Dilger's network were more responsive—Southern State University, Southern State Branch University, Western State University, Great Plains State University, and State Capital University. Southern State University and Southern State Branch University work collaboratively and contain the same program requirements, so these institutions are investigated as one institution. While the institutions were conveniently selected, each institution has an acceptance rate above 78% and a graduation rate below 40%, according to the U.S. News' compare feature. These institutions, however, ranged widely in student enrollment with the lowest at 4,500 and the highest at 28,000. Two of these institutions—Southern State University and Gulf Coast University—are classified as very high and high research activity respectively using the Carnegie Classification. The remaining programs—Midwestern State University, Western State University, Great Plains University, and State Capital University—are all classified as Master's College & Universities: Larger Programs. Although four of these institutions were conveniently selected, all six institutions do share some similarities thus allowing for discussion between the institutions as state comprehensive universities.

In total, I conducted ten interviews with WPAs from three different writing program types at SCUs: first-year writing, writing centers, and WAC programs. These three program types were chosen because students are most likely to experience these programs throughout their education. I interviewed five first-year writing directors, two writing center directors, two WAC directors, and one director of a graduation writing assessment requirement. Information about first year-writing programs was also obtained in interviews with one WAC director and the graduation writing assessment requirement director. The interviewees have been given pseudonyms and I have purposefully removed first names to mask participant identities. Furthermore, all references to the interviewees use gender neutral pronouns as further precaution to maintain confidentiality. Each university was also given a pseudonym based on their location within the United States, but each university is classified as a state comprehensive university. Table 3.4 below provides the program name, director, and university. The interviews all took place via Zoom during the spring

2020 semester and were recorded using a voice recorder. All interviews were structured around four areas: institution, transfer frames and practices, assessment, and communicating transfer. A total of fifteen questions were asked of participants (see Appendix B). All interviews were then placed into Otter.Ai to render a transcript. Once transcripts were finished, they were edited for clarity.

Table 3.4. Program, type, director name, and university pseudonyms.

Program Name	**Director**	**University**
First-Year Writing	X. Cross	Midwestern State University
WAC	Q. Barlow	Midwestern State University
Writing Center	S. Ruell	Midwestern State University
First-Year Writing	Y. Daniel	Gulf State University
First-Year Writing	M. Reynolds	Southern State University
Writing Center	Z. Walters	Southern State University
First-Year Writing Branch	Y. Pope	Southern State Branch University
WAC	A. Cook	Great Plains State University
Graduation Writing Assessment Requirement	K. Kennedy	Western State University
First-Year Writing	M. Rowe	State Capital University

I coded the transcripts using the PPCT design developed by Bronfenbrenner and Morris (2006), with a focus on proximal processes and context systems. Writing program processes are the five components of a successful WAC program outlined by McLeod and Maimon (2000): *curricular components*, *assessment*, *faculty development*, *student support*, and *administrative structure and budget* (p. 69). The communication of transfer was an added writing program process in this dissertation, like the pilot study. Table 3.5 illustrates the proximal processes, synonyms, and an example of the code.

Table 3.5. Codes, synonyms, and examples from the ten interviews with WPAs for the dissertation

Code	**Synonyms**	**Example**
Communication of Transfer	*Implicit, explicit, sequential, reflection, metacognition, high road, low road, abstract, adaptive, preparation, etc.*	"Well, speaking broadly, I guess you could say that certainly the goal of WCN 103 in our University is to prepare students to write in all their disciplines" –S. Ruell, Midwestern State University
Faculty Development	*Seminars, writing fellows, workshops, faculty meetings, ownership, National Writing Project sites, best practices guide, assessment, etc.*	"That's the goal with the National Writing Project site is catching dual credit instructors and making relationships with the community colleges and supporting a more rhetoric based and less literature focused approach." –Y. Pope, Southern State Branch University
Curricular Components	*Sequence(s), writing intensive, curriculum, majors, scaffolding, assignments, word requirements, writing theory, directed self-placement, assessment, stretch, etc.*	"There's English 101, which for us is more of a rhetorical and genre-based English 101 course. Then English 102, which is our research writing course. In addition, we have the courses that I mentioned earlier that are the writing intensive course requirement as well as the capstone requirement" –Y. Daniel, Gulf State University
Student Support	*Course outcomes, goals, assessment, directed self-placement, academic support center, etc.*	"Okay, we have a writing center and it's, you know, a general writing center meant for all writing across the university." –Y. Daniel, Gulf State University
Assessment	*Formative, summative, departmental, portfolios, graduation requirement, writing plans, program assessment*	"When we did our first programmatic assessment, we realized that there were still some gaps and problems with the teaching for transfer curriculum" –M. Rowe, State Capital University
Administrative Structure & Budget	*Board of Trustees, Senate, President, incentives, support, monetary, program budget, university budget, faculty makeup, funding formula, etc.*	"We're doing a programmatic assessment this year that we're involving the lecturers and we got them a stipend" –K. Kennedy, Western State University

Data was also coded using the five context systems. Table 3.6 (next page) illustrates the context systems, synonyms, and an example of the code. After one round of coding, I placed all codes into a Google spreadsheet by institution, processes, and context systems.

Table 3.6. Codes, synonyms, and examples of the five context systems.

Code	Synonyms	Example
Chronosystem	*Time, growth, stalled, change, constraints, Covid-19, stretched, etc.*	"The pool of students who are going to college in these years is smaller than it was three of four years ago and will be because the population has shrunk." –X. Cross, Midwestern State University
Macrosystem	*Culture, upper administration, state requirements, institutional status, status, etc.*	"I think it's the Higher Learning Commission accreditation requirements, I think that's where it comes from because our writing assessment is attached to that." –A. Cook, Great Plains State university
Exosystem	*Link, processes, indirect influence, direct influence, disconnect, etc.*	"All the time, that's how that feedback loop is constant. We only have like two or three people who are teaching dual enrollment" –Y. Pope, Southern State Branch University
Mesosystem	*Relationships, partnerships, two settings, collaborative decisions, outreach, etc.*	"That a lot of it works on a personal level of trust, and then interaction, and it's hard to interact with so many people on a personal level, to get them to trust you." –Q. Barlow, Midwestern State University
Microsystem	*Roles, relationships, makeup, outreach, goals, support, etc.*	"We have, let me think, 10 full-time non-tenure track faculty. They teach a 4:4 load, typically three composition courses and a lit survey." –Y. Daniel, Gulf State University

After a second round of coding, each code presented themes that explicate the processes and the context systems more fully. A third round of coding took place and worked to reduce the number of themes that came out of the codes. One last round of coding worked to condense themes even further by combining themes or deleting themes that were inconsistent. The data was then organized into grandparent, parent, and child codes for all except the mesosystem, exosystem, and microsystem (see Appendix C for Codebook).

I followed up the interviews with a member check with six of my research participants, which focused on first-year writing. The coding process revealed two important features that I did not consider when constructing the interview questions: course environment and faculty makeup. This member check served three purposes: 1) clarify course outcomes, 2) determine course environment(s) for all courses in first-year writing, and 3) inquire about faculty makeup. These three areas provided further information on how the microsystem works through their proximal processes and in their communications with the context system. The member checks were sent via email with a Word document attached, and five of the six participants completed the check by returning a filled-out Word document. One participant requested a Zoom meeting and the same questions were asked of this participant.

In addition to the interviews and the member checks, I triangulated the data with a textual analysis of each writing program's website. Specifically, the textual analysis is utilized to determine if the program projects writing transfer as a goal of the program. The same coding schemes applied to the textual analysis as in the interviews. Outward facing documentation also serves as a means for me as a researcher to determine if transfer is explicitly mentioned or inferred. As the pilot study results (see Chapter 4) demonstrate, program websites communicate transfer but with more accessible terminology for students and faculty. As a result, program websites are likely to be a source of information, so documentation that works towards writing transfer is critical to student and faculty interpretation of a program's goal(s). Data from all websites were coded using the schema presented above.

This dissertation study, however, has limitations in that it does not consult all writing programs within an institution (e.g., professional writing programs) and only considers the macro culture of the University and not the state or country, although discussions of these components do come up (e.g., programs are required to offer non-credit bearing courses due to state laws). Additionally, the study is limited to the perspectives of those interviewed and therefore may not represent other faculty of the writing program, department, or university. Future iterations of this study could potentially look to interviewing instructors, students, or upper-level administrators, which would broaden the study's perspective on how cultures of writing are sustained, or how effective the cultures are for writing transfer.

CHAPTER 4: CULTURES OF WRITING: A STUDY ON WRITING ACROSS THE CURRICULUM PROGRAMS

Writing studies has put concerted effort into addressing *writing transfer* by establishing transfer definitions, researching classroom practices, and developing threshold concepts to name a few. However, research often looks to only one actor (the student or the classroom) in the transfer phenomenon. Focused research on students and the classroom provide valuable information, but the *behind the scenes* work of transfer often goes unnoticed. Wardle (2013), for example, indicates a broader view of writing transfer when she states, "The responsibility for transfer is distributed among individuals and the contexts in which they learn and act, including the tasks in those contexts" (p. 144). Complementing Wardle's claim, Engle et al. (2012) state, "it is not just the physical contexts that matter for transfer, but also how social interaction[s] frame learning and transfer contexts as particular kinds of social realities" (pp. 217-218). Together, Wardle and Engle et al. argue transfer's success depends on the physical and social realities of writing, or what I term cultures of writing. Specifically, a culture of writing is an institution's integration and adaptation of writing via physical (the classroom, writing tasks, curriculum, etc.) and social realities (department interactions, instructor agency, university missions, etc.).

To assess cultures of writing, transfer researchers must include both the physical and social realities of an institution's stance towards writing. A culture of writing alludes that responsibility for writing transfer includes students, the classroom/curriculum, the writing program and its actors, as well as outside actors (e.g., college dean, university president) who influence the operations of the writing program. Outside actors' roles and agency directly affect the establishing, maintaining, and administering of writing transfer opportunities—for example, how do faculty and administrators encourage writing transfer practices? I thus argue writing transfer researchers look beyond a single actor's responsibility and shift towards a broader bioecological perspective, as developed by Bronfenbrenner and Morris (2006). Extending transfer responsibility to multiple actors and the physical and social realities of writing suggests cultures of writing are as responsible for writing transfer as students are for producing it.

As a socially constructed and institutionally maintained entity (Myers, 1994), writing across the curriculum (WAC) programs combine physical and social realities of writing to encourage writing transfer in forms such as faculty development, curricular components, student

support, assessment, and an administrative structure and budget (McLeod and Maimon, 2000, p. 69).[4] Because WAC programs project that writing is the responsibility of the institution (Maimon, 1982, p. 68), they serve as an important research site in investigating how a bioecological systems model could nurture transfer scholarship. The remainder of this chapter examines the physical and social realities of WAC programs using two research questions: 1) Do WAC programs explicitly frame themselves as transfer agents[5] or is transfer implied; and 2) How do cultures of writing and WAC programs distribute responsibilities for writing transfer? As an IRB exempt pilot study for the dissertation into cultures of writing at state comprehensive universities, I address these questions through four interviews with WAC program directors and ask for their insights on the physical and social realities in which they work. I further analyze each programs' website to assess how transfer is communicated. In the following paragraphs, I synthesize five proximal processes—communication of transfer, curricular components, assessment, faculty and student support, and administrative structure and budget—and delineate key actions that WAC programs can take to encourage writing transfer based on my observations of these four established programs.

Proximal Process: Communication of Transfer

The first proximal process WAC programs engage in is the communication of transfer, which involves the writing program administrator socializing disciplinary faculty into writing transfer knowledge and practices. Transfer is a convoluted term (Wardle, 2013) and one that needs unpacking, especially for those outside of composition studies. Perhaps, however, the most important form of transfer communication came when writing task forces at North Carolina State University, Auburn University, and the University of Minnesota recommended more targeted writing initiatives at their respective institutions. Miami University, on the other hand, received funding and support through alumni donors, Roger and Joyce Howe, "for the purpose of improving student writing so that all Miami students are recognized as excellent writers" (Miami University, "Founders"). Regardless of the means of support, these institutions gained macrosystem support when to make these initiatives a reality.

[4] See Walvoord (1992) for further information on setting up WAC programs

[5] Nowacek (2011) uses the term "agents of integration" to refer to students and their responsibilities for transfer. I use the term "agents of transfer" to refer to cultures of writing that promote transfer.

Simultaneously, all four interviewees agreed that transfer was not the language of choice when communicating with faculty or students. Flash, director of the Writing Enriched Curriculum at the University of Minnesota, for example, stated that "using our language may hinder development" of faculty unfamiliar with writing research terminology. Continuing, Flash states, "we cloak our expertise" when discussing end goals such as transfer so that programs can speak in terms that faculty in other disciplines understand. Students, too, have this language "cloaked" as Marshall, director of University Writing at Auburn University, suggests, "Transfer, however, is not the language we use to make these similarities (or differences) more visible to students." The other two interviewees—Anson and Wardle—further supported the concept of "*cloaking our expertise."* Although implicit, the interviewees assure transfer is a goal. Wardle, for instance, stated, "In my own head, it is always about transfer," suggesting WAC directors work towards transfer implicitly.[6]

Each program's website also implies transfer as an end goal without using transfer terminology. The word transfer only appeared three times in website pages—once describing a faculty seminar topic (Miami University, "Faculty Writing Fellows Overview"), once in describing the WEC program (University of Minnesota, "Frequently Asked Questions"), and another when describing issues of not having a common language (North Carolina, "The Common Ground Project")—but transfer thought appeared frequently. The "WEC Model" page for the University of Minnesota, for instance, communicated transfer implicitly to faculty: "The incorporation of writing into content instruction can be most meaningfully achieved when those who teach are provided multiple opportunities to articulate, interrogate, and communicate their assumptions and expectations" (University of Minnesota, "WEC Model"). Auburn University also communicates transfer in WriteBites videos of faculty discussing writing in the disciplines and a WriteBites Blog illuminating writing practices. A Teaching Writing Library further provides further valuable insight into writing to learn, scaffolding, rubrics, reflection, etc.

Another important initiative that bridges disciplinary terminology is North Carolina State University's Common Ground Project which establishes a common list of terms disciplinary faculty and students can share. The Common Ground Project webpage states,

[6] Transfer does come up in some faculty development workshops, according to Wardle and Anson. These workshops bring writing research on transfer to faculty, but these workshops are not attended by all participants in the WAC initiatives and are not utilized consistently when discussing WAC frameworks.

> Too often, students move from course to course and encounter different terms that refer to the same underlying concepts or processes in writing and speaking. For this reason, it can be difficult for them to "transfer" what they have learned in one context to the new context. (North Carolina, "The Common Ground Project")

In short, communication between all bioecological systems and in multiple channels is crucial for transfer's success. Cultures of writing communicate transfer as an end goal in two ways: 1) the macrosystem provides financial and verbal support of writing initiatives; and 2) the WPA communicates with the stakeholders through in-person initiatives and a website presence in layman's terms.

Proximal Process: Curricular Components

The second proximal process that perhaps best illustrates how well writing transfer is communicated by WPAs and integrated into the culture is curricular components. Curricular components include several working pieces, including course structure, outcomes, pedagogies, assignment design, and their subsequent transparency. There are three key curricular practices to teaching writing transfer in the field of rhetoric and composition, which were developed out of the Elon Research Seminar *Critical Transitions: Writing and the Question of Transfer:* 1) construct writing curricula around writing expectations in specific contexts; 2) engage students in activities that employ metacognition; and 3) model transfer-focused thinking and metacognitive awareness in the classroom (p. 5). These curricular practices of transfer, however, depend on instructor agency and disciplinary needs, so I focus on methods WAC programs use to have disciplinary faculty codify what writing means in their discipline and curricula. The practice of codifying disciplinary writing becomes crucial to the overall culture of writing.

One key artifact, for instance, in two interviews is the writing plan, which embeds writing conventions, curricula, and assignments into undergraduate majors. Marshall, for example, stated that Auburn University requires undergraduate majors and departments to develop and submit writing plans to be approved by the University Writing Committee. There are five principles the committee uses to assess writing plans, including:

- More than one kind of writing (broadly defined) relevant to the discipline;
- More than one opportunity to practice those kinds of writing;
- More than one audience or purpose;
- Feedback and some opportunities to revise;
- A writing assessment that allows faculty to adjust curriculum or pedagogy

These requirements place transfer practices into the curriculum, although they are not referred to as transfer practices, and faculty contribution is crucial to this process. The writing plan acts as a reflective practice for departments and faculty. Auburn University's Office of University Writing, for example, embeds several reflective practices in the writing plans. These practices require faculty to 1) articulate learning outcomes, 2) create a curriculum map visualizing where writing instruction is to take place, 3) illustrate where and how revision and feedback are to be incorporated, 4) create assignments for courses and work towards incorporating feedback and writing instruction into these courses, 5) create a plan for assessment, and 6) continue improving student writing and the teaching of writing in the discipline (Auburn University, "A Guide to Creating a Writing Plan"). The writing plan must also provide background knowledge to acquaint writing faculty with the disciplinary field of study, explain how faculty are engaged in this process, demonstrate a commitment to integrating writing across the curriculum, and a description of how far into the process the major is and the next steps ("A Guide to Creating a Writing Plan"). By requiring faculty to compose writing plans, faculty acknowledge their disciplinary writing conventions and commitment to helping students.

Similar to Auburn, the University of Minnesota uses writing plans approved by the Campus Writing Board. Prior to the writing plan, Flash and her team collect an array of assessment data from the department and bring it to faculty meetings for discussion. The writing plan requires faculty to collaborate and includes sections dedicated to disciplinary writing: 1) discipline-specific writing characteristics, 2) desired writing abilities, 3) integration of writing into unit's undergraduate curriculum; 4) assessment of student writing; 5) summary of implementation plans, including support and relation to previous implementation activities; and 6) a description of the process used to develop this plan (University of Minnesota, "Dental Hygiene," 2018). The Writing Enriched Curriculum website states, "These meetings allow faculty participants opportunities to think collaboratively about the roles played by writing in their fields, attributes they look for in student writing, and ways that writing instruction can be optimally situated in their curricula" (University of Minnesota, "WEC Model"). From these meetings, "they strategize, making plans for locally-relevant instructional interventions and determining forms of needed support" ("WEC Model"). The key question for these faculty meetings Flash stated is "If this is your exit gate, where is it being addressed within the curriculum?"

On the other hand, Miami University and North Carolina State develop writing guides and short reports respectively. These two programs also share a semester-long seminar for participating faculty, so they achieve similar goals to that of the comprehensive writing plans at Auburn and Minnesota (see Faculty Development). In a presentation at Purdue University, Wardle mentioned that faculty are surprised at their discipline's writing conventions and question their discipline's writing practices in positive and negative ways (Wardle, 2018). A network between writing experts and disciplinary experts uncovered these writing conventions; without this collaboration, many of these writing practices would go unacknowledged without a means to codify them. Anson also emphasized the faculty reflection concept for North Carolina State University when he stated, "We help them create curricular grids and help them determine if they are meeting specific outcomes." Short reports of changes to course(s) are also important artifacts to come out of the faculty seminar for Anson. The writing plans, disciplinary writing guides, curricular grids, and short reports force faculty to critically think about writing instruction and its place in the curriculum. From these artifacts, WAC initiatives provide instructors with a baseline knowledge of writing instruction to implement. In short, curricular components require three practices in order to encourage transfer: 1) collaboration must occur between the WAC program and faculty; 2) faculty must codify disciplinary writing conventions and their place in the curriculum; and 3) faculty should reflect on and connect the curriculum with disciplinary writing practices. WAC programs, however, are not prescriptive in saying writing must be taught in a specific manner because instructor agency is a core value to WAC.

Proximal Process: Faculty Development and Student Support

I originally coded faculty development and student support into separate categories, but upon further analysis I link these two elements because both service writing transfer in similar ways. As a proximal process, faculty development and student support are methods WAC programs use to communicate and inform instructors and students of writing transfer and its practices. A wide range of elements factor into this coded section, including faculty workshops, in-class workshops, individual and department-based consultations, and assignment design and scaffolding (see Walvoord, 1992; Magnotto & Stout, 1992; Hosic, 1994). Student support is also instrumental and comes in the form of writing centers, in-class workshops, faculty mentoring, and curriculum. While each of these areas could encompass a lively investigation, I focus on the faculty

seminar as it creates a space for transfer discussion between faculty and writing experts, and I seek to interrogate the *behind the scenes* work of writing transfer over the student and classroom perspective. The two programs I emphasize are Miami University and North Carolina State University. First, Miami University hosts a Faculty Writing Fellows Program intended to support "faculty members and their departments/programs in their efforts to teach their students to write more effectively in their professions/disciplines and to use writing in ways that support deep learning of disciplinary material" (Miami University, "Faculty Writing Fellows Program"). Deep learning covers the following topics: 1) exploration of threshold concepts; 2) disciplinary values as embodied in writing; 3) consideration of how learning and transfer of knowledge work; 4) overview of best practices for designing writing assignments; and 5) overview of best practices for responding to and assessing writing assignments (Miami University, "Faculty Writing Fellows").

Readings, collaborative activities, and "research and exploration of writing in their departments and programs" accompany seminar topics (Miami University, "Faculty Writing Fellows Overview"). Additionally, faculty consider how best to teach students writing. In the interview, Wardle mentioned that the semester-long seminar is a better model for faculty development because instructors sit with the information for a longer period. A lengthier form of faculty development also encourages faculty to go through the motions of transfer like students. From the Faculty Writing Fellows Program, faculty create disciplinary writing guides placed on the Miami University website. These guides help faculty reflect on the writing practices of their disciplines and what they value (Wardle, 2018). Faculty collaboration on the disciplinary writing guides serve as an outward facing commitment to transfer responsibility but also support students through transparency. Faculty then take what they learned and make them explicit with students and department colleagues.

North Carolina State University also utilizes a semester-long faculty seminar program. According to the Campus Writing and Speaking Program's website, the semester-long seminar provides

> Assistance from the program's graduate consultants with the creation of writing and speaking outcomes for the course(s); the revision of the existing course design and syllabus; the design of materials such as assignments, scoring guides, useful handouts, and web-based instructional materials for students; and the preparation of a final report. (North Carolina, "Faculty Seminar")

Expectations for this seminar include preparing a report on changes made in course(s) and presenting the changes at "the Program's monthly Brown Bag lunch sessions." Anson states, these seminars "put instructors into the position that their students are often in." From these seminars, the goal, Anson states, is to "Help faculty realize they have a job to do" and that "other faculty need to help support students [in writing]." Four actions are crucial to faculty development and student support: 1) collaboration between department faculty is a must; 2) faculty should be placed into the role of a student; 3) faculty development should be long-term as it allows material to percolate; and 4) students need multiple avenues of support such as a writing center.

Proximal Process: Assessment

Assessment is a proximal process that allows WAC programs to measure the success of the prior three processes. The assessment measures for each of these programs varies, but assessments are devised in ways to get faculty to own writing assessment. I focus on three programs (i.e., Auburn University, North Carolina State University, and the University of Minnesota) because the Advanced Writing Requirement for Miami was only established in 2015.[7] According to Marshall, Auburn's Office of University Writing collects "usage data from all our programs, events, and services and satisfaction by participants." Auburn also collects exits plans from faculty workshops and they serve as "the basis for following up and establishing a deeper relationship to support faculty efforts." Collected assessment data helps the Office of University Writing determine what workshops and events are most helpful. "The writing committee that approves the writing plans has a three-year rotation for checking in with each program on implementation progress. These have been short reports or listening sessions (focus groups) with the faculty and members of the committee," stated Marshall. All programs submit the reports to the University Senate, but each program supervises its own assessment.

North Carolina State University, according to Anson, also implements a faculty-owned assessment process for writing. Participating faculty engage "in consecutive formative assessment and must work towards improving." Departments can focus on something small such as a specific outcome, but continuous assessment is required. For example, some departments do alumni surveys while others use faculty surveys to assess student strengths and weaknesses. Additionally,

[7] Discussions about what this assessment would look like had begun according to Wardle.

Anson says every seven years departments present "a portfolio of everything they have been doing" to make sure they are making adequate progress. As the Campus Writing and Speaking program website states,

> The accountability takes the form of outcomes-based assessment: each department evaluates some aspect(s) of its students' majors to write and speak effectively in the discipline according to department-specific writing and speaking outcomes. Specific outcomes can be assessed in specific years and reported annually; every seven years each program is required to produce a more formal cumulative report of its efforts. ("Frequently Asked Questions")

Collaboratively, the WAC program and the departments work to create a community that supports students' writing abilities. Community-based practices are a foundational element to assessment and help the program own its assessment.[8]

The University of Minnesota follows a similar model to department-based assessments where programs compile assessment data (e.g., writing samples and curricula) prior to writing plan implementation. Part of that assessment occurs when the Campus Writing Board either approves or sends back a writing plan for revisions. Besides the front-load of assessment, every three years each program conducts a direct assessment that measures faculty-generated criteria. The process, according to Flash, usually occurs in the summer and requires three raters to norm, read, and rate student capstone projects. The three raters include one person from the discipline, an outside rater from a similar discipline, and a writing specialist. If the document is too technical for a writing specialist, a third disciplinary expert reads. Once the direct assessment has finished, the WEC program debriefs and discusses the following with raters: 1) strengths and weaknesses of the samples, 2) usefulness of the criteria, and 3) items that could not be assessed but may need to be in the future. Departments then interpret and use the results for future changes. Since this direct assessment occurs every three years, previous results create opportunity to measure growth.

Continuous assessment or check-ins by these departments establish a growth mindset for each discipline and the WAC program. Although these assessments do not assess for transfer in individual students, programs can implement changes based on the results. All three of these programs require a department-based ownership model for assessment, which is important when understanding writing transfer in the disciplines. As Selfe (1997) states, "WAC programs exist

[8] In the interview, Wardle mentioned that a goal of hers was to establish a community of practice for Advanced Writing instructors.

only as they are constituted by individual participants and their actions…these same individuals should design and carry out program evaluation projects" (p. 59). When programs interpret and own their assessment practices, programs acknowledge their responsibility for writing transfer. Like the other proximal processes, there are three actions that encourage writing transfer: 1) faculty should develop and administer their own assessments to promote ownership; 2) faculty must interpret the results and make changes based on disciplinary conventions and understanding; and 3) faculty should engage in continuous formative and summative assessment to encourage growth as a department.

Proximal Process: Administrative Structure and Budget

Crucial to the operations of any writing program is a supportive administration and budget. Although it may sound odd that an administrative structure and budget is considered a proximal process, WAC program must engage with administration at both the department and university level as well as their own administrative structure. Additionally, program budgets tend to vary from year-to-year, thus defining what the program is able to offer in terms of the prior processes. Nonetheless, as stated in the Communication of Transfer section, these programs developed out of an exigence to improve students' writing. In addition, these programs are not supported by a department or a single college, but by the Provost's Office and alumni donations. All of these programs are freestanding and serve as a centralized location for writing support. The University of Minnesota, North Carolina State University, and Miami University are also able to provide faculty incentives for participation in their programs, which further encourages faculty to adopt writing across the curriculum. For example, the collaborative nature of these WAC programs establishes a community of practice that encourages transfer. Flash in discussing faculty meetings stated,

> Meetings enable faculty to make decisions about what they do and what they don't address, what they're willing to address, and what they need our support in further addressing. All of this thinking about writing abilities and translating it into valid grading criteria enables transfer

This success also lives in how these writing programs are structured. Instead of having direct control over courses, these WAC programs embody a support role that encourage rather than dictates faculty. A supportive role creates a culture where writing is diverse, the responsibility of

the entire institution, and owned by faculty. Three important administrative structure and budget actions arise: 1) financial support should be provided by an institution's administration; 2) financial support should be provided to participants; and 3) WAC programs should be freestanding support structures for faculty and students.

WAC Transfer Integration Heuristic

To synthesize the knowledge gained from this study, I developed a heuristic (see Appendix D) that takes the PPCT design and integrates it with transfer. I situated the five proximal processes as ways to foster transfer, but I further described how complex and integrated with transfer they are using Condon and Rutz's (2012) WAC taxonomy. As more elements from the PPCT design interact, the more complex and integrated transfer becomes in the culture. The heuristic, therefore, works from the least integrated cultures (foundational) to the most integrated cultures (institutional change agent). Table 4 (next page) showcases the key actions that encourage writing transfer in each proximal process, and each process plays a role in an expansive frame (Engle et al., 2012) that helps programs, instructors, and students to engage writing transfer. All actions in Table 4.1 are drawn out from direct observations of the four WAC programs in this study and can also be found in the transfer heuristic.

Table 4.1. Proximal processes and the actions and expansive roles they play in encouraging writing transfer.

Proximal Process	Actions that lead to Competence	Expansive Role
Communication of Transfer	1. The macrosystem provides financial and verbal support of writing initiatives; 2. The WPA communicates with the stakeholders through face-to-face instruction and/or website presence in layman's terms	Connects settings so that prior content continues being relevant
Curricular Components	1. Collaboration must occur between the WAC program and faculty; 2. Faculty must codify disciplinary writing conventions and their place in the curriculum; 3. Faculty should reflect on and connect the curriculum with disciplinary writing practices.	Connects settings to promote an expectation of future transfer; and promotes generation and adaptation of knowledge in transfer contexts
Assessment	1. Faculty should develop and administer their own assessments to promote ownership; 2. Faculty must interpret the results and make changes based on disciplinary conventions and understanding; and 3. Faculty should be engaged in continuous assessment to encourage growth as a department	Promotes student [and instructor] accountability to specific content
Faculty Development and Student Support	1. Faculty should be placed into the role of student; 2. Collaboration amongst a department's faculty is a necessary component in faculty development; 3. Faculty development should be more long-term than short-term as it allows faculty to sit with the material; and 4. Students need multiple avenues of support	Promotes authorship and connects prior settings during learning that lead to transfer-in of prior knowledge in ways that support later transfer-out
Administrative Structure and Budget	1. Financial support should be provided to WAC programs by an institution's administration (e.g., Provost); 2. Financial support should be provided to departments and instructors who participate in the WAC program; 3. To foster deeper connections and relationships, WAC programs should be freestanding and a support structure rather than supervisory.	The administrative structure and budget are responsible for all five roles mentioned above.

While these proximal processes require actions to promote competence, they are affected by an institution's context systems—i.e., the chrono-, macro-, exo-, meso-, and microsystem—and its persons. Each of these systems and the persons within them play a role in encouraging writing transfer. Writing programs develop either generative or disruptive characteristics from the interactions with these systems. Therefore, each bioecological system has a responsibility to writing transfer, even though the systems may not directly teach. In terms of the heuristic, the more

the systems interact positively with each other the more likely the writing program is to be an integrated or institutional change agent for writing transfer. Additionally, proximal processes may be in different integrated categories, so the heuristic is not meant to assess an institution overall but the proximal processes that lead to transfer. Below I briefly discuss each system's actors and the role(s) they play in encouraging writing transfer. Table 4.2 contains a more expansive look at the five context systems, their persons, and role(s) in encouraging transfer.

Table 4.2. Each context system's persons, proximal processes, and responsibilities for writing transfer.

Context	Persons	Process Forms	Transfer Responsibility
Chrono	Time	● Exigences towards writing transfer ● Changes in administration ● Merging or diverging of institutional missions ● Ebbs and flows of funding	● Create more complex proximal processes that an institution and a writing program must address.
Macro	● University Administration ● Donors Board of Trustees ● University committees	● Funding ● Physical Space ● Supportive rhetoric	● University culture that advocates and informs the meso and micro levels of its support for writing transfer
Exo	● University Senate ● Other departments and schools	● Conduct disciplinary research and teaching ● Learn the best practices of writing ● Collaboration among disciplinary experts	● Encourage a university culture that values writing ● Understand disciplinary writing conventions ● Teach disciplinary writing conventions in alignment with best practices in writing
Meso	● WAC Administration ● Writing/Sub Committees ● Participating Departments	● Workshops ● Seminars ● Assessment support ● Writing Plans ● Writing Centers ● Student workshops ● In-class presentations ● Online resources ● Individual support	● Sponsor events that focus long term on transfer as a goal and explicit concept (i.e., seminars) ● Require faculty to reflect on disciplinary writing through artifacts such as writing plans and portfolios ● Create a supportive culture rather than supervisory culture
Micro	● Faculty ● Course Instructors ● Students	● Assessment Data ● Writing intensive courses ● Course and assignment design ● Mentoring Support	● Assignment scaffolding ● Purposeful curriculum ● Opportunities for students to reflect ● Provide ill-structured rhetorical problems ● Implementation of writing pedagogy practices

Chronosystem

The chronosystem represents time and how time influences the writing program. From the four interviews, it is clear time is monumental in growing a writing program. For example, each of these programs grew out of a need to include more writing in the curriculum. Persons involved with the writing program for a long time create multiple opportunities for students and faculty to be exposed to writing. Flash, director of the Writing Enriched Curriculum at the University of Minnesota, stated the mechanical engineering program was in their twelfth year of the WEC program. In that time, the program was able to assess itself multiple times and make changes to the curriculum that benefit students and faculty.

Macrosystem

The macrosystem is the university's culture and how it approaches learning. A culture's institutional mission, the administration's values and beliefs, and the monies provided to the culture all create a semblance of writing transfer's importance. A central, physical location for writing services provided by the macrosystem make it easier for faculty and students to access support. Actors that comprise the macrosystem include the university president, donors, endowments, board of trustees, etc. All four programs interviewed have established cultures of writing given that their macrosystems have dedicated funding and other resources to support their writing initiatives. The macrosystem is responsible for providing funding, physical spaces for learning and support, and positive rhetoric towards writing.

Exosystem

The exosystem contains the "linkages and processes taking place between two or more settings" (Bronfenbrenner & Morris, 2006, p. 818). Exosystem actors are not directly involved with the writing program or writing initiatives, but they shape the writing program nonetheless through their actions and attitudes towards writing. Actors in this system include the University Senate, departments and schools outside the writing program, and other support services. The choices these actors make indirectly influence the culture of writing (e.g., the philosophy department revises their curriculum to include more writing). WAC programs are a bridge to the

exosystem because they directly involve non-writing actors in outreach efforts. When outside actors become involved, they contribute to the mesosystem.

Mesosystem

The mesosystem includes the WAC administration, writing committees, and its participants. The mesosystem is responsible for the brunt of the work including faculty development, writing plans or curricular grids, and creating student support opportunities. Mesosystem actors and their interactions are where responsibilities are created and upheld. The mesosystem's role in writing transfer includes educating faculty on writing transfer and the best practices for writing. The mesosystem is also responsible for establishing and maintaining relationships with the exosystem and macrosystem.

Microsystem

With support from the mesosystem, the microsystem includes direct application of transfer learned from the mesosystem. The microsystem includes department faculty, course instructors, and students. Transfer occurs in terms of curriculum and pedagogy where the outcome is to get students to enact writing transfer amongst contexts. The microsystem also supplies assessment data, course and curriculum design, and mentoring support so that other systems can help the microsystem meet its needs.

Conclusion

The goal of this chapter has been to broaden the responsibility for writing transfer through the use of a bioecological framework, or a PPCT design. When using the writing program as the locus of analysis, it appears that many processes and actors influence WAC's ability to encourage transfer. The conversation with the four WAC directors suggests that specific rhetorical actions in each proximal process may encourage writing transfer. However, in order for the actions to be successful, writing programs rely on the decisions of institutional actors who are or are not directly involved in the writing program. Furthermore, the WAC programs studied are embedded in high research activity universities, so questions arise as to how other institutional contexts encourage writing transfer. For example, my dissertation builds on this research by examining state

comprehensive universities and their writing programs. In all, extending transfer research beyond the student and the classroom provides researchers with a *behind the scenes* look at how transfer manifests itself, but more importantly it allows administrators, WPAs, and instructors to work collaboratively towards student success.

CHAPTER 5: RESULTS OF WRITING PROGRAM RESPONSIBILITY

State comprehensive universities (SCUs) showcase several unique cultural factors that influence their ability to foster writing transfer. The results will be divided into two chapters: 1) writing program processes and 2) context systems. Chapter 5 will focus on the roles and responsibilities writing programs have in encouraging writing transfer. The results will be discussed in relation to the six processes of *communication of transfer, faculty development, curricular components, student support, assessment,* and *administrative structure and budget*. Each proximal process will contain a parent and child code table that lists coding schemes. Below the table, findings will be organized under their parent code.

In the pages that follow, I analyze the codes and relate them to the overall question: How do state comprehensive universities distribute the role(s) and responsibilities for writing transfer to the writing program and the institution's context systems? As a guide to this chapter, I again place the program type, its director, and the university in Table 5.1 so that references to these directors are better understood. The directors and universities have been given pseudonyms, and I have purposefully removed first names and used gender neutral pronouns to further mask participants' identities (see methods for rationale).

Table 5.1. Program type, director name, and university pseudonyms.

Program Name	Director	University
First-Year Writing	X. Cross	Midwestern State University
WAC	Q. Barlow	Midwestern State University
Writing Center	S. Ruell	Midwestern State University
First-Year Writing	Y. Daniel	Gulf State University
First-Year Writing	M. Reynolds	Southern State University
Writing Center	Z. Walters	Southern State University
First-Year Writing Branch	Y. Pope	Southern State Branch University
WAC	A. Cook	Great Plains State University
Graduation Writing Assessment Requirement	K. Kennedy	Western State University
First-Year Writing	M. Rowe	State Capital University

Proximal Process: Communication of Transfer

The communication of transfer manifests in several ways for SCUs, but the methods used vary depending on the writing program and its microsystem makeup. Two parent codes appeared consistently in interviewees discussions of communicating transfer: 1) *common language*; and 2) *curriculum*. A *common language* is the various forms of transfer language that allow WPAs to communicate with stakeholders. The common language parent code manifests further in the descriptive codes of *outreach, in-house discussions*, and *motto/outcomes*. *Curriculum*, the other parent code, includes the writing course sequence(s) and the pedagogical practices used in the courses. Additionally, curriculum fosters dialogues around *implied practices*, *faculty development*, and *difficulties*. Table 5.2 showcases the parent codes followed by their child codes and definitions.

Table 5.2. Parent and child codes for communicating transfer at SCUs.

Parent Code	Child Code
Common Language	**Outreach:** Discussions of writing transfer outside the microsystem **In-house discussions:** Discussions of writing transfer with those inside the microsystem **Motto/outcomes:** The microsystem's outward facing missions that imply transfer as an end goal of the program
Curriculum	**Implied practices:** Microsystem practices, including outcomes and pedagogy, that include transfer with(out) using transfer terminology **Faculty development:** Opportunities for faculty within and outside the microsystem that encourage transfer **Difficulties:** Issues that hinder the discussion of writing transfer throughout the bioecology

Common Language

Guiding this discussion of transfer for all programs is the use of a *common language*, or the forms of language that allow microsystems to communicate with the larger bioecology of the institution, shared between the writing program and administrators, faculty, and students—this finding complements the findings in Chapter 4 with the WAC programs at research-intensive universities. Although I state *common language*, this does not mean that it is one language that is used to communicate between all stakeholders. WPAs must learn to develop multiple common languages and negotiate these languages with the appropriate stakeholders. For example, M. Rowe, director of FYW at State Capital University states, "Of course, everything gets killed if you don't have data and that's why I've been trying to find other sources of data, our enrollment, our success rates...everything to support our work, because this is the language administrators understand." The discussion of transfer in this case must occur through qualitative and, more importantly, quantitative data. Furthermore, K. Kennedy, director of the graduation writing assessment requirement at Western States University, utilizes transfer terminology directly with administration when they suggest,

> Okay, so in terms of speaking to administrators, the transition to an electronic portfolio that collects artifacts across a student's entire career at West Coast University or at our partner institutions in the community college system, transfer has been the language we used to communicate that goal and folks have been really receptive to that.

K. Kennedy further suggests, "we're also using this language and being very explicit about how our goals will impact learning in [other] contexts." WPAs speak to administrators in a language that positions student success as the driving goal. However, language is adapted for use with faculty and writing center tutors.

In terms of faculty and tutors, another common language is needed to communicate transfer, especially in WAC programs and writing centers. A. Cook, director of the WAC program at Great Plains State University, elaborates, "I don't think they (faculty) would understand the term transfer at all." To make up for this disconnect, writing programs discuss transfer in alternative forms including *faculty development* and *program mottos*. For example, core to faculty development is *outreach*, or the discussion of transfer with those outside of the microsystem. Outreach efforts differ immensely in a WPA's approach, but some forms include a campus-wide Q&A, emailing stakeholders off-list, discussions with student advisors, and participating in NCTE Writing project sites. Faculty development, for instance, is an important site for discussing transfer, regardless of writing program (see Faculty Development below for a more in-depth discussion). The writing centers within this study, however, suggest SCUs have different compositions of tutors. For Z. Walters, director of the writing center at Southern States University, the program is composed of English graduate students who do not have 18+ graduate credit hours in English. These tutors, once they have 18+ credit hours, are automatically placed into the FYW program as instructors, which usually occurs after one year of graduate school. In this case, faculty development requires careful consideration of the graduate students' knowledge base, which is predominantly literature and creative writing. Z. Walters recognizes this need and takes "what are some of the best practices and [takes] the jargon out and just [presents] them in my professional development sessions, and then have [tutors] try an activity to practice applying it." The concept of transfer is present, but the jargon is eliminated to promote comprehension.

On the other hand, S. Ruell's writing center at Midwestern States University is composed of undergraduate and graduate student tutors from a variety of disciplines, so discussions of transfer also occur in laypersons' terms. The writing center employs a *motto* that ingrains transfer into its practices without using transfer terminology: "We want to make better writers, not better writing." S. Ruell furthers this notion by clarifying what this motto entails, "That often means connecting that concept to transfer where the goal is to help identify patterns of error to help students develop their own strategies for reviewing their work, so they're not reliant on somebody

to tell them what's going on but to equip them with the ability to see it in their own work." The motto and its subsequent practices help tutors discuss and implement transfer pedagogy without using technical terminology, which is necessary with a diverse writing center staff. Discussion of writing transfer, however, also occurs between individuals within the same discipline through what I term *in-house discussions*. In-house discussions usually occur within first year writing programs as they are composed of graduate students and adjunct faculty of the English microsystem. The discussion here typically relies on a common language of making changes to programs and pedagogy. For example, Q. Barlow, director of the WAC program at Midwestern State University, provides an example of what this common language looks like:

> We just had this discussion in the last writing skills committee meeting about how we can perhaps start talking about WAC courses more...maybe even changing our requirements, because right now our requirements are 3000 words, four hours of instruction, and include a blurb about the writing center, include the blurb about WAC and its goals, but that's in a discipline and it's very in this class. There's kind of a presumption, I think, built into that that you're to get in this class, it'll inoculate you, and you will now transfer it unequivocally throughout the rest of your academic and professional career, which we know is not really how it works

Again, transfer takes on vocabulary that is pertinent to the context and a common language appears to be one way of communicating with different stakeholders.

Curriculum

The most outward facing form of communicating transfer is that of *curriculum* and its two subcomponents of *implied practices* and *difficulties*. Curriculum, as defined in this study, is the course sequences for writing and its subsequent pedagogical practices that convey transfer and may or may not use transfer terminology (see Chapter 4). K. Kennedy explains that transfer is directly communicated through course outcomes and through informal writing and reflective/metacognitive practices. Kennedy states, "If you look at our first-year learning outcomes for first year writing, they are expansively framed and they talk about writing in other communities. The learning outcomes are asking students to think about how they learn, how the learning they do in that learning context is intended for other target contexts." For example, the first course in the sequence at Western State University includes outcomes such as the following:

1. Reflect on ways in which interpreting and composing texts are impacted significantly by the language, culture, and status of the reader and writer

2. Demonstrate intentional consideration of knowledge of conventions, linguistic structures, and usage as determined by the rhetorical situation

These two outcomes illustrate students need to utilize reflection to adapt and negotiate communication based on the rhetorical situation. Accompanying course outcomes is the course descriptions present in university catalogs. Continuing with Western State University, a course description states the following:

> Intensive, semester-long course to help students use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth—students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes; *read and write effectively in and beyond the university; develop metacognitive understandings of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses*

Although references to transfer are not stated directly within the outcomes or within the course descriptions, course outcomes and course descriptions do focus on transfer through its practices (e.g., metacognition and reflection).

Further describing the curriculum components of SCUs are the implied practices these programs use to encourage writing transfer. As the Elon Research Seminar (2015) suggests, the three practices of 1) constructing curricula that centers the study and practice of writing concepts, 2) engaging in metacognition, and 3) modeling transfer and metacognition are key to curriculum (p. 8). Q. Barlow at Midwestern State University, for example, states that the WAC program implies writing transfer in the sense that the work students do within their writing intensive courses is meant to travel with them to professional work. They further state, "It tends to be in my experience, focused on let's teach students study skills and then assess why they didn't get something right on a test or rework their learning style. Of course, that lines up with writing and using writing to learn." Speaking in terms of the first-year writing program at Midwestern State University, S. Ruell suggests, "There's a transfer element there in that they need to be critical readers and critical thinkers, but the ability to adapt to different audiences and expectations are built into that course." Often, this discussion of transfer centers around the practice of metacognition or reflective writing. Every first-year writing program interviewed either uses or is adopting a final writing portfolio, a practice that requires students to critically reflect on their learning throughout the semester. A more targeted discussion of curriculum can be found in the Curriculum Components section.

M. Reynolds of Southern State University suggests, "Yes, they [instructors] converse about transfer and it is mentioned explicitly, but instructors may not call it transfer." Instructors are taught transfer-enabling practices through discussions of pedagogy in all the writing programs interviewed. For example, A. Cook of Great Plains State University focuses heavily on scaffolding as a means to discuss transfer. They suggest, "People somewhat understand that it all works together, but it really varies on the program's view of writing." Scaffolding course assignments thus become crucial to the success of transfer. Y. Daniel of Gulf State University implies that the communication of transfer goes beyond the instructor into university committees. Y. Daniel states that university committees care about transfer and are supportive of transfer measures, even though they still make assumptions about what the first-year writing sequence should do.

However, SCUs run into issues that make transfer more difficult. For example, M. Reynolds from Southern State University mentions that the large transfer student population makes it difficult for the writing program to control students' writing experiences because students transfer credit from dual enrollment or previous college credit. These prior writing experiences may leave students underprepared for writing at the college level, because writing is often taught through a literature perspective rather than a rhetorical lens. Additionally, issues with the course size and length pose potential problems as dual enrollment high school instructors still have their high school courses to teach. On the other hand, WPAs may have difficulty discussing writing transfer given their pre-tenure status. A. Cook, for example, relies on giving suggestions to WAC stakeholders rather than being more assertive. The prior WAC director was more assertive in their choices, according to A. Cook. Other factors such as gender, age, and relationship with the community also play a key role into how each WPA approaches administration. In this case, discussion and practices of transfer are affected by the WPA's rank, gender, age, and relationship with the community.

Proximal Process: Faculty Development

Faculty development is a core component to any writing program as it provides an opportunity to update instructors on newly researched practices and pedagogies as well as programmatic needs. As the pilot study (Chapter 4) suggested, the longer the faculty development options the more likely faculty are to transfer their writing knowledge from context to context. Time became a crucial component as the coding process continued. Two parent codes appeared to

arise out of the interviews: 1) *faculty development types*; and 2) *faculty development characteristics and goals*. More specifically, the parent codes suggest that topics and types of faculty development are as important as what is expected of instructors. The data gleaned from the interviewees suggest there are five child codes for *faculty development types* across all types of writing programs: 1) *in-class development*; 2) *online development*; 3) *required development*; 4) *sponsored development*; and 5) *on demand*. *Faculty development characteristics* and goals can be divided into four child codes that describe what faculty development should accomplish: 1) *development changes*; 2) *faculty transfer practices*; 3) *development topics*; and 4) *expanded faculty development* (see Table 5.3 next page). Together, these two parent codes help develop a broader picture for how faculty development encourages writing transfer practices within faculty and subsequently in students.

Table 5.3. Parent and child codes for faculty development.

Parent Code	Child Code
Faculty Development Types	**In-Class Development:** Developmental opportunities that take place in the classroom. **Online Development:** Developmental opportunities and resources hosted online or in a shared LMS space. **Required Development:** Developmental opportunities faculty are required to attend in order to teach in the program. **Sponsored Development:** Developmental opportunities by sources outside the writing program microsystem. **On Demand Development:** Developmental opportunities that are kairotic and needed in the moment.
Faculty Development Characteristics and Goals	**Developmental Changes**: Programmatic practices that a WPA wants to change. **Faculty Transfer Practices:** Practices required of faculty that encourage transfer of writing skills and knowledge. **Development Topics:** Topics of professional development **Expanded Faculty Development:** Developmental opportunities offered by the WPA that stretch their roles and responsibilities (mostly not part of their job description)

Faculty Development Types:

In the following paragraphs, I expand upon the parent and child codes to describe faculty development's purpose to WPAs. *In-class development* is a form of faculty development that directly includes the students and is typically offered by the writing center. Workshops and embedded course tutors are the most common forms of in-class development, which allows the instructor to work closely with the writing center. Z. Walters, director of the writing center at Southern State University, suggested that in-class development is a more appropriate form of writing support than sending entire courses to the writing center for bonus points. Specifically, Z. Walters in their first semester had a biology instructor send their lecture students into the writing center for bonus points, which severely limited the available appointments for other students. Walters, however, worked with this biology instructor to create in-class workshops that focused on the genre of lab reports. Furthermore, students who wanted extra help then visited the writing center.

Embedded course tutors are another approach SCUs use to better teach for transfer, which presents students with a peer-to-peer view of writing transfer. Although embedded writing consultants may not appear to be a form of faculty development, writing consultants do use this embedded writing consultant program as a way of growing their tutoring practices and faculty are provided with support. S. Ruell's writing center at Midwestern State University has writing consultants embedded in every section of first year writing where consultants work closely with instructors to provide one to two hours of direct writing support for students. The course embedded consultants are required to take a one credit hour course with Q. Barlow, director of the WAC program. Furthermore, writing consultants are supported through bi-weekly paid training where lead writing consultants help new consultants apply what they are learning in their tutor training course. These writing consultants also participate in mentor groups where they work through common writing concerns. Similarly, K. Kennedy's institution also utilizes an embedded tutoring program for first year writing, and there is hope that this embedded tutors program extends into writing intensive courses as well. The embedded tutoring program is institutionally supported and has received grant money for this operation. Y. Daniel's institution also utilizes a course embedded tutoring program for the compound program, which is for students who do not score at least a 19 on the ACT English exam. Daniel states that the compound program was created because the success rates in the spring were low. Therefore, the embedded tutoring program was created and

students have to see a tutor 1:1 for each paper and meet weekly in small groups. The success rates for students in the spring grew after the embedded writing consultant program was initiated, according to Y. Daniel.

Online faculty development is another form of development that serves to benefit students and faculty simultaneously. Online faculty development varies per institution, but it typically involves the writing program website, videos on best practices, or a WAC/FYC group on the institution's LMS. Online faculty development tends to be more geared towards WAC programs because of the breadth of faculty involved. For example, Q. Barlow states that their WAC program contains sub-genre guides and tutorial videos on rhetorical character writing, discourse communities, and the discipline specific nature of writing on the writing center's website. Accompanying online faculty development are three more types of faculty development: *required development*, *sponsored development*, and *on demand*. Because WAC programs rely on voluntary involvement, *required faculty development* tends to be relegated to new instructor orientation. A. Cook's WAC program requires that new instructors meet with Cook to go over best practices, assignment design, and a rating rubric used by the program. Cook, however, is considering revising this required faculty development based on the needs of the instructors and circumstances outside their control (e.g., COVID-19). Q. Barlow utilizes mostly online faculty development, but will be conducting one-on-one outreach in the future, especially this is their first full year as director of the program. However, Barlow did conduct a campus-wide Q&A for faculty. For FYC and writing centers, required faculty development also occurs in pre-semester meetings, courses, and assessment. M. Reynolds' program, for instance, requires a fall orientation for all new members to the writing program. During the orientation, the program provides an overview of composition theory, the program, and provides an opportunity to listen to the concerns of the teaching assistants. In addition to the Fall orientation, new teaching assistants are required to take English 690: Introduction to Composition Theory that provides an overview of composition theory and an opportunity to pace their English course. A similar course occurs in the first-year writing program at Great Plains University. In the course, first year writing teaching assistants are taught and engage in composition theory and pedagogy alongside the creation of course materials. One of the writing centers interviewed (i.e., S. Ruell's program) also requires a course for new tutors, which is taught by Q. Barlow. However, Z. Walters' program does not require a course for graduate tutors but there are two required events: an orientation to the writing center and staff meetings every three

weeks. As far as writing transfer is concerned, the training for graduate consultants takes a year and it is not accompanied by a course. Therefore, writing transfer is made more difficult because the graduate consultants are then asked to transfer their writing into a teaching context the following year. Required writing development is crucial to the success of any writing program, but it must be accompanied by additional forms of faculty development in order to maximize results.

Writing transfer practices can be further encouraged through two additional development opportunities: *sponsored* and *timely professional development*. *Sponsored faculty development* are opportunities that are provided by sources outside the writing program that may or may not focus on writing practices. For instance, Q. Barlow's institution provided a campus-wide development opportunity on metacognition because the institution is attempting to move towards more metacognitive learning strategies. Furthermore, X. Cross's first year writing program at the same institution as Q. Barlow is provided with resources for faculty development from the College of Liberal Arts or from the Interdisciplinary College. Y. Pope, as a leader in one of the National Writing Project sites, provides sponsored development that allows them "to catch all dual-credit and community college instructors to bring them in for intensive writing pedagogy training and network building." The Center for Teaching and Learning also partners with Y. Pope to provide resources for the Marine Science major. Provided resources are another sponsored form of faculty development and they include WAC instructors being provided with a copy of Bean's *Engaging Ideas* or FYC instructors being provided with a copy of Adler-Kassner and Wardle's *Naming What We Know*. Resources such as these provide instructors with resources they can complete on their own time.

Because faculty development is often difficult to schedule, writing programs sometimes offer *on demand development* at the convenience of individual instructors or small groups of instructors. For example, S. Ruell suggests, "many faculty I feel like they want support when they want it, but not when we want to offer it." Options that have existed in the past for Ruell's writing program include faculty writing groups and individual instructor support on their own writing. In this case, X. Cross attempts to combine faculty development with administrative work, thus accomplishing multiple duties at once (K. Kennedy's department does the same). Z. Walters' program often finds faculty needing help from the Writing Center in two ways: 1) help with their writing; and 2) a review of their teaching materials. However, this development is strenuous on Z.

Walter's program, so they often refer faculty to the Center for Faculty Development. Walters' institution requires one writing in the major course, but there is no director of that writing requirement and there is no WAC director for K. Kennedy's institution.

Faculty Development Characteristics and Goals

Faculty development is a crucial component to successful writing programs, but the content of these development sessions is also paramount to creating successful writing transfer initiatives. Many WPAs utilize faculty development to enact *developmental changes* in the curriculum. For example, M. Rowe recently changed the curriculum at their institution and faculty development was used to inform instructors of why these changes were being implemented. The focus of these professional development opportunities was on writing transfer and how the curriculum can be changed to further enhance State Capital University's curriculum. Given the need for online writing instruction, A. Cook plans to revise the required faculty meetings with new WAC instructors to fit new instructors' needs; for example, this could include more video-based learning modules. Further changes for K. Kennedy's institution is the changing of adjunct faculty evaluations into professional development opportunities.

An additional component that WPAs seek to change is that of *faculty's writing transfer practices*. Writing transfer is as much a phenomenon for faculty as it is for students as described in Chapter Three. To encourage faculty transfer practices, Q. Barlow's WAC program utilize a form of assessment that requires faculty to complete an intensive, extended reflection. Information gleaned from this assessment is then provided to the instructor to make changes for the next WAC course they teach. Y. Pope's work with the National Writing Project site encourages dual-enrollment instructors to move away from a literature-based approach to a rhetoric-based approach for writing instruction. A rhetoric-based approach also attempts to discuss triggers of writing transfer and getting instructors to utilize these triggers within their teaching. In a similar approach, the writing centers studied also encourage faculty writing transfer practices. For instance, Z. Walters' program suggests that tutors utilize a reader-response model to tutoring. Walters' explicates, "we help the tutors see how they can mediate between what the student wants and devote some of the session to that either at the beginning or at the end or mediate that with the areas that you [tutors] see that could be stronger and point out parts of the assignment sheet that they [students] aren't fulfilling." Each tutoring session, therefore, models transfer-focused

thinking. S. Ruell also suggests that faculty sessions use the same approach as students, so faculty are encouraged to utilize such practices as students.

Furthermore, WPAs encourage their tutors and instructors to develop writing transfer skills through various faculty *development topics* with transfer in mind. Topics are often developed out of program assessment efforts or changes to the curriculum. M. Rowe, for example, recently created various professional development opportunities to change the curriculum of State Capital University's FYW program. In doing so, Rowe created faculty development sessions that focused on transfer and how it could be implemented. Multimodal professional development will also be implemented for Rowe's program as they move towards including multimodality within the curriculum. Other topics of faculty development include workshops on scaffolding assignments, assignment design, portfolio implementation, and discussion of the best practices of writing. All in all, these programs have focused on professional development sessions that encourage writing transfer practices in a variety of areas.

Unfortunately, given the nature of these programs, one area of concern for WPAs is that of *expanded faculty development*, or developmental opportunities that are or are not offered by the WPA because they stretch beyond the WPAs roles and responsibilities. For Instance, Z. Walter's writing center was stretched to maximum capacity when an instructor required students to visit the writing center for bonus points, thus stretching the writing center beyond its capabilities. The writing center was not able to serve its regular clientele because of the clogged schedule. Additionally, WPAs are stretched when the faculty of the writing program are graduate students and/or junior faculty, typically faculty who have little to no writing teaching experience. Expanded faculty development places pressure on WPAs to do more than what their job description suggests, thus writing transfer practices may be overlooked as the WPA cannot dedicate enough time to work with the program to create these practices. WPAs are also further stretched when certain writing initiatives do not have WPAs to oversee them; therefore, WPAs of FYW or the Graduation Writing Assessment Requirement are spending extra time and labor on fostering success within these programs. Two programs, Western State University and Southern State University, within this study were operating without WPAs in their WAC initiatives. State Capital University's WPA, M. Rowe, also goes beyond their duties to work with the Learning Center to administer professional development on multilingual writers and transfer. Furthermore, Rowe works actively with the Biology Department and led a half-day workshop on reflection and how key terms are

used within FYW. Workshops with outside departments would typically be under the responsibility of a WAC coordinator, but State Capital University eliminated their WAC program because of budgetary constraints. Rowe also has spent part of their WPA experience in a collaboration between an anthropology/sociology professor and a history professor so that they can bridge their courses. Overall, WPAs go above and beyond their responsibilities to encourage writing transfer through professional development.

Proximal Process: Curriculum Requirements

The curriculum of FYW and WAC programs are important components to encouraging writing transfer. Results from this study indicate two key areas for curriculum: 1) *curriculum requirements*; and 2) *curriculum outcomes*. More specifically, it appears that what is required of students and the subsequent knowledge and skills are critical to curricula success. First, I define *curriculum requirements* as the required sequence of courses, including directed self-placement and student agency. Under curriculum requirements, there are three child codes: 1) *course environment*; 2) *course requirements*; and 3) *pedagogies*. Each of these areas suggest specific elements that further encourage writing transfer. Second, *curriculum outcomes* are the knowledge and skills that students should transfer based on the writing program's curriculum and initiatives. In terms of curriculum outcomes, two child codes are established: 1) *calculated moves*; and 2) *cultural influencers* (see Table 5.4).

Table 5.4. Parent and child codes for curriculum requirements

Parent Code	Child Code
Curriculum Requirements	**Course Environment:** The environments in which courses take place (e.g., computer lab). **Course Requirements:** Requirements for individual courses, including outcomes and/or approach. However, this also contains potential and/or varied components dependent on instructor agency. **Pedagogies:** Pedagogies that are suggested and/or required by the writing programs, including tutoring pedagogies. This also includes reflection explicitly.
Curriculum Outcomes	**Calculated Moves:** Program initiatives that speak towards the current climate of the institutions and/or field. **Cultural Influencers:** Initiatives that depict the writing program's culture influence, including course size, requirements, etc.

Curriculum Requirements

Curriculum requirements, at least in this study, appear to incorporate more than just the course sequence(s). Instead, curriculum consists of three key components: 1) *course environments*; 2) *course requirements*; and 3) *pedagogies*. First, course environments is defined as the classroom types in which instruction takes place pre-COVID. There are three types of classrooms that were provided for WPAs, including traditional classrooms with a projector and other AV equipment, computer labs, and "active learning" classrooms intended for student interaction. The majority of classroom instruction takes place in a traditional classroom with a projector and other AV equipment. Institutions like Western State University and Great Plains State University conduct classes in traditional classrooms but have the ability to schedule computer labs for drafting days, but these labs must be reserved and come on a first come-first-served basis. Southern State University utilizes traditional classroom spaces but a quarter of those spaces are equipped with active learning furniture, yet the setup is still formal. Midwestern State University utilizes a hybrid approach where students meet one day a week in a traditional classroom and one day a week in computer labs. Luckily, State Capital University utilizes all three classroom environments within their program and a majority of the courses are taught in a computer lab. M. Rowe states that traditional classrooms have the ability to have a laptop cart brought to class to help with drafting and other virtual instruction. Because of the Covid pandemic, these programs have moved towards online courses and/or a hybrid approach. In all, it appears that a traditional classroom is still the most prevalent environment for writing courses.

The second child code for curriculum requirements is the course requirements, which includes the individual courses and their course outcomes. All of these institutions, with the exception of State Capital University, require students to complete a first-year writing course(s) along with at least one writing in the disciplines course. State Capital University did have a WAC program that required writing in courses outside the English department, but this program was cut due to budget concerns. Table 5.5 below outlines the course requirements for each institution, but course numbers are pseudonyms using WCN (writing course number). If the course contains an S (e.g., 101S), the course is a stretch option spanning two semesters. A course containing an ST (e.g., 101ST) is a one-semester stretch course at four-credit hours. Courses with a T (e.g., 101T) have a test-out option if the student has the appropriate test score or dual-enrollment/transfer credit. One

institution, Gulf State University, has a compound program which requires embedded tutors so that course is marked with a C (i.e., 101C).

Table 5.5. Curriculum requirements for each institution interviewed.

Institution	First-Year Writing	Writing in the Disciplines
Midwestern State University	WCN 101S; or WCN 103	Two WAC courses
Gulf State University	WCN 101T and WCN 102 WCN 101C and WCN 102	Two WAC courses
Southern State University	WCN 101T and WCN 102 WCN 101ST and WCN 102	One WAC course One writing intensive capstone
Great Plains State University	WCN 101T WCN 201	Two WAC courses
Western State University	WCN 101; or WCNL 102S; and WCN 103	One WAC course (must pass a graduation writing assessment requirement first)
State Capital University	WCN 101 and WCN 102	None (program eliminated)

The courses listed above indicate that students who enter these universities as freshmen will ultimately be required to take at least one writing course from the writing program, even if they test out of the first course in the sequence. Four of the six programs also provide students with a stretch option that is especially helpful for students who do not have the required test scores or who may need more time dedicated to writing instruction. However, transfer students who enter in their junior year may not necessarily be required to take a writing course from the first-year writing program, but five of these institutions do require at least one writing in the disciplines course. In terms of writing transfer, students who enter first-year writing programs and then take writing in the disciplines course(s) at one institution have more opportunities for writing programs to control writing pedagogy and content from course to course. In the case of Western State University, there is a graduation writing assessment requirement that acts as a second directed self-placement option for students, as described by K. Kennedy. The assessment initiative provides writing programs with the ability to offer interventions for transfer students who may not have as strong of writing experiences as expected by the WAC program.

In terms of writing transfer, the more courses students have that contain writing the better. However, key to those courses are the outcomes and pedagogical strategies instructors use, according to the Elon Statement on Writing Transfer. While I am unable to determine every pedagogical strategy utilized by instructors, the course outcomes give a good understanding of how these courses play upon each other. Listing every course outcome for every course would be extensive, thus I outline the course outcomes for the second course in each of these sequences because they are required of students regardless of ACT score (see Appendix E).

The writing programs in this study do not have a singular recipe for encouraging writing transfer, but similar pedagogies were elucidated by participants. I define these pedagogies as the suggested and/or required teaching strategies by the writing programs. For example, programs should begin by "constructing writing curricula and classes that focus on study of and practice with concepts that enable students to analyze expectations for writing and learning within specific contexts," according to the Elon Statement on Writing Transfer (Elon, 2015). Four of the programs have explicitly stated "context" and its subsequent analysis within its learning outcomes. Great Plains State University, for example, states, a student should "demonstrate a thorough understanding of context relating to appropriate audiences and explain the writer's and others' ideas skillfully and ethically through written language." State Capital University also suggests context as an important area in the following outcome: "Write for a variety of rhetorical contexts and vary voice, tone, formality, genre, and medium accordingly." The remaining two institutions may not explicitly use the word "context" but they do use synonyms such as rhetorical situation. Southern State University states, "Develop, practice, and reflect on reading, writing, and research processes in response to a number of rhetorical situations." Western State University encompasses the idea of context with writing transfer when their outcomes suggest, "Create a flexible process to transfer writing knowledge to a variety of contexts." A pedagogical strategy these institutions use to point to context is to get instructors to develop assignments and/or activities that refer to prior learning, which prompts students to think from context to context. Overall, context plays an important role in writing transfer and therefore the explicit study of a variety of contexts is essential for students to transfer their knowledge.

In addition to contexts, metacognitive awareness is a crucial component because it allows students to reflect on their learning and how they intend to use the knowledge learned for future contexts. The Elon Statement on Writing Transfer suggests, curriculum should be "Asking

students to engage in activities that foster the development of metacognitive awareness." Reflection is one element, as suggested in the pilot study, that helps promote metacognitive awareness, thus outcomes should clearly incorporate reflection. Three of the six institutions explicitly incorporate reflection as a key pedagogical strategy. Western State University incorporates the following outcome for reflection: "Practice self-assessment and revision in order to improve reading, writing, and research processes." Similarly, State Capital University includes a subsection of standards dedicated entirely to "Reflection and Transfer." Specifically, the State Capital University requires students to "reflect on how learning composition concepts is shaping their own theory of writing." Adding to reflection, students should "demonstrate understanding of composition key terms: exigence, discourse community, critical analysis, knowledge, context, and circulation." Lastly, students should be able to "articulate future applications of writing knowledge and practices." These three outcomes for State Capital University work towards implementing writing transfer practices into the course outcomes, which demonstrates transparency to students about what they should get out of the course. Although rhetorical contexts and metacognition are key to framing course outcomes, another important element is how writing programs and instructors frame the actual coursework.

The Elon Statement on Writing transfer suggests, programs, instructors, and students should be "Explicitly modeling transfer-focused thinking and the application of metacognitive awareness as a conscious and explicit part of a process of learning." As part of that process of learning, course assignments factor heavily into how students practice writing transfer. For example, Southern State University does not require a set assignment sequence, but the course goal for WCN 101 is an argument essay that incorporates synthesis and a final portfolio, while 102 requires students to complete a compelling research project. Midwestern State University, Gulf Coast University, Western State University, and Great Plains State University follow a similar focus on academic writing for the second course in the sequence with a required portfolio (except Great Plains State University) but no set assignment sequence. The only institution to require a set assignment structure is State Capital University, which is focused specifically with writing transfer in mind. English 1010 and English 1020 should be treated as a continuum where students learn key terms in each course. For English 1010, the assignment sequence is as follows: 1) literacy narrative; 2) analysis and evaluation assignment; 3) argument essay; and 4) portfolio and cover letter. After English 1010, students take 1020 where they review the key terms learned in 1010 but

participate in a new assignment sequence, which includes 1) inquiry proposal; 2) annotated bibliography and synthesis; 3) research paper and presentation; and 4) a portfolio and cover letter. Accompanying the sequence of assignments, the writing program also demands that instructors utilize mentor texts for the key terms for each course. Such a structured environment provides the writing program with the ability to teach writing transfer that spreads across disciplines. In fact, State Capital University's M. Rowe stated that the program has received compliments from other disciplines concerning the improvement in student writing, and some disciplines have explicitly asked for their help in introducing writing transfer practices into their own classroom. Overall, writing programs can work towards writing transfer by focusing outcomes, pedagogical strategies, and course assignment sequences with transfer in mind.

First-year writing programs are only the first step in a student's writing career and WAC programs continue to foster students' writing skills and knowledge. The goal of WAC programs is to hone students' writing experiences to mimic the writing they will do in their careers. WAC programs accomplish this goal through the development of program requirements that help faculty in the disciplines teach writing. As described in the Faculty Development section, WAC programs tend to further support their faculty through various forms of faculty development.

In Table 5.6 (next page), I outline the WAC requirements for students at the five institutions that require WAC.

The main component to each of these WAC requirements is a word count of at least 3,000 words, but only three of these universities require additional writing components. For example, Midwestern State University's WAC program requires instructors to dedicate a minimum of four hours to writing instruction, which is the only institution to require direct instruction. Midwestern State University and Gulf Coast University each require a minimum percentage of the course grade to be devoted to writing, but Great Plains State University states it must be a significant portion of the grade and students must pass the writing part in order to receive credit. Additionally, three of these programs make it a requirement that students receive feedback from either instructors and/or peers; however, it is implied in the other programs' descriptions that students will receive feedback in some form. The requirements for all of these programs are limited because instructors from other disciplines are teaching these courses, thus simplicity is key. The training of these faculty (see Faculty Development above) is critical to the success of these initiatives as they help faculty envision what writing means in their discipline. Part of that discussion and faculty development,

implicitly, is writing transfer practices. For example, Q. Barlow states the WAC program at Midwestern State University does not monitor instructors for specific pedagogical practices, but the program does work towards writing transfer by encouraging faculty to relate to prior knowledge and to provide disciplinary examples or real-world professional scenarios. A. Cook, director of the WAC program at Great Plains State University, further suggests that their WAC program encourages effective scaffolding of assignments. Alongside the simple requirements, the encouraging practices are fruitful for faculty in the disciplines and help to bolster writing transfer opportunities. However, questions arise as to how WAC programs could potentially create writing requirements that are framed for writing transfer and what kind of professional development would be needed for such endeavors. The pilot study did not focus on WAC program requirements, but strategies such as the faculty seminar, disciplinary guides, and/or curriculum maps and how they offer potential avenues to incorporate writing transfer.

Table 5.6. Writing across the curriculum requirements for courses to receive designation.

Institution	Student Requirement	WAC Program Requirements
Midwestern State	Two writing intensive courses	● 3,000 words of writing ● At least ⅓ of course grade for writing ● At least four hours of direct instruction ● Instructor works with students on drafts
Gulf State	Two writing intensive courses	● At least three writing assignments (one of which must contain scholarly research) ● Minimum of 4,000 words ● Feedback provided by instructor and/or peers ● Students provided with the opportunity to revise ● At least 30% of course grade is writing
Southern State	One writing intensive course	Minimum of 5,000 words
Great Plains State	Two writing intensive course	● Writing to learn statement of intent and philosophy of writing ● Students must pass writing requirement in order to pass course ● 100-200 level courses require at least 7 pages of writing, not including drafts or process work ● 300 and above level courses require 12 pages of writing, not including drafts or process work ● Assignment instructions provided ● Grading criteria is outlined ● Students must receive formative feedback with enough time to incorporate into revisions
Western State	Pass a graduation writing assessment requirement and one writing intensive course	Minimum of 5,000 words

The last writing program site that encourages writing transfer is the writing center, which can serve as an 'in-between' space for first-year writing and WAC. Writing centers are important pedagogical spaces because it allows students to work with peers who share similar writing experiences. Like WAC programs, writing centers must train tutors to approach writing consultations in a way that benefits student learning. For Z. Walters, their main "goal as a writing center director is to help tutors grasp the major tenets of writing center pedagogies and theories and composition theories without requiring tutors to understand the jargon of the field." The method described by Walters is certainly effective in her program as her tutors are graduate students and typically leave tutoring after one year. When training tutors, Walters utilizes the following training practices: have 1) tutors come up with their own examples for writing concerns and/or identify their own errors in writing; 2) think critically about course assignments; 3) discuss

how different disciplines write; and 4) require tutors to find a resource either in the center or in our books that they have as a reference. These strategies all help tutors learn the various ways to help students when they come for a consultation. S. Ruell's writing center utilizes the same practices, but their program requires tutors to take a semester-long seminar where they learn various writing center practices. Writing center staff training becomes influential when those pedagogies are employed in tutoring sessions with students.

In this study, the focus of writing centers was the pedagogical strategies tutors use when in consultation with students. According to Z. Walters, a typical writing center session utilizes the following format: 1) develop rapport and set an agenda; 2) glance through first paragraphs and start session; and 3) reflect and be forward looking. Ruell's program also utilizes this strategy. The main goal with sessions, according to Ruell, is to help students "identify patterns of error to help students develop their own strategies for reviewing their world, so they're not reliant on somebody to tell them what's going on but to equip them with the ability to see it in their own work." At this point, Walters' training practices will have provided tutors with a grab bag of strategies to utilize in sessions. Ruell further states,

> We try to lean away from highly direct statements and highly-directive approaches and towards a more non-directive question-based approach, so we are asking about those intentionally, what they meant by things, offering reader response, but also the specifics of our feedback are often like, 'Why did you try it that way,' or 'What was your thinking.' That kind of question is meant to offer reflective moments for students.

After a session has been completed, writing centers have students alongside the tutor complete a reflective log with next steps for the student. As the 'in-between' space, writing centers serve an important function in establishing students' writing transfer practices, especially reflection, because sessions are reflective in nature and intend to make the student self-reliant. Writing centers do actively encourage students to visit multiple times so that students can continue to develop their own practices. As Ruell suggests, "we're kind of trying to train ourselves out of a job but that rarely works." Therefore, writing centers do deserve further study into how they can help students with writing transfer. More specifically, further study into how writing programs foster relationships with one another is critical to establishing writing transfer practices.

Course Outcomes:

The course outcomes put forward two important notions: *calculated moves* and *cultural influencers*. *Calculated moves* are defined as the initiatives that speak towards the current climate of the individual institutions and their field that directly affect the program outcomes. For example, S. Ruell and their writing center has collaborated with various campus offices at Midwestern State University to create an initiative that validates the variety of Englishes used on campus. The writing center and other offices have developed training materials to help students and faculty understand that a variety of Englishes are rule-governed and valid. An initiative such as this is most welcome at a state comprehensive university because of the diverse student population that these institutions serve. At Southern State University's writing center, one goal has been to integrate undergraduate tutors into the writing center because they now rely entirely on graduate student tutors. This move by Z. Walters is helpful as it allows undergraduate students to work with other undergraduates on courses that they have taken at Southern State University. Southern State University has also acted upon the need for more direct writing instruction at the high school level through their investment in a National Writing Project site, which Y. Pope operates. As part of this program, the National Writing project sites certifies high schools as writing pedagogy sites if a certain number of instructors have gone through the program and use a portfolio-based assessment. The overarching goal with this program is to "connect students' writing issues between high schools and universities," states Pope.

Calculated moves in the field of rhetoric and composition also influence writing programs and their outcomes. For example, M. Rowe at State Capital University recently revised the entire first-year writing curriculum to be transfer-focused but also made the decision to move towards including multimodality within the required courses. The move to a transfer and multimodal-focused curriculum represents the larger move within the field of rhetoric and composition. In addition, Gulf State University has made a calculated move to move towards including key terms and threshold concepts within their curriculum, which again represents the larger field. Writing programs and their initiatives and curriculum provide opportunities to make calculated moves within the curriculum that influence the overall culture of the institution and the broader field of rhetoric and composition.

Adding to the calculated moves, writing programs can use their initiatives and curriculum to be cultural influencers. X. Cross at Midwestern State University, for instance, suggests that the

first-year writing curriculum plays a major role to the overarching writing culture as it helps prepare students for the WAC courses. Midwestern State University's liberal arts status and how that also contributes to writing as a cultural influencer could be a driving factor. On the other hand, M. Reynolds at Southern State University suggests that the mixed mission of the university and the integration of the English department into the broader School of Humanities has hindered writing's overall influence on the culture. Reynolds suggests that more writing and explicit exposure is necessary for writing to be a cultural influencer, which is understandable given that the WAC initiative lacks a WPA. However, Y. Pope suggests that Southern State University "at large has moved towards an active pedagogy stance and the Center for Teaching has acknowledged the importance of writing." Perhaps this move is directly related to Pope's involvement with the Center for Teaching and their understanding of dual enrollment. Pope explains, "dual enrollment teachers are teaching writing in eight weeks at the high schools with 30 students in a class and getting through four papers." Eight weeks for four papers is not an ideal situation for dual enrollment instructors, but perhaps the overarching change in culture at Southern State University could be directly related to Reynolds and Pope's advocating for writing to be taken more seriously. Cultures of writing at multiple institutions are linked, especially when students transfer in credit from one institution to the next.

M. Rowe attempts to contain the cultural influence writing has on State Capital University because the curriculum is controlled entirely by the writing program. In discussing this control, Rowe states, "I think the way the courses are structured now, especially with teaching for transfer, our overall teaching philosophy and pedagogy in the courses, I think, now offer a kind of comprehensive and meaningful learning experience for students." The writing program has been such a cultural force that Rowe is actively sought out to include more transfer-focused pedagogy in other disciplines such as biology. Additionally, instructors have stated that students are now more actively bridging between disciplines because of the curriculum in first-year writing. The change in writing curriculum and its focus on writing transfer has allowed the writing program to become a force for positive change despite losing their WAC program. On the other hand, institutions like Western State University have mentioned that the writing culture is strong and influential given their inclusion of the graduation writing assessment requirements. On a national scale, issues do arise when upper-level administration is heavily focused on having students graduate in four years, which makes establishing other courses for writing intervention difficult,

especially at Western State University. Upper-level administration also makes it difficult for writing instructors in the second composition course because they rely heavily on funding formulas to determine course caps. The second course in the composition sequence has a course cap of 30 students that hinders the writing program from requiring a portfolio. While there are issues with the upper-level administration and funding formulas, writing is integrated well into the overall culture with the first-year writing requirement, an assessment requirement, and a WAC course. Overall, the writing programs make calculated moves that later become cultural influencers that influence the university culture.

Proximal Process: Student Support

Student support plays an important role in writing transfer's success because it provides an additional avenue to practice writing skills. In this study, there were two types of support that support writing transfer, including *embedded student support* and *voluntary student support*. The embedded student support includes two child codes: *course support* and *student support* issues. While student support issues do not provide opportunities to practice writing transfer skills, they do describe the embedded issues that state comprehensive universities operate under. On the other hand, *voluntary student support* includes *additional support*, *collaborative initiatives*, and *department or administrative support* (see Table 5.7). Together, support initiatives provide students with opportunities inside and outside the classroom to practice writing transfer.

Table 5.7. Parent codes and child codes for student support.

Parent Code	Child Code
Embedded Student Support	**Course Support:** Includes course-embedded tutoring programs as well as events sponsored by the writing center or other entities that take place in the classroom. **Student Support Issues:** Issues that make providing student support difficult
Voluntary Student Support	**Additional Support:** Services that are not directly related to writing but will help students with other academic needs. **Collaborative Initiatives:** Initiatives that take place in the mesosystem and are meant to support students. **Department or Administrative Support:** Support provided by the microsystem's department or by the larger macrosystem. **Writing Center:** A centralized writing center that provides support for all writing needs.

Embedded Course Support

Embedded student support includes two initiatives in course support and curriculum structure, while also illustrating support issues that are potentially unique to state comprehensive universities. *Course support* is comprised of course-embedded tutoring programs as well as events sponsored by the Writing Center or WAC program that take place within the classroom. Three of the six programs interviewed utilize a course-embedded tutoring program for their FYW programs. Each program is different in how it operates, but it is still embedded within the program to help students succeed. For instance, Q. Barlow describes the course-embedded tutors for Midwestern State University as follows: "Writing consultants are provided with significant training in a semester-long, one credit course, and these tutors are embedded in FYW courses. These consultants also get paid for two hours of professional development and have potential funding opportunities to travel to conferences." In addition to the course, S. Ruell adds that the tutors who work in the classroom are placed into mentor groups where they discuss common issues related to writing instruction, including working with faculty or reluctant students. Ruell says, "mentor groups that's where a lot of conversation about Writing 150 takes place, everything from faculty who struggle to utilize the consultants to challenges that might come up with students are highly resistant, or you've run into a really silent or frustrating group." Students in WCN 103 are supported by peer tutors who are trained by the director of the WAC program, Q. Barlow, and the

Writing Center director, S. Ruell. Gulf State University and Western State University also utilize course-embedded tutors for their FYW program. Y. Daniel's FYW program at Gulf States University utilizes course-embedded tutors in a Compound Program. According to Daniel, "I noticed that there was a huge problem with the success rates of students in the spring semester...I was like, 'Wow, we got to do something.' We put course embedded tutors in the three classes and we set it up so that students had to see a tutor 1:1 for each paper and meet weekly in small groups with a tutor." The success rates for the course-embedded tutors was higher than the traditional FYW classroom, according to Daniel.

Other forms of course support are typically provided by the Writing Center or the WAC program, but these forms of development depend on faculty needs. For example, the Writing Centers interviewed in this study both offer in-class workshops where tutors are brought into a class at a faculty member's request and work with students through various stages of the writing process (e.g., peer review). For instance, Z. Walters' writing program offered a lab report workshop for a biology instructor where tutors went through the different sections of a lab report. This course support was highly favored over sending students into the Writing Center for bonus points only. The workshops created more traffic for the writing center for students who wanted appointments rather than clogging up the schedule.

While in-class support and curriculum structure is important, *student support issues* hinder writing transfer and the support writing programs provide. For instance, a large issue for most of these institutions is the transfer student population and the writing instruction they received prior to entering the university. Transfer students often receive credit from dual enrollment opportunities offered by partnerships through their high school or community college. Because these students have received credit, oftentimes ACT scores are a non-factor in where students are placed in future writing courses. Y. Daniel, for example, mentioned anecdotally that one student received credit for the 101 course and was placed into 102 despite receiving only an ACT score of 16. Additionally, M. Reynold describes this difficulty when they say,

> So, when 60% of your graduating students are transfer students, transfer becomes a different sort of messaging process when they come to you as juniors. Similarly, as we see sort of first year composition get pushed into dual enrollment programs, we see students choose to take classes at community colleges over the summer because it's so much less expensive. It affects your ability to help them see the connective tissue. If part of my job is to help students make those connections between their writing experience, the rest of their academic career, and their real

> lives when they're coming with such diverse experiences from such different places, doing that is more difficult.

Dual enrollment is meant to be a preparation model for students, but writing transfer is hindered when these experiences are not concocted with transfer in mind.

In K. Kennedy's role as the graduation writing assessment coordinator at Western State University, there is a safety measure in place known as the graduation writing assessment requirement. The requirement asks students to submit a portfolio of their writing experiences that is assessed by a team, which includes some faculty from the writing intensive requirement. In turn, the results from the assessment are provided to the student and Kennedy describes this process as follows: "So, it's effectively a second directed self-placement moment and the score lets students know what kind of resources are available to support writing intensive work and the spectrum of that being you can take another composition course, an optional one, to a simultaneous one unit tutorial to you should use the writing center to 'Hey, you're ready go for it.'" This second directed self-placement provides students with the opportunity to increase their writing transfer skills, if needed. However, the student is not required to take the extra class. Kennedy adds caution that if the writing program were to add an additional course to support these students, "it is shot down by upper-level administration because students need to graduate in four years."

However, individuals, like Y. Pope, have sought alternative ways to increase students' awareness of writing transfer through their role as the director of a National Writing Project site. The goal of this program Pope says is "to catch all dual credit instructors and community college instructors and bring them in for intensive writing pedagogy training and network building. For lack of a better word, I influence and support thinking about writing beyond a literature model." Pope's program is supported by their institution and the National Writing Project, which attempts to create similarity between writing instruction to guide students towards writing transfer. For instance, one goal of Pope's is to share "the language with them that we can transfer from course to course about writing. Starting, you know, I have teachers that teach sixth and seventh grade and so thinking about sharing that language all the way to the community colleges, we can have conversations about writing." Furthermore, Pope suggests that language should be accompanied by an understanding that writing transfer's success takes practice instead of simply gaining knowledge. Pope states, "We talk about the triggers of transfer and what it means to take a practice instead of taking knowledge, particularly for a writing class, and then how you can build different

models of transfer and thinking into your classrooms." If a writing program is unable to develop a dual enrollment program, the support of a National Writing Project site proves to be an alternative form of support for students as it involves secondary and post-secondary instructors.

Voluntary Student Support

Voluntary student support initiatives are programs or opportunities that are directly supported by the microsystem or macrosystem, but students choose whether or not they want to participate in these support structures. The largest *voluntary writing support* for students is the Writing Center. All six institutions interviewed have a writing center that is supported. Writing centers are provided free of charge to students because the service has been paid for in tuition. The programs interviewed in this study provided a variety of services, including one-on-one peer tutoring, in-class workshops, and faculty support. Accompanying writing centers is additional support, or services that are not directly related to writing but help with other academic needs. Forms of additional support are typically under the umbrella term of an Academic Support Center, which includes speech tutoring, research help, and discipline-specific tutoring. Some of these services may include writing tutoring, but it is not their main responsibility.

Student support is also prevalent in *collaborative initiatives*, or initiatives that take place in the mesosystem. One such initiative occurred between S. Ruell's writing center, other academic support services, and the institution's English and anthropology departments and the Division of Inclusion and Equity when they developed the Linguistic Diversity Initiative. The goal of the Linguistic Diversity Initiative is to validate the varieties of English that students bring with them to the classroom, and this occurs when an institution does not view one form of English as superior. Other aspects to this initiative is the belief that validating students' home language and helping them find their voice helps with the learning of discipline-specific writing styles such as Standard Written Edited English. Although not directly including students with support services, initiatives such as the Linguistic Diversity Initiative do help students' language use feel validated.

The last form of voluntary support is *department or administrative support*. Support in this instance extends beyond that of monetary support and ventures into verbal and actionable support. For example, M. Rowe relies heavily on the English department chair for support who is a literature professor with a solid understanding of pedagogy and writing. Alongside the department chair, Rowe was able to rearrange the first-year writing program to focus on teaching for transfer. In

addition, Rowe arranged for upper-level courses to focus on reflection and teaching for transfer, which also led to the development of a professional writing certificate. Speaking to the professional writing certificate, Rowe states, "We got support for it from my chair as usual and then we started seeing more interest in it once we started marketing. We started seeing more interest from our students from across the disciplines and from the community as well." Support for students not only comes in financial forms but also in verbal support.

As voluntary services, students do not feel pressured to utilize these services if they are not needed, thus embedded course support is a more appropriate support structure rather than forcing students to attend these services. Additionally, collaborative initiatives between departments, support services, and university offices directly support students without requiring student participation. While these may seem like embedded initiatives, I include them in the voluntary support as these collaborative initiatives are not required of departments, support services, and university offices. However, when these initiatives are developed and instituted, students receive support through programs that influence the institution. For example, Midwestern University's implementation of the Linguistic Diversity Initiative. Support structures, therefore, do not have to directly involve students and can include monetary, verbal, and collaborative support. Overall, multiple forms of student support are necessary to help students transfer their writing skills.

Proximal Process: Assessment

Assessment is a crucial component to every writing program and its success. Two parent codes that appeared frequently: *programmatic assessment* and *other assessment initiatives*. Under *programmatic assessment*, there are three child codes: *feedback and usefulness*, *frequency*, and *shared results*. *Other assessment initiatives* include two child codes: *instructor assessment* and *required student assessment* (see Table 5.8).

Table 5.8. Parent and child codes for assessment.

Parent Code	Child Code
Programmatic Assessment	**Feedback and Usefulness:** The discussion that ensues about the assessment results. The feedback comes from outside sources or from within the program itself. **Frequency:** The rate at which assessment occurs. **Shared Results:** These are the people, programs, and/or methods programs use to disseminate programmatic assessment results.
Other Assessment Initiatives	**Instructor Assessment:** The assessment of individual instructors. **Required Student Assessment:** A direct assessment of students in order for them to move into their WAC courses.

Programmatic Assessment

Programmatic assessment can be defined as the tools and methods that programs use to assess themselves. Each writing program in this study assesses themselves differently, thus I cover each writing program by type. For first-year writing programs, five of the six institutions use or will use a portfolio assessment. The remaining institution assesses the last paper within the two-course sequence. X. Cross's program is unique in their assessment as they have assessment groups that norm, read, and rate final portfolios throughout the semester. Every student is assessed by the assessment groups, so there is consistency across the program. According to Cross, however, the assessment is mostly product oriented because submitted products are final copies of essays. Cross also iterated that discussions are being had to increase the reflective components of the portfolio. Similar to Cross's program, M. Reynolds' program also utilizes a portfolio assessment, or what is termed a stage two portfolio assessment. For Reynolds' program, each section of first-year writing submits five portfolios that are randomized and an assessment committee completes the assessment. The remaining portfolio programs, like Cross and Reynolds', complete portfolio assessment to determine strengths and weaknesses. All first-year writing programs are required to complete an assessment for their general education committees.

While each program demonstrated that assessment is fruitful for their programs, the feedback they receive from general education committees and/or assessment offices is often not useful. One core reason is that general education committees and/or assessment offices are not made up of writing assessment experts, thus the feedback is limited. On the other hand, M. Rowe

even suggests that their institution does not understand writing assessment and therefore the institution lets the program do what is best. Cross also mentions that the feedback from the general education assessment is not useful because the writing department knows what they are doing. Y. Daniel even admits that after the writing program submits their assessment report, they are not sure what the college does with the results and they receive no feedback afterwards. The reasoning for the consistent assessment appears to serve as documentation for accreditation. Although writing programs are equipped to service their own assessment, institutions are not prepared to provide writing programs with feedback that is useful. Because institutions are ill-equipped to provide writing assessment feedback, the data produced by writing assessment, whether positive or negative, may be misunderstood by upper-level administration and cause issues with future funding opportunities. The assessment, therefore, has to be placed into common terminology that upper-level administrators understand.

The frequency of assessment varies per program as well as the funding per programs. For instance, Southern State University completes assessment every year in the summer, which is a paid opportunity for graduate students. Likewise, Midwestern State University completes an assessment every year because student portfolios are 90% of the students' final grades. On the other hand, Western State University has not completed an assessment in several years on their first-year writing or WAC program because the department consists of junior faculty and the WAC program lacks a director. However, the goal is to complete an assessment every five years to stay ahead of the accreditation process. Gulf State University is required to complete an assessment once every three years in order to stay ahead of accreditation, but the college requires the program to complete an assessment every year. Funding, however, is limited in completing the assessment. State Capital University is in the process of completing an assessment for their newly implemented teaching for transfer course. M. Rowe's "plan is a 10-year plan. So, every other year, we start working on a new category of the learning outcomes. We assess it and then we see what kind of intervention we need to do to remedy any problems we see in our curriculum, training, materials, and whatever, and then do limited programmatic assessment." Like Gulf State University, Rowe has had difficulty in securing funding for assessment measures. For example, Rowe describes the situation they encountered with their Provost:

> Yeah, I mean the Provost keeps saying something but when it comes to action, we get a totally different message. The latest of this was his support of assessment and we met with him and talked to him about our needs to run programmatic assessment

> and he said, 'Yes, I support this and understand writing assessment is different from what we do across the institution.' But, when the time came this year to ask for a budget for assessment, he's like 'Oh, no, we cannot approve that.' This has been our experience with him for more than three years.

Assessment is a core component to accreditation and making programmatic changes, but funding the assessment is difficult when upper-level administration are not actively supporting the initiative with funding. The lack of support may be related to the lack of funding at SCUs in general.

When assessment is completed, the use of the results is an important factor in encouraging writing transfer. All the programs within this study share the results of the assessment with their own programs so that changes can be made by individual instructors. For example, X. Cross states, "we also share the results with the faculty, usually at one of the professional development meetings or startup meetings we'll share our results and talk about the implications for teaching and what kind of revisions we might make as a result of those conversations." In addition to program faculty, these programs share their results with other individuals including the university assessment director, department chair, Vice Provost/Provost, writing intensive course instructors, and the deans of undergraduate education and colleges. Sending results out to more than the program faculty serves an important purpose in encouraging writing transfer. For example, M. Reynolds purposefully uses the assessment reports to advocate for programmatic changes (e.g., the need for more faculty). Key to presenting writing assessment data is making sure the communication is understandable by upper-level administrators, hence the need for multiple common languages. Although results may be shared with upper-level administration, it does not always guarantee that administrators will use the data to make programmatic changes. For example, Y Daniel's program sends assessment reports to their college but never hears back from the administration on the results. Overall, the sharing of assessment results is critical to the success of a program.

Other Assessment Initiatives

In addition to programmatic assessments, writing programs often conduct two other types of assessments to measure success: instructor and student assessment. Instructor assessment varies widely per institution because of the labor force entailed and their status. For example, at Western State University, lecturers are evaluated by a Lecturer Committee that looks at instructor syllabi and student evaluations, and lecturers are observed twice a semester for their first three years.

Tenure-track faculty, on the other hand, have two course observations a year and a review of syllabi and student evaluations. Southern State University is composed of primarily graduate student instructors, but the graduate instructors do have course evaluations and observations in their first year of teaching according to M. Reynolds. State Capital University operates differently in their assessment of graduate students through a close mentoring program. Each new graduate teaching assistant or adjunct works directly with the assistant director or director of composition where they are observed two times in their first semester, once in the early weeks and once in the later weeks. The two observations are followed by feedback meetings tailored to the instructor's needs. In addition, the director of composition also checks in with new instructors weekly via email and office hours.

Western State University has a unique assessment for students in the middle of their educational experience. Students are required to submit a portfolio that is to be assessed by a committee of writing specialists and writing intensive instructors. Once results are obtained, students are guided through their options for receiving remediation options or course options.
Lastly, writing centers and writing across the curriculum programs operate assessments that further help researchers study writing transfer. For example, Midwestern State University's writing center assesses tutors by printing out consultant reports that tutees write in response to the tutoring session. These feedback reports serve as a means for tutors to reflect on their practices and make changes for the next semester. In addition, the writing center recently conducted a special assessment with a graduate assistant to bolster support for virtual offerings. The results of the special assessment were shared with the president of the university, other student service partners, deans, libraries, and the Steering Committee that includes the Vice President of Curriculum Development and the Provost. The writing center director at Southern State University recently started their position so no assessment has begun. However, the director wishes to complete an assessment on how best to serve the demographics of the university population, especially online students. Results of this future assessment are meant to be shared with the writing center staff as well as published into a white paper for other stakeholders. In all, these varying assessments of virtual resources to serving the student demographics illustrate how writing centers can play an important role in helping students transfer their writing skills.

The two writing across the curriculum programs within this study operate assessment in two different ways. First, Great Plains University has an assessment that is the best practices within

their WAC program. Assessment data is not collected, but each syllabus is required to meet these criteria before approval. Future assessment projects are potentially in the works with Great Plains University's WAC program. The WAC program at Midwestern State university operates an assessment that is reflection-based. Q. Barlow states, "At the end of the semester the instructor writes up a course assessment report and this report has a form and questions that guide the instructor to think about specific things and a place to load in some data." Continuing the description, Barlow adds, "It has a place where it sort of charts out on a bar graph what the instructor thinks about proficiency, competency, and failure on different writing skills and components." While feedback is provided to instructors via the WAC committee, instructors are not required to share their results with department heads or other stakeholders. In addition, Midwestern State University's WAC program collects all syllabi and assesses them to make sure they meet the WAC program's minimum requirements. The results from the WAC program assessment can be insightful for FYW programs because it allows FYW directors to peer into the perspectives other instructors have of students' writing skills. Furthermore, FYW instructors can make changes to their curriculum given the feedback from WAC instructors, thus allowing students to be prepared for their writing in the disciplines courses.

Proximal Process: Administrative Structure and Budget

The administrative structure and budget of SCUs vary, but they depend on two parent codes: *program structure and budget* and *university structure and budget*. The *program structure and budget* has two child codes, including *program budget* and *program makeup and responsibilities*. The *university structure and budget* is also made up of two child codes: the *funding formula* and *university makeup and responsibilities* (see Table 5.9). Below, I outline the two parent codes and illustrate how they work in tandem.

Table 5.9. Parent codes and child codes for administrative structure and budget

Parent Code	Child Code
Program	**Program Budget:** The financial support provided to the microsystem. **Program Makeup and Responsibilities:** Contains the people involved with the microsystem and their responsibilities to the microsystem.
University	**Funding Formula:** The formula that determines course caps. **University Makeup and Responsibilities:** Contains the people outside the microsystem and their responsibilities to the university at large.

Program

First, each writing program, ideally, is meant to have a program budget that dictates the program's makeup and responsibilities. A *program budget* is comprised of the financial support provided to the microsystem (i.e., the writing program) by sources such as the department or larger macrosystem. All of these programs, except one, have their own budget to operate the program.

WAC Program Structure

For WAC programs, the budget comes from the larger institution (e.g., the college, etc.) as they are serving multiple departments and programs. Often, WAC programs are freestanding programs outside of general education, thus they have their own budget. For instance, Q. Barlow's WAC program receives approximately a $3,000—$4,000 budget per academic year. The budget helps the WAC program create campus workshops and other duties that bring instructors into the WAC program. Q. Barlow is also provided with a $900 budget for their own professional development. A. Cook's program receives funding from the Provost of the university, which allows Cook to provide a $250 stipend for instructors who meet at least seven out of the eight best practices for the program.

In addition to program budget, WAC programs have unique makeups and responsibilities that other programs do not. The program makeup and responsibilities contain the people involved with the program and their responsibilities. For instance, WAC programs recruit faculty or are assigned faculty in the disciplines who may or may not have any writing background. If lucky, WAC program directors are provided with an administrative assistant that helps operate the program. On the other hand, two writing in the disciplines requirements operate without a WPA,

thus showing some initiatives are required but unsupported. Only one WAC program is provided with an administrative assistant. In addition to program makeup, the biggest responsibility for WAC programs is to develop writing requirements for participation in the WAC program. Table 5.10 below lists out those requirements, excluding Southern State University and Western State University whose requirements are the same: 5,000 words:

Table 5.10. Requirement for the WAC programs.

Program	**Midwestern State University**	**Great Plains State University**	**Gulf State University**
Requirements	● Four hours of writing instruction ● 3,000 word written during the term ● Instructors must work with students on revising drafts ● One-third of the grade must be based upon writing assignments ● Students must pass the course with at least a C or better	● Documentation, including a syllabus ● A writing to learn statement of intent and philosophy of writing ● Writing and course grade (i.e., you must pass the writing portion to earn credit) ● 7-12 pages of formal writing ● List of due dates ● Writing assignment instructions ● Grading criteria, ● Explication of feedback	● Required professional development workshop ● Course syllabus that includes learning outcomes related to content, writing, and research in the discipline ● Three or more writing assignment, totaling at least 4,000 words ● At least one assignment includes a scholarly research component ● Students must be provided with feedback from instructors and/or peers ● Students must be provided with the opportunity to revise ● At least 30% of the course grade is based on writing assignments

Because WAC programs do work with faculty outside of English departments, faculty in the disciplines can be apprehensive about participating in the program even though WAC programs are support structures rather than bureaucratic ones. For example, Q. Barlow states faculty often think, “Okay, what are you trying to do for central administrators? Like what kind of bean counter thing are you trying to bring into my classroom? Or how are you trying to police me?” A. Cook also suggests that some department chairs do push off writing to learn courses onto other faculty, including graduate students. Cook is pre-tenure so there is little opportunity to challenge the chair on that decision. WAC’s required status could potentially lead to department chair’s relegating those courses to graduate students or non-tenure track faculty. To alleviate some of the stress related to WAC/WID initiatives, WAC program directors are helped by WAC/WID writing

committees that are either part of the general education committee or faculty senate. The WAC committee is responsible for creating and maintaining the requirements for WAC/WID courses such as those above, approving courses for WAC/WID status, and assessing these courses on a regular basis. These committees are composed of writing faculty and faculty within the disciplines, which allows for multiple perspectives and disciplines to have a say in writing instruction throughout the institution.

First-Year Writing Program Structure

First year writing programs operate on a different administrative structure because they are funded by their departments or colleges rather than by the university or provost, which means their operating structure is slightly different. Midwestern State University has their money come directly from their college dean, including professional development funds and the embedded writing tutors, because they are a freestanding writing program. Another unique advantage to the Midwestern State University writing program is the role of the director, X. Cross. Cross states, "Part of my responsibility as the director of the first-year writing program, I don't have any kind of consultant hiring, the removal of instructors, and I don't have any official observing power...I'm more of a mentor. I think it's probably a better way of how I think about the work." The unique administrative role here attempts to provide a more collegial environment as instructors are not under constant pressure to impress the director; instead, the role allows for discussion that improves instructors' teaching strategies. The large faculty of this program—-i.e., 30 affiliate faculty who are full-time lecturers on renewable contracts—-also provides for a more consistent writing program in terms of goals, means, and outcomes. In addition, the program consists of zero graduate students teaching the first-year writing program, with a majority (56%) of the teaching coming from continuing lecturers. Visiting faculty teach approximately 19% of the course loads, while adjunct faculty teach 22% of the course load and tenured faculty teach 3% of the course loads. The consistency and mentoring-stance of Midwestern State University's first-year writing program helps provide a unique take on how a program is funded and why consistent faculty is necessary for program operations.

The other first-year writing directors in this study appear to have a more administrative role where they can hire and fire instructors, although this is certainly not how they described their role in their programs. Budgets within these programs come directly from the English department,

but additional funding can be gained through textbook sales. For example, Gulf State University receives $2 per head for the required program handbook that includes the course objectives and sample essays written by students. At Southern State University, the writing program receives funding from the College of Arts and Sciences as well as through composition course fees. Unfortunately, State Capital University does not have a composition budget of their own and therefore relies on the English department for funding. When requesting funding for professional development, M. Rowe states that they like to provide pastries and coffee for the participants because they are not paid. Rowe, however, stated that even this is questioned every time and they have to produce a memo to justify the spending of this money.

Each first-year writing program has a unique makeup of who teaches in their first-year composition program. Below, Table 5.11 describes the breakdown of faculty by percentages for each program in the 2019-2020 academic school year.

Table 5.11. Breakdown of the staff for the first-year writing program.

Program	Faculty Breakdown
Midwestern State University	*Graduate Students*.....0% *Tenured Faculty*.....3% *Continuing Lecturers*.....6% *Visiting Faculty*.....19% *Adjunct Faculty*.....22%
Gulf State University	*Graduate Students*.....5.8% *Tenured Faculty*.....15.4% *Continuing Lecturers*.....19.2% *Visiting Faculty*.....0% *Adjunct Faculty*.....40.4% *One-Year Only*.....19.2%
Southern State University	*Graduate Students*.....85% *Tenured Faculty*.....5% *Continuing Lecturers*.....10% *Visiting Faculty*.....0% *Adjunct Faculty*.....2% *Non-Tenured*.....3%
Great Plains State University	*Graduate Students*.....85% *Tenured Faculty*.....3% *Continuing Lecturers*.....2% *Visiting Faculty*.....0% *Adjunct Faculty*.....10%
Western State University	*Graduate Students*.....10% *Tenured Faculty*.....2% *Continuing Lecturers*.....44% *Visiting Faculty*.....0% *Adjunct Faculty*.....44%
State Capital University	*Graduate Students*.....27% *Tenured Faculty*.....11% *Continuing Lecturers*.....35% *Visiting Faculty*.....0% *Adjunct Faculty*.....27%

Only two of these programs rely heavily on graduate student labor, Southern State University and Great Plains University. Eighty-five percent of the courses offered within each of these two programs is taught by graduate students and therefore requires a considerable amount of training by the director. Southern State University and Great Plains University do require at least a semester-long seminar on composition theory and pedagogy taught by the directors; thus, training occurs while graduate students are teaching. Y. Pope adds, “I think the other huge issue is just staffing and being able to share a language with instructors who are primarily graduate students

and adjuncts, about writing and then the pedagogical training that goes with that and advocating within programs that this will benefit graduate students." A majority graduate student staff is not ideal, but it is often a reality for many writing programs. The remaining programs appear to consist of a majority of continuing lecturers and adjunct faculty, which is not unexpected. Each of these programs, however, do have some percentage of tenure-track faculty teaching within the program, but only two programs (State Capital University and Gulf State University) see those percentages reach over ten percent (11% and 15.4%) respectively. Considering the programs' makeup, the writing program directors' responsibilities often revolve around professional development, curriculum development, and assessment.

Professional development, curriculum development, and assessment are the main responsibilities of the writing program directors; however, the directors are often assisted with these duties through writing committees. Because first-year writing programs are typically general education courses, directors or assistant directors are responsible for having a seat on the general education committee for the university at-large. However, two of the writing programs did mention that general education, especially assessment, is of minimal importance as general education committees are often unsure what to do about assessing writing or how it is taught. Most of the programs also operate a first-year writing committee for the program, which varies in their makeup from graduate students to lecturers to tenured faculty. For instance, Southern State University has a first-year composition workgroup, a textbook committee, and an assessment committee. Other programs combine all of these committees into one. According to M. Rowe, director of first-year writing at State Capital University, they like to include instructors in a variety of ways, even if instructors do not supervise any major committees. Rowe states, "Instructors don't oversee anything, but sometimes I like to make things more democratic and for inclusion sake. We discuss things, I ask their opinions, and I let them lead professional development."

Uniquely, at the Southern States Branch University the director, Y. Pope, has an added responsibility as the director of a National Writing Project. As the director, Y. Pope has a grant to work directly with dual-enrollment instructors on writing concerns, including writing transfer practices. In addition, Pope also has a grant within the university to study student behaviors that transfer from composition to other courses. Unfortunately, the responsibility of Pope extends beyond the writing program into the education licensure program where they are consistently teaching in course overload. Some of the writing programs, for instance two WAC/WID initiatives,

are currently operating without a writing director and therefore the responsibility for these programs often get pushed on the first-year writing directors. State Capital University even eliminated their WAC/WID initiative because of funding issues. Overall, writing program directors are stretched and rely heavily on others for programmatic support. Writing transfer subsequently is hindered as these other responsibilities often take up the director's ability to focus on and study writing transfer within their program.

Writing Center Structure

The two writing centers interviewed operate under two different structures but their goals remain the same: tutor students on writing. First, Midwestern State University's writing center employs undergraduate and graduate students who are required to take a one-semester tutoring course and must attend bi-weekly paid training with lead writing center consultants. When hired, writing tutors are also required to attend an all-day orientation before classes start. An additional responsibility for the writing tutors at Midwestern State University is that they are embedded within a first-year writing course where they help first-year writing students with their writing. The writing center is supported by the Interdisciplinary College Dean. S. Ruell, director of the writing center, suggests, "I would love to have more dedicated support and I would love to have more fixed resources or more time, but at the same time I feel as though we do the best with what we have, so I don't think we're under-serving." However, Ruell did mention that the staff of the writing center often doesn't represent the student population served at the University, including major, ethnicity, etc.

The writing center at Southern State University also has a similar situation in that the tutoring staff does not represent the student body of the institution at large. However, the writing center is unique in that it is staffed by graduate students who are unable to teach first-year composition because they do not have 18+ credit hours in graduate coursework. The writing center is under the purview of the Office of Academic Affairs, which includes the Provost. Like the Midwestern State University writing center, Southern State University requires tutors to attend an orientation before the semester starts and this is accompanied by consistent meetings with the director of the center. The tutoring staff, however, often leave the writing center after the first year because they are then allowed to teach first-year composition. A consistent changing in staff makes it difficult for the writing center director, Z. Walters, to maintain a staff that needs minimal training.

Additionally, Z. Walters is pre-tenure and therefore has several additional responsibilities added to their plate. Walters states, "I should be spending 18 hours a week at the writing center. That's less than half of a full-time position and then I have research and service in the English department, which is separate from my writing center work and also teaching." These additional responsibilities make it difficult for the director to work towards writing transfer practices within the staff, especially when the staff continuously changes year to year. Walters recently had a writing center tutor training course approved by the University that would allow the writing center to bring in undergraduate writing tutors. This change is welcomed and may help the writing center work towards a more consistent and diverse tutoring staff.

University

The budget and responsibilities of each of the aforementioned writing programs relies on the overall university budget and responsibilities. There are two child codes that describe the university administrative structure and budget: funding formula and university makeup and responsibilities. Because universities are concerned with operating costs, funding formulas play a large role in the student caps for writing classrooms, but these caps often do not match up with professional organization recommendations. For example, Western State University's second writing requirement, Comp II, has a cap of 30 students because of the funding formula the university uses, which means that this course cannot require instructors to require a final portfolio. In this case, writing transfer is hindered because instructors do not have the ability to engage students in portfolio pedagogy because of the large cap of students. On the other hand, Y. Daniel's Written Communication subcommittee of the general education committee has suggested a cap reduction for the first-year writing program. An influential factor in writing's importance at the institution is the upward mobility of writing faculty into upper-level administration roles. Midwestern State University, for instance, has had faculty assume upper-level administration roles which makes asking for funding and support more likely because of the administration's familiarity with writing instruction. Therefore, writing faculty who assume upper-level administration roles may have the ability to influence the goals of an institution.

Funding formulas are a large factor in how writing programs provide writing instruction, but other institutional factors also influence the writing programs' ability to teach for writing transfer. As state comprehensive universities, the six institutions studied demonstrated that their

mission to educate a diverse student body influences the overall structure of the university. Southern State University, for instance, is in a unique circumstance as they identify as both a state comprehensive university as well as a high research activity institution. M. Reynolds, the director of the first-year writing program, states, "We have something of a mixed mission for education anyway and I think that filters into the ways that we encourage writing at the institution." Regardless of the mission or student body, each of these universities must satisfy accreditation boards and therefore are required to provide assessment data to these governing bodies. The assessment data is provided to these accreditation boards via the departments. Although the programs are required to provide assessment data, the university may or may not provide monetary support. For instance, State Capital University's upper-level administration provides verbal support for their first-year writing program but not monetary support. Other institutions, like Great Plains State University, has a Provost's Office who provides *Engaging Ideas* by Bean as a form of monetary support to the WAC program. Overall, most of the support to writing programs comes in the form of verbal support rather than monetary support, but when English/writing faculty assume positions of power that support may be more than verbal.

CHAPTER 6: RESULTS OF THE CONTEXT SYSTEMS' RESPONSIBILITIES

Chapter 6's results allay the roles and responsibilities that each microsystem context plays in encouraging writing transfer. Results encompass the five context systems—i.e., *chrono—, macro—, exo—, meso—, and microsystems*—and how they address the overall research question: How do state comprehensive universities distribute the role(s) and responsibilities for writing transfer to the writing program and the *institution's context systems*? Identical to Chapter 5, each context system contains a parent code that guides the discussion and child codes that further describe the context system.

Context System: Chronosystem

In Bronfenbrenner and Morris' bioecological theory, the chronosystem is the overarching context system because it deals with time's influence on institutions and writing programs. Two parent codes influence the chronosystem: 1) *microsystem*; and 2) *macrosystem*. Underneath the microsystem are three child codes, including *programmatic change*, *stalled program*, and *expanded time*. The macrosystem parent code has two underlying child codes, including *cultural changes* and *natural constraints* (see Table 6.1).

Table 6.1. Parent and child codes for the chronosystem

Parent Code	Child Code
Microsystem	**Programmatic Change:** The changes that directly influence the microsystem. **Stalled Program:** A program that has seen little change in programmatic structure. **Expanded Time:** Limited opportunities to build on the writing culture because of too many administrative duties.
Macrosystem	**Cultural Changes:** Changes that build on the large macrosystem culture. **Natural Constraints:** Constraints that naturally impact writing program development and processes (e.g., Covid-19).

Microsystem

For the microsystem, i.e., the writing program, there are three child codes, including *programmatic change*, *stalled program*, and *expanded time*. *Programmatic changes* are the changes that directly influence the microsystem. At Midwestern State University, for example, programmatic changes have included a lot of changes that have influenced the overall writing culture. For example, six years ago the university invested in a Support Center[9] that saw the inclusion of a variety of tutoring services such as research, speech, and other support. Several years prior the rhetoric and composition faculty split from the English department to form their own writing department. The writing department, according to X. Cross, has stated that the first-year writing program is continuously working to integrate writing transfer practices into the curriculum. Time also played an important role in State Capital University and Western State University. State Capital University, for example, has worked to scaffold their curriculum changes to gradually introduce instructors to these new changes. The writing program has developed a ten-year assessment plan as part of these scaffolding efforts. Western State University also had a programmatic change that was reminiscent of the 1980s-90s literature versus composition debate, which led to a junior-dominant faculty in rhetoric and composition. Lastly, Western State University saw the departure of their WAC program director in 2015, who has yet to be replaced. The WAC program has become a *stalled program* because there have been little changes to the program and no WAC assessment in decades, according to K. Kennedy. The timing of the interviews demonstrate that each program has gone through substantial changes and time will continue to influence these programs.

One important piece to arise from the chronosystem is the concept of *expanded time*, or limited opportunities to build on the writing culture because of too many administrative duties. S. Ruell stated within their interview that they are often stretched for time when faculty seek writing center support. Because faculty need support at sporadic times, it is difficult to schedule faculty development sessions in the writing center and thus the opportunities are limited. For Y. Pope at Southern State University, time is also of concern as they are in charge of the first-year writing instructors, operate the National Writing Project site, and teach in the licensure program for English education students. Pope states, "finding time is a difficult endeavor because of the vast

[9] Pseudonym for the actual program name

roles I serve." Y. Daniel also has the same issue in reaching out to other departments, even though they serve on the writing intensive requirement board. In all, WPAs are instrumental to the success of a writing program and culture, but their roles and duties often expand beyond their program. The lack of WPAs in other writing programs also expand WPAs' jobs even further because they are sought out for help from other departments.

Macrosystem

The macrosystem includes the larger changes that affect the larger culture of writing at a university. There are two child codes, *cultural changes* and *natural constraints*, that influence the macrosystem. First, *cultural changes* to the student body is of concern to writing programs. X. Cross, for example, suggests, "I think a change that is sort of on the horizon for us is that we're moving into a more certificate oriented, badge-oriented kind of supplemental curriculum." This concern is due to the number of traditional students decreasing at Midwestern State University. Another influential change has been the increasing presence of dual enrollment and transfer programs and students receiving credit for writing outside the traditional writing program. For example, Y. Daniel at Gulf State University has gradually seen a reduction in the total number of first-year course offerings going from 66 to 40 course offerings in a few years. The larger institutional culture is affected by cultural changes in writing, including dual enrollment and the changing student body. Furthermore, *natural constraints* are also affecting the delivery of writing instruction and/or programmatic responsibilities. The Covid-19 pandemic has required that writing programs adapt instruction to move towards an online or hybrid-format. In addition, the pandemic has put required writing program duties on hold.

Context System: Macrosystem

The macrosystem, or the institutional culture, consists of two parent codes: 1) the *culture at large;* and 2) *participation in the culture*. The *culture at large* is defined by two child codes: 1) *cultural feel*; and 2) *cultural moves*. Breaking down the *participation in the culture* code two child codes arise: 1) *cultural involvement*; and 2) *cultural requirement* (see Table 6.2, next page).

Table 6.2. Parent and child codes for the macrosystem.

Parent Code	Child Code
Culture at Large	**Cultural Feel:** The affective responses to the overall culture of writing. **Cultural Moves:** The specific moves that help create the overall culture.
Participation in the Culture	**Cultural Involvement:** Individuals or events that speak to the culture. **Cultural Requirement:** The requirements persons must go through to participate in the culture.

Culture at Large

The *culture at large* parent code is defined by the overall institutional identity (e.g., STEM or liberal arts). Two child codes further define the culture at large, including the *cultural feel* and *cultural moves*. The *cultural feel* is the affective responses to the overall culture of writing that stakeholders receive. Midwestern State University and their WPAs define the culture of writing as one that is central to the mission of the university. Q. Barlow, for example, states, "The WAC/WID portion is definitely embedded in the institution's sort of organization." Adding to Barlow's contribution, X. Cross, director of the first-year writing program, suggests that writing is seen as a central unit of the University's operation because of the liberal arts feel in general education and that every department is doing some sort of writing. Although writing within the culture feels central, there are still concerns from faculty outside the discipline. For example, Barlow describes the paradox of the WAC program and where it is housed, "as much as a paradox of an interdisciplinary college is evident to me, it's housed in this one single college separate from all the other colleges; it's size contributes to that and the fact that we're not a research-intensive university, but people are expected to do research and they're expected be very discipline specific." Adding to this unusual feeling, Cross suggests that there is a concern amongst faculty that changing the writing curriculum is met with suspicion because they feel the curriculum is working. For example, the inclusion of multimodal assignments was questioned by faculty because they were not sure the larger disciplinary culture was using multimodality. While writing is a central component and feels integrated, when changes are suggested, they are met with some pushback. However, what makes Midwestern State University unique from these other institutions is the fact that every writing program is staffed with a WPA, while the other institutions may be lacking a WPA or a writing program.

Southern State University is one institution that is lacking an official WAC program director, but there has been a commitment towards active pedagogy. The institution also supports the National Writing Project as an extension of their commitment to writing. Regardless, Z. Walters still feels as if writing plays a central role and they state, there is "a culture of strong writing and I say this because they have a writing intensive class and a speaking intensive class, two separate designations that students need to take before they graduate in every major. I don't see that in a lot of other institutions that I've worked." Although there is a commitment, the macro culture still feels like more support is needed according to M. Reynolds. For example, the institution is currently ranked as a high research institution and a state comprehensive university, which creates mixed messages about the role of writing at the institution. The English department has also been integrated into the School of the Humanities, which makes it less visible. Additional issues such as transfer students and dual-enrollment students create the feeling that writing could be more supported by the macro culture. Encompassing most of what other institutions are saying, M. Rowe, director of first year writing at State Capital University suggests,

> Understanding what writing is across the department, across the institution, contingent faculty, because I can't require people to come to professional development. When concerns are discussed, they have to be placed into a teaching framework…I'm also seeing contingent faculty, lack of support, lack of resources for my program and the struggle of explaining what writing is, that it's not grammar. It's not sentence structure. It's not a five-paragraph essay.

While each institution has a unique feel, there are struggles and concerns that each program has in terms of the overall feeling of the culture of writing. However, writing is still considered a central component at all these institutions.

There are cultural moves that programs and the institution can make to help the culture of writing. One large contributing cultural move three of these institutions—Midwestern State University, Gulf Coast State University, and Western State University—have made is the support of an embedded tutors' program for first-year writing and/or stretch courses. Other cultural moves that demonstrate the macrosystem's support include Gulf Coast University's move toward developing a dual enrollment program, Great Plains State University's requirement that the WAC program stay under the Provost's control, and Southern State University's move to include the writing center under the purview of the Provost. WAC programs and writing centers are also the pawns in cultural moves that macrosystems can make in promoting a culture of writing. For example, Q. Barlow, director of the WAC program at Midwestern State University, states, WAC

"can only appear across campus as a central administrative domain and/or policy, which creates problems with getting people to trust you when you want to talk to them about writing instruction." Although it is important for moves to come from the macrosystem, initiatives can be met with suspicion from faculty. Adding to this concept, Barlow states, "It also seems necessary to have WAC as a central component because it creates a space to receive instruction and support." In all, these cultural moves demonstrate that writing can become a central component to the institution as long as writing programs are supported by macrosystem.

Participation in the Culture

Participation in the culture of writing at an institution requires two child codes: 1) *cultural involvement*, or the individuals and/or events that speak to overall culture; and 2) *cultural requirement*, or the requirements a person must go through in order to participate in the culture. *Cultural involvement* includes upper-level administration providing direct support, verbal or monetary, directly to the culture of writing, including its programs. For example, Midwestern State University's upper-level administration had a campus-wide conference on metacognition for faculty development. In addition, the Provost came to a Writing department meeting to talk about writing instruction throughout the campus, particularly in graduate programs. Upper-level administration and their involvement was critical to the development of Midwestern State University's culture of writing. Western State University also has a supportive upper-level administration that is directly involved with writing. The dean of the college is supportive of writing because they were a former chair of the English department, hence the need for English faculty to move to upper-level administration. Also, the president of Western State University is a creative writer and the importance of writing is not lost on the president.

Cultural requirements are the requirements that upper-level administration, faculty, and students participate to be considered part of the culture. Much of the cultural requirements come in the form of curriculum requirements for students. For instance, all of the institutions interviewed require some form of first-year writing for their students, except for transfer students. All of these institutions but one also require at least one writing intensive requirement, which requires faculty in the disciplines to teach. The institutions are also required to complete accreditation for their respective governing boards thereby showing the need to require and assess writing. Although requirements may make the culture of writing invasive and compulsory, these requirements do

contribute to the overall culture. Writing transfer is therefore hindered or helped through the involvement of the macrosystem and the requirements that are established throughout the university. The more that writing is required and the more that administrators and faculty within the disciplines are involved, students are provided with more opportunities to practice writing transfer skills. By association, writing programs are able to complete assessments and work on changing the culture of writing at the institution if needed.

Context System: Exosystem

The exosystem does not directly include the subject under study. For instance, a student's exosystem includes contexts and processes such as parents' socioeconomic status, local and state government decisions, and even the media. Although the student is not directly involved with these contexts and processes, the student's experiences will nonetheless be affected by the exosystem. Under the exosystem, there are two parent codes important for discussion: 1) *indirect influence*; and 2) *direct influence* (see Table 6.4).

Table 6.3. Parent codes for the exosystem.

Parent Code
Indirect Influence: Programs and/or people whose decisions indirectly affect the writing program.
Direct Influence: Programs and/or people whose decisions directly affect the writing program.

Indirect Influence

Indirect influence can be defined as the programs and/or people whose decisions indirectly affect the writing program. There are several methods that have indirect influence on writing programs, including tutoring services, dual enrollment instructors, and administrative decisions that are not writing related. Additional tutoring services do not directly influence writing programs as they are often disconnected from the English department. These other tutoring services may tutor writing in some capacity, but they have not been trained in any direct writing pedagogy. Additionally, State Capital University's writing programs do not have any supervisory role over the writing center or other learning centers, which has caused writing instructors to point out issues with the tutoring services. The current director of the writing center at two institutions—State

Capital University and Gulf Coast University—have an administration not trained in writing pedagogy or tutoring. Next, dual enrollment instructors indirectly influence writing programs because they are often not trained by the writing programs themselves. The institutions interviewed do have limited involvement in dual enrollment teacher preparation, but Southern State University's National Writing Project is an attempt at bridging that divide. Instructors are also overworked in that they teach writing in eight weeks with four writing assignments on top of their high school teaching responsibilities at least in the state where Gulf Coast University is located. Lastly, administrative decisions that impact writing programs indirectly are important to understand how cultures of writing develop. Midwestern State University, for instance, recently hired a new President of the University and their mission has been to create a culture of sustaining relationships with alumni. Upper-level administration and their decisions to sustain certain types of culture ultimately affect the writing program and how their mission influences that culture.

Direct Influence

Direct influences are defined as the programs and/or people whose decisions directly affect the writing program without the writing program's input. There are two large direct influences on writing programs, including funding formulas and dual enrollment programs. First, funding formulas create many issues with writing programs and WPAs often have no say in how these formulas are constructed. For example, Western State University's funding formula for Composition II has created a large course cap for its instructors, which means that the writing program is unable to require students to complete a portfolio. Additionally, Gulf Coast State University also has a large course cap for its composition courses, but the general education committee has realized this and has suggested that the course caps be decreased. In this case, the writing program may be positively impacted through a decision they had little control over. Second, dual enrollment programs produce a large issue for writing programs because students often receive credit for composition courses although they may not resemble college-level writing. Because the respondents in my study teach at state comprehensive universities, the student population is difficult to control, especially in how they progress from one course to another. The dual enrollment requirements are often questionable, according to Y. Daniel, and the large state schools are able to offer the courses for much cheaper than if they took them at the SCU. Additionally, community colleges are able to offer dual enrollment instruction for free to students

and these universities are then reimbursed by the state, at least in the state where Gulf State University is located. Y. Pope, director of the National Writing Project site, at Southern State Branch University even states that dual enrollment will most likely be the biggest service of composition in the future. If this turns out to be true, writing programs will lose even more control over their students and their writing skills if they do not invest in creating a dual enrollment program themselves.

Context System: Mesosystem

The mesosystem is the context system where most of the administrative and behind the scenes work takes place in creating a culture of writing. The study's results demonstrated two key codes for the mesosystem: 1) *administration*; and 2) *outreach*. Unlike the aforementioned codes, the mesosystem does not have child codes to further explain the parent codes (see Table 6.3).

Table 6.4. Parent codes for the mesosystem

Parent Code
Administration: The administrative decisions that are made in consultation with multiple microsystems.
Outreach: The direct pulling in of outside microsystems into the writing microsystem.

Administration

Administration is a large component to the mesosystem as it helps sustain the other parent code, outreach. I define the administration as the administrative decisions that are made in consultation with multiple microsystems. Many of the administrative decisions are made by writing committees and writing programs that directly affect students and their writing abilities. For example, Midwestern State University's WAC program has a committee that reviews, approves, and assesses writing in the disciplines courses to make sure they are meeting the key requirements of the program. Although this is the main component of the committee, Q. Barlow states, "disciplinary structures exist within the departments, thus making it difficult to teach writing instruction without direct support." Q. Barlow as the director helps to alleviate this concern as they help instructors develop appropriate writing practices. The general education committee at Midwestern State University also helps to establish writing practices and outcomes for first-year

writing, although the writing programs within this study have stated the feedback provided to them is not useful. However, the general education committee at Southern State University, for example, has established key outcomes that the program must meet in order to be considered a general education course. The outcomes are as follows:

- The student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and situation;
- Students can observe the conventions of Standard English grammar, punctuation, spelling, and usage;
- Students will write a coherent analytical essay of a rhetorical situation or through written communication effectively analyze the components of an argument;
- The student can find, use, and cite relevant information

The administrative decisions behind these committees help establish the practices that take place within the individual microsystems (i.e., the classrooms or faculty development). Directors of the writing programs are also influential in these committees as they typically serve as the chair or as an ad hoc member. The decisions made by these committees directly lead into directors conducting outreach efforts.

Outreach

Outreach efforts are a foundational element to creating and/or sustaining a culture of writing. In this study, outreach can be defined as the pulling in of additional microsystems into the writing microsystem to create the mesosystem. The writing programs within this study often work with each other in order to further establish the culture of writing at the institution. For example, the writing center, first-year writing program, and the WAC program at Midwestern State University all work with one another in their various initiatives (e.g., the embedded tutors program). However, the writing programs also work extensively with faculty in the disciplines to provide writing pedagogy support, especially the writing center and the WAC program. Midwestern State University's writing programs works with librarians to promote information literacy and its role in writing. Other outreach initiatives by additional programs in this study include Southern State University's investment in a National Writing Project that bridges high school and college writing or discussing with faculty concerns they have about teaching writing. Many of the questions about writing typically get sent to the director of first-year writing because Southern State University

does not have an official WAC program, yet requires a writing intensive course in the major. Similarly, State Capital University's first-year writing director, M. Rowe, also works with other departments because the institution recently eliminated their WAC program. For instance, Rowe works extensively with the biology department in developing appropriate writing practices. Rowe has also taken it upon themselves to also work with Heads and Chairs Council to promote writing across the curriculum. As stated in the chronosystem section, outreach is difficult for directors who are lacking other directors to help them promote writing across the curriculum.

In addition, Southern State University's Z. Walters hopes to develop an undergraduate tutoring program that would allow the writing center to include undergraduate writing tutors from a variety of majors. Another large outreach effort that goes unnoticed is the relationship between first-year writing and the WAC program. While these programs do work with one another, they often do not discuss how the programs influence one another and/or how they connect for students. Additionally, professional development is another key initiative that creates outreach efforts. Two of the institutions have mentioned establishing connections with their Centers for Teaching and Learning, which helps spread awareness for writing initiatives. The outreach of writing programs does not necessarily have to be with other academic departments. For example, Southern State University's Branch campus director has worked with the Center for Faculty Development, which has offered some writing opportunities. Midwestern State University has worked with a variety of institutional offices to create a diverse Englishes initiative that helps spread awareness of the variety of Englishes that are rule-governed. The collaboration between the writing center and other institutional offices has resulted in the creation of promotional materials.

Context System: Microsystem

The microsystem is the context in which most of the work is conducted in terms of writing transfer. In this study, there are several important codes that describe the microsystem, including *role*, *program makeup*, *program outreach*, *program struggle*, *program goal*, *program requirements*, and *program support*. Together, these codes define the writing program and how it is able to encourage writing transfer in its students.

Table 6.5. Parent codes for the microsystem.

Parent Code
Role: The responsibilities of the WPA to the program.
Program Makeup: The makeup of the program, including its people and day-to-day operations.
Program Outreach: These are outreach events for others sponsored by the program and/or department.
Program struggle: The struggles of operating the program.
Program Goal: The commitments, moves, and goals of the writing program
Program Requirements: The requirements needed to participate in the writing microsystem.
Program Support: The ways in which the microsystem are supported by other microsystems.

Role & Program Makeup

First, the role is best defined as the responsibilities of the WPA to the program. Each WPA is designated as in charge of a specific writing program, but the results of this study suggest that WPAs go beyond those roles. For example, first-year writing WPAs at Southern State University and its Branch campus are called upon to address questions about writing from faculty in the disciplines because their program(s) do not have an official WAC director, yet require a writing intensive course. On the other hand, one WPA within this study was not given an official job description because they are the first person to hold this position, so the responsibilities are unclear and are made up as the director goes. In addition to the role, the writing program makeup, or the people and day-to-day operations, further influence the culture of writing. The makeup of each of these programs differs, but much of their responsibilities are similar in nature (see faculty makeup for first-year writing in Administrative Structure and Budget). For example, all of these programs have control over their curriculum and outcomes or course requirements for WAC programs, even though some outside factors may restrict it slightly. Although five of these programs do not require specific assignments, writing programs are able to control the learning through the course outcomes. However, some faculty that makeup these programs, including first-year writing, are not trained in rhetoric and composition and therefore require further professional development and insight into how these outcomes are best met. First-year writing WPAs spend more time on directed professional development as it is a consistent staff, but WAC programs do create opportunities for faculty within the disciplines to further advance their writing knowledge.

Furthermore, the budgetary constraints of state comprehensive universities and their student populations further constrain how WPAs train their instructors. While WPAs have their specific responsibilities, oftentimes the makeup of the programs require WPAs to spend more time training staff who are not experts within the discipline.

Outreach & Program Struggles

Two other important microsystem components include program outreach and program struggles. Program outreach has been discussed at length in prior sections, but it is important that the microsystem engage in outreach consistently. Program outreach is defined as events for others sponsored by the program and/or department. WAC programs and writing centers are most likely to host events for faculty in the disciplines, including helping faculty with their own writing and/or pedagogy. Hindering program outreach, however, is program struggles that come along with WPAs and their *expanded time* and responsibilities to the program. Some struggles for these writing programs include assessment being too product oriented, receiving funding for assessment and new hires, faculty in the disciplines stretching the capacity of writing services, and the lack of dual enrollment control. One major concern for State Capital University, for example, is that the first-year writing program does the brunt of writing instruction for the entire university, especially since the WAC program was eliminated due to budget constraints. In addition, the upper-level administration at State Capital University only seems to provide verbal and emotional support for the writing program and its needs. The emotional and verbal support is a common theme across these universities and across writing program types. These struggles, unfortunately, hinder writing programs' abilities to foster writing transfer. If programs are unable to accomplish their day-to-day operations, the WPA and program will struggle focusing on writing transfer and the practices needed to encourage it.

Goals, Requirements, & Support

Regardless of the programs' outreach efforts and struggles, the writing programs still are positive and look to improve writing instruction with program goals. Program goals can be defined as the commitments, moves, and goals of the writing program. All of these programs have goals to continue improving, whether that be through assessment, revising curriculum, or fostering

relationships with other campus entities. For example, the writing center at Southern State University is attempting to recruit undergraduate writing tutors into the writing center in order to diversify the subject knowledge that is present. Furthermore, the director, Z. Walters, also is attempting to diversify the tutoring staff so that it represents the student body (e.g., race, gender, etc.). The WAC program at Great Plains State University, according to A. Cook, has a goal to include more multimodal or digital writing within its programs, which would require a revision of the WAC requirement of page length. As writing continues to adapt and grow, movement towards multimodal or digital writing in WAC programs could become more common. Furthermore, A. Cook hopes to revise communication methods between the writing program and faculty in the disciplines through more appropriate means. As of now, the program utilizes a Blackboard course and a pre-semester meeting for new faculty teaching writing in the disciplines. Western State University has a goal, or philosophy, according to K. Kennedy, "to treat students like their skill is theirs and they get to make those decisions," which is why the development of a directed self-placement model is key. Overall, program goals are important to maintain even though writing programs do struggle.

The next critical components to the microsystems is the program requirements and program support. Program requirements are defined as the requirements needed to participate in the writing microsystem. The curriculum is the most well-defined requirement for students in first-year writing programs. For WAC programs, the course requirements for writing are the foundational requirements (see the Curriculum Requirements section). Faculty participate and contribute to program requirements through teaching, professional development, and membership in university committees. Furthermore, the macrosystem is responsible for maintaining these requirements through legislation and general education requirements (see Macrosystem). In the same ways stakeholders participate in program requirements, they are providing program support, or the ways in which the microsystem is supported by other microsystems. Throughout the results, the cultures of writing are supported through concerted efforts by individual stakeholders, with each stakeholder playing a pivotal role in maintaining the program and its requirements. Overall, writing programs rely on several factors in order to operate.

CHAPTER 7: IMPLICATIONS

The results from Chapters 5 and 6 demonstrated that writing transfer is indeed unique in state comprehensive universities. Findings, however, are important for rhetoric and composition as a whole because it demonstrates that cultures of writing depend on institutional identity and culture. In the pages that follow, I generalize some potential actions that could lead WPAs and their institutional cultures of writing to encourage writing transfer. Additionally, I elucidate the roles and responsibilities the context systems have in encouraging writing transfer.

Processes, Contexts and their Influence on Writing Transfer

The Elon Research Seminar on writing transfer produced key insights into writing transfer, including terms, learning and transfer theories, working principles about writing transfer, and enabling practices. However, the broader responsibilities of writing programs and their larger institutional culture were bracketed from this discussion. In order to synthesize the material gleaned from this study, the heuristic developed in the pilot study (see Appendix D) serves as an important starting place to consider how writing transfer is integrated into the culture. Table 7.1 illuminates the actions that were gleaned from this dissertation study and how these actions could shift writing programs from bounded frames to Engle et. al's (2012) expansive frames. All the actions were derived from the ten interviews conducted with the three types of writing programs (i.e., first-year writing, writing center, and WAC). The actions have been generalized to make them more relevant to writing programs at large

Table 7.1. The processes and actions that can be taken to encourage writing transfer.

Proximal Process	Actions that lead to Competence	Expansive Role
Communication of Transfer	1. WPAs should converse in multiple common languages to encourage transfer 2. Outreach efforts to other writing programs and/or departments are critical and can occur through professional development, embedded course support, or collaborative initiatives 3. Forward facing documentation (e.g., mottos, course outcomes, and course descriptions) should be modified for transfer language	Connect setting to promote an expectation for future transfer
Faculty Development	1. Faculty development should be offered in many different forms by the writing programs 2. Faculty development should be built on the needs of instructors and students 3. Faculty development should work to develop transfer practices in faculty as well as in students	Promote authorship to promote accountability to particular content; Connect settings to promote an expectation for future transfer
Curriculum Components	1. Course environments should include computer labs and active learning spaces to encourage writing in multiple contexts 2. Course requirements should follow the best practices in the field of rhetoric and composition, including metacognition, portfolio, and the Elon Research Seminar's enabling practices 3. WPAs should use the curriculum to create calculated moves to become a cultural influencer	Promote authorship so that students connect prior settings during learning to promote the transfer-in of prior knowledge that later support transfer out.
Student Support	1. Embedded course support should include opportunities for students to interact with peers who have been through similar courses 2. Embedded support should be purposefully built into the course to make it seem less like extra work 3. Multiple forms of voluntary student support (e.g., writing centers, academic support centers, etc.) and initiatives (e.g., multiple Englishes initiatives) foster writing transfer opportunities	Promote authorship to promote accountability to particular context; Promote authorship as a practice that produces generation and adaptation of knowledge in transfer contexts
Assessment	1. Assessment needs to be regularly scheduled and funded by the administration 2. Assessment should take many forms, including formative and summative 3. Writing programs should place writing assessments side-by-side for a deeper discussion of writing transfer	Promote authorship that leads to accountability to particular content; Promote authorship as a practice that produced generation and adaptation of knowledge
Administrative Structure and Budget	1. Writing programs should be appropriately funded, especially FYW, in order to complete basic program operations such as assessment 2. All writing programs should be staffed with their own WPA and administrative staff, even writing intensive initiatives, so that other WPAs' time is not stretched beyond capacity 3. Funding formulas need to consult professional standards as a means to determine course caps	Connect setting to promote an expectation for future transfer; Promote authorship and connection to prior content so that it remain relevant in potential transfer contexts

The proximal processes listed above all help to promote writing transfer, which extends the responsibility for writing transfer to the writing culture at large. Individual writing programs can encourage writing transfer on their own, but a concerted effort by multiple writing programs can create more opportunities for students to practice writing transfer. The communication of transfer process, for example, relies on writing programs and their WPAs to create outward facing documentation and professional development opportunities that communicate transfer in multiple common languages. The context and audience play a large role in faculty development opportunities, which means that the common language has to be adapted. Ways to develop this common language are to engage faculty in transfer practices themselves and to create professional development that speaks to their needs and occurs in multiple formats. Given the global pandemic, professional development has had to adapt to virtual means, but multiple forms of professional development would be able to reach far more faculty than face-to-face development alone. In return, faculty development should lead to curriculum components that arise in the classroom, including pedagogies for multiple classroom environments and the best practices for rhetoric and composition or other fields for WAC programs. These opportunities create a window for writing programs to create calculated moves that influence the university at large, while allowing writing to be a cultural influencer.

With a culture of writing, students must be supported in multiple ways. One effective means of student support is to include embedded course support that allows students to work with their peers who have been through writing coursework. In addition, the embedded course support should be made to feel like part of the natural process of the class rather than an extra component. For instance, embedded course tutors could help writing centers with an overflow of students who visit the writing center for extra credit. Student support should also come in voluntary options where students are free to use the services or not. Services such as writing centers or academic support centers fall into this category. Collaborative initiatives between writing programs and other campus entities also provide voluntary opportunities for students to get involved in the writing culture. Further supporting the student support is program support through assessment initiatives. Assessment allows for writing programs of all types to determine what works or doesn't work in their current formula. In order for assessment to create opportunities for writing transfer, assessment needs to be scheduled regularly and take many forms, including formative and summative. Last, but not least, writing programs should work concurrently to determine how their

assessment can speak to each other in terms of writing transfer. For example, what do the assessment results in WAC programs say about the curriculum in first-year composition courses. Or how do writing center feedback forms demonstrate what elements of writing WAC courses need to improve.

Last, an important element to any working writing program is the administrative structure and budget. An appropriate administrative structure and budget creates more opportunities for writing transfer because faculty are not asked to take on responsibilities that are not part of their program. For example, several of the first-year writing directors within this study were asked to take questions from other disciplines about writing pedagogies and practices, although this is not in their job description. The first-year writing directors were asked because there was not an administrative structure in place for writing in the disciplines initiatives; therefore, they are the only writing expert other faculty can consult. If provided with a writing intensive director, the first-year writing directors would be able to dedicate more time to writing transfer within their own program. An appropriate budget is also needed because writing programs are unable or forced to conduct program duties in unusual manners. One program within this study, State Capital University, was not provided with a budget to conduct assessment, which made recruiting participants difficult because they were not being compensated. Although the program had verbal and emotional support from higher administration, monetary support was necessary in order to operate assessment appropriately and to disciplinary standards. In all, writing programs rely on several working pieces in order to encourage writing transfer, which demonstrates that writing transfer research should go beyond the student and/or classroom as the primary sites of study.

Context Systems and their Roles and Responsibilities

To add to the processes that take place in encouraging writing transfer, five context systems are important to understand the roles others within and outside the program have to writing transfer. The five systems—chronosystem, macrosystem, exosystem, mesosystem, and microsystem—further illustrate writing transfer's complicated nature. Table 7.2 outlines the roles these context systems have and the processes that they can use to encourage writing transfer.

Table 7.2. Each context system's persons, proximal processes, and responsibilities for writing transfer

Context	Actors	Processes	Transfer Responsibility
Chrono	• Time	• Microsystem changes in curriculum, leadership, outcomes • Macrosystem changes in administration • Merging or diverging of institutional missions • Ebbs and flows of funding and natural constraints (e.g., Covid-19) • Changes in education requirements	• Create complex proximal processes that an institution and a writing program must engage • Provide opportunities for writing programs and institutional culture to change • Provide opportunities for administrations to change, including their beliefs and attitudes • Respond to changes in rhetoric and composition
Macro	• University Admin. • Donors • Board of Trustees • Committees • Status and mission	• Funding • Physical space • Supportive rhetoric • University-wide professional development • Outward facing documentation (website)	• Create a university culture that advocates and informs the meso and micro levels of its support for writing transfer in verbal, emotional, and monetary means • Staff departments and programs
Exo	• University Senate • Departments • Dual-enrollment initiatives • High schools	• Conduct disciplinary research and teaching • Collaborate among disciplinary experts • Writing education outside the program	• Encourage a culture that values writing • Teach disciplinary writing conventions in alignment with best practices in writing • Align writing requirements for dual enrollment with college-level writing expectations
Meso	• WAC Admin. • Writing/Sub Committees • Department relations • Writing centers • Academic support centers	• Student and faculty workshops/seminars • Assessment support • Writing plans • Writing centers • In-class support • Online resources • Embedded course tutors	• Sponsor events that focus long term on transfer as a goal and explicit concept (i.e., seminars) • Require faculty to reflect on disciplinary writing through transfer-like practices • Create a supportive rather than supervisory culture • Establish relationships among writing programs
Micro	• Department faculty • Course Instructors • Students • First-year writing program/WPA	• Assessment data • Writing intensive courses • Course and assignment design • Mentoring support • Course environments • Course outcomes and pedagogies	• Scaffold assignments • Build a purposeful curriculum • Provide opportunities for students to reflect • Provide ill-structured rhetorical problems • Implement writing pedagogy practices • Produce real world situations for writing

Table 7.2 above demonstrates that the writing program is only one piece of the puzzle to deciphering the responsibilities for writing transfer. The university at large and its actors are all responsible for writing transfer, even though it may go unacknowledged. For example, the chronosystem refers to time and how changes within an institution's culture affect writing transfer. With time, a variety of changes—including changes in university and writing program administration, developments in the field of rhetoric and composition, and changing beliefs and attitudes towards writing—all affect how writing programs are able to shape their program to foster writing transfer. The chronosystem, therefore, is responsible for creating opportunities for change throughout the culture of writing, but also to make the processes programs engage in more complex as time proceeds. Time is an ethereal concept and therefore often goes unnoticed in how it influences cultures of writing.

The macrosystem is another contributor to writing transfer and includes the upper-level administration of the university and those who make policy changes. In order to encourage writing transfer, the macrosystem is responsible for providing funding, physical space and a supportive rhetoric towards writing. Creating a university culture of writing through the aforementioned processes is the main responsibility of the macrosystem. However, the macrosystem does need to make a concerted effort to stay prevalent in the culture of writing and staffing departments and programs with an appropriate staff is one other key responsibility of the macrosystem. Complementing the macrosystems is the exosystem, which includes entities that do not directly influence the microsystem under study. The exosystem is made up of the University Senate, other departments and schools, high schools, and dual-enrollment initiatives offered by other universities. Processes for the exosystem include conducting disciplinary research and teaching, collaborating with other disciplinary experts, and even establishing writing practices for dual enrollment initiatives. As discussed throughout this study, dual-enrollment initiatives are a major contributor to writing transfer pedagogy as many students enter universities with credit for writing courses. Unfortunately, the issue with dual-enrollment initiatives is that the programs interviewed for this study have no control over the requirements. In order for those not directly involved with the writing program, the exosystem are still responsible for writing transfer in the following ways: 1) encourage a university culture that values writing; 2) teach disciplinary writing conventions in alignment with best practices in writing; and 3) establish programs/requirements for dual-enrollment students as they enter the university. While a tough feat because writing programs are

not directly involved, writing transfer is still affected by how other programs and initiatives treat writing transfer.

The remaining two context systems—-mesosystem and microsystem—-are where the bulk of the culture of writing is enacted. Relationships best define the mesosystems role in writing transfer because it is where writing outreach is critical. WAC programs typically find themselves in the mesosystem as they work with multiple disciplines to encourage writing in the disciplines. Writing centers also find themselves in the mesosystem as they too work with a variety of writing pieces. The processes these actors engage in include developing and administering workshops, seminars, assessment support, in-class presentations, and even online resources. To further encourage writing transfer, the mesosystem can sponsor events that focus long-term on writing transfer as a goal and explicit concept. Additionally, they can require faculty to reflect on their own writing practices and encourage faculty to practice writing transfer themselves. The most important responsibility, however, is to establish relationships with writing programs to create a supportive, rather than supervisory culture. State Capital University, for example, is one university where departments and administration have sought out M. Rowe, director of first-year composition, for insight into reflection and teaching for transfer practices.

On the other hand, the microsystem is comprised of individual departments and their faculty, course instructors, students, and the WPAs of first-year writing programs. The microsystem, at least within this study, is the writing program and its WPA and they are mainly responsible for conducting the processes outlined above, including producing assessment data, designing courses and outcomes, and implementing the best practices in writing. To accompany these processes, writing programs are responsible for the following: 1) scaffolding assignments; 2) building a purposeful curriculum; 3) providing opportunities for students to reflect; 4) providing ill-structure rhetorical problems; 5) implementing writing pedagogy; and 6) providing real-world situations for writing. In all, the mesosystem and microsystem encompass the bulk of the culture of writing. However, without the other three context systems, the culture of writing could not be as strong as it could be with the meshing of all the contexts.

Writing transfer responsibility does extend beyond the student and the classroom, thus this study illustrates how that responsibility is distributed amongst the overall culture of writing. The Elon Research Seminar in writing transfer was paramount for the field where we worked to establish some common understanding of writing transfer. However, this study attempts to

illustrate that responsibility for writing transfer should extend beyond the classroom and the student and venture into other responsible parties. Research in the field of rhetoric and composition should broach studying additional parties in a university system to see why certain decisions are made to either discourage or encourage writing transfer. Through this study of multiple parties, writing transfer researchers will be able to broaden our understanding of how writing transfer operates. Plus, it provides researchers with the ability to find holes in the teaching and promotion of writing transfer within a culture of writing. Overall, writing transfer is the responsibility of the culture of writing, including all its working components, and without this understanding researchers are limiting their perspective.

CHAPTER 8: CONCLUSION

Cultures of Writing: The State of Transfer at State Comprehensive Universities has attempted to expand to investigate the roles and responsibilities that an institution's culture has to writing transfer. Prior transfer research has focused considerably on the student and the classroom as sites of study, but this dissertation went beyond these two sites to consider the writing program and the larger institutional culture. Writing programs play a central role in encouraging writing transfer and they play this role through their programmatic processes: communication of transfer, faculty development, curriculum components, student support, assessment, and administrative structure and budget. I revisit each of these six processes in this conclusion to illustrate their importance to writing transfer.

Key Takeaways from the Writing Program Processes

The communication of transfer is critical to the success of a culture of writing as it creates a common goal for the institution. Study participants alluded to the development of a common language and curriculum as two concrete methods they can use to communicate transfer. Out of these two methods, five important takeaways can be inferred. First, WPAs should develop multiple common languages to communicate with its stakeholders (see Pilot Study). Multiple languages allow WPAs to adapt writing transfer terminology to laypersons or disciplinary terms (e.g., quantitative terms with administration). Second, WPAs should engage in outreach efforts such as professional development to further spread the development of a common terminology. However, outreach is difficult when faculty, especially at SCUs, are expected to take on multiple roles or when there is no WPA for other writing initiatives (e.g., WAC director). Third, forward facing documentation such as mottos, course outcomes, websites, and course descriptions help convey a program's writing transfer goals and language. Forward facing documentation makes writing transfer terminology more accessible to stakeholders and serves as a central location writing programs can refer stakeholders to. Fourth, curriculum can potentially enhance transfer through well-structured courses or sequences and pedagogies such as metacognition and portfolios (e.g., the Elon Research Seminar's enabling practices). However, writing programs should consider how the curriculum may or may not benefit dual enrollment or transfer students because their writing

experiences may be limited. Fifth, communication of transfer can be greatly affected by the WPAs faculty rank and status and the program's requirement within the university. For example, a WPA's rank affects how suggestive or assertive they can be when promoting writing transfer, which is made more difficult when communicating outside their home department. The communication of transfer may potentially increase when the writing program develops a common language around writing transfer

Faculty development is one method writing programs can use to communicate transfer and make curriculums effective, but the content and structure of faculty development matter just as much as offering it. When discussing faculty development with the interviewees, two important threads were brought forth consistently: 1) faculty development types and 2) faculty development characteristics and goals. When implementing faculty development WPAs should consider offering many different types of faculty development in collaboration with other writing programs or initiatives to decrease expanded labor concerns on WPAs. Some examples of faculty development include online courses, workshops, one-on-one meetings, writing groups, etc. Multiple forms of faculty development create opportunities for many faculty within and outside the discipline to access important writing pedagogies, which creates a common language surrounding writing transfer. A second important component is that faculty development should be in response to faculty and/or student needs or in service of the curriculum. For some of the programs in this study, assessment was one event that led to faculty development opportunities, including State Capital University's move to a teaching for transfer curriculum. Faculty development should also attempt to develop transfer practices in faculty, like faculty do with students. In many ways, WPAs should incorporate enabling practice three (i.e., model transfer practices in the classroom) suggested by the Elon Statement on Writing Transfer. Faculty are asked to transfer their knowledge and skills from faculty development to the classroom, so encouraging similar practices enhances that likelihood of transfer success in the classroom. In all, writing programs should attempt to develop multiple forms of faculty development that cater to the needs of the instructors and/or students, and the development opportunities should encourage faculty to practice and implement writing transfer practices.

Curriculum is a driving force in fostering writing transfer in students and two components drive that force: 1) requirements and 2) outcomes. First, a key curriculum requirement is that of the course environment, or the classroom where instruction takes place. The required classroom

environment (e.g., online, hybrid, computer lab, traditional, and active learning) play a role in how activities and opportunities for transfer are concocted. As the field of rhetoric and composition continues to grow, the move to multiple classroom environments is important for the success of students and the writing tasks they will be tasked with in the future. Writing transfer, therefore, can only be helped when students are brought into different classroom environments. Second, the classroom environment is complemented through course requirements, including course sequences, that follow the best practices in the field of rhetoric and composition. The inclusion of courses that are built on writing transfer, threshold concepts of writing, and multimodality should be illustrated through course outcomes and assignments (e.g., the portfolio). Third, writing programs and instructors should vary their pedagogies but a focus on varied contexts and reflection should be mainstay as they help students adapt their knowledge to a variety of situations. For WAC programs, WPAs should not force any pedagogies on instructors within the disciplines but should encourage pedagogies such as reflection and real-life situations/contexts. Last, curriculum should be utilized to create calculated moves and serve as a cultural influencer. Writing programs should continue to establish initiatives that influence the writing curriculum, including WAC programs, yet speaks to the needs of the university population. For instance, Midwestern State University's inclusion of the diverse Englishes initiatives. The curriculum can also be used to increase writing's influence on the overall culture of writing, like State Capital University. In all, the writing curriculum is influential in creating a culture of writing.

To help bolster curriculum, students should be provided with support opportunities. There are two key takeaways from student support. First, embedded student support provides a means to directly help students without it feeling like an added step to the course. The embedded tutoring can take many forms from tutors in all first-year composition courses to writing centers providing in-class workshops. Students also get direct contact with peers who have been through the course. Second, voluntary student support should be vast and diverse so that students can receive help on writing from multiple sources. The writing center often serves as this third space for writing mediation, but other forms of tutoring support (e.g., speech tutoring or discipline-specific tutoring) also provide an extra space to receive writing support. These two forms of student support encourage writing transfer because it embeds support without students knowing and it provides an extra form of support for students who request it.

There is no better way to determine a writing program's effectiveness, faculty development, curriculum, and student support than through assessment initiatives. Three important insights can be drawn from this study First, assessments should be regularly scheduled and, if possible, funded by entities outside the writing program. Regular assessment allows writing programs to stay up to date with accreditation but also the ability to make changes to the curriculum if the need arises. If universities are providing adequate financial support, assessment provides the opportunity to develop a stronger and more cohesive culture of writing. Second, assessment should take many forms, including formative and summative assessments. While summative assessments are necessary for accreditation purposes, formative assessments may provide keen insight into the various working aspects of the curriculum, assignments, or individual courses. Short-term and longitudinal research studies can also be conducted with assessment projects on such things as faculty development or student support initiatives. Both summative and formative assessment are crucial components for keeping a writing program healthy. Third, writing programs should consider collaborative assessment projects with other writing programs at the institution. For example, FYW programs could place their assessment data in conversation with data obtained by a WAC program to assess how skills from FYW transfer to WAC courses. Additionally, writing programs could also work with writing centers to find data on students who use the writing center and for what purpose. The collaboration could potentially lead to curriculum changes within a FYW program or a WAC program as well as the creation of faculty development. Overall, assessment is a crucial element in studying writing transfer because it allows programs to see if explicit transfer projects are helping students.

The administrative structure and budget for writing programs is a struggle that often creates difficulties in the operation of programs. From this vantage point, there are three key takeaways. First, writing programs, especially FYW, are underfunded or not funded at all and have to rely entirely on others to conduct basic duties such as assessment. Two of the programs within this study have no budget to conduct assessment, although it is required by the college and university. With little to no funding for assessment, WPAs and instructors are required to do the assessment themselves, thus creating unpaid labor issues. WAC and writing center initiatives, however, appear to be more adequately funded because they are supported by the university at large (e.g., Provost). First-year writing programs should have their own designated budget in order to conduct basic duties of the job to increase the effectiveness of the culture of writing. Second, because there is

little funding, writing program administrators are often asked to do more than their job description suggests, especially when their staff are not tenure track and/or may not be trained in rhetoric and composition. As stated earlier, at least two of these programs have WAC/WID initiatives that are operating without a WPA; therefore, support for these programs are often relegated to directors in other writing initiatives. For example, K. Kennedy provides a writing workshop to engineering faculty for Western State University's WAC initiative even though they are not the director of WAC. Third, to counteract the issues stated above universities should work with writing programs to develop appropriate professional standards, including course caps, instructor makeup, and transparency for WPAs and their roles and responsibilities. Because transfer is a core component to all education, establishing writing programs in accordance with professional standards allows writing programs to meet transfer more readily. Western State University's cap of 30 students, for example, has made establishing transfer practices (e.g., a portfolio) nearly impossible as instructors have too many students. Additionally, transparency and appropriate staffing are as WPAs will know what their responsibilities are to the program and will not have to provide additional support to other initiatives. Table 8.1 provides an overview of the takeaways from each proximal process.

Table 8.1. Key takeaways from the proximal processes.

Proximal Process	Takeaways
Communication of Transfer	1) Develop multiple languages 2) Engage in outreach efforts 3) Create forward facing documentation 4) Create well-structured curricula 5) Understand the WPA's faculty rank and status
Faculty Development	1) Offer several forms of faculty development 2) Offer faculty development in response to faculty and student needs
Curricular Components	1) Teach in different classroom environments 2) Develop course outcomes and sequences that follow the best practices in the field 3) Pedagogies should be varied but maintain a focus on various contexts and reflection 4) Create calculated moves with curriculum to be a cultural influencer
Student Support	1) Offer classroom embedded student support 2) Offer vast and diverse support options
Assessment	1) Schedule assessment regularly 2) Conduct both summative and formative assessments 3) Consider collaborative assessment projects across writing programs
Administrative Structure & Budget	1) Fund writing programs so that programmatic duties can be conducted with appropriate compensation 2) Hire WPAs to maintain writing programs so that other WPAs' time is not expanded 3) Collaborate with universities to develop appropriate professional standards such as course caps, instructor makeup, and transparency

Key Takeaways from the Five Context Systems

The chronosystem considers time as an influential factor in writing programs and what they are able to accomplish. First, writing programs should continue to change and develop curriculum in regard to changes within the field of rhetoric and composition as well as university needs. This study was only able to provide a snapshot of the programs at one point in their history, thus writing transfer must take into consideration how time influences writing programs' abilities to teach for writing transfer. More specifically, writing programs should also consider how writing program duties (e.g., assessment) show growth in students' abilities to enact writing transfer. Writing programs should consider communicating with one another to discuss writing transfer over time. Second, universities should work to guarantee that writing programs are adequately staffed over time with an appropriate administration structure. The overall writing culture benefits tremendously when WPAs don't have to spend their time supporting other writing initiatives. For example, three of these programs are operating without a WAC director, thus the first-year writing director is often consulted by other departments for writing concerns. When WPAs are stretched for time, writing transfer often gets put on the backburner because other duties are more pressing. Third, writing programs must be willing to change with the overall macro culture, including changes in the student body, student needs, and natural constraints. Writing transfer is a messy concept and one that requires consistent change in terms of curriculum and pedagogical strategies, but these strategies are dependent upon the student body and their needs. Because postsecondary institutions, especially state comprehensive universities, are educating a diverse student body, writing programs must be willing to adapt to these changing needs. Time as a phenomenon greatly affects writing programs and how they operate, thus programs and instructors must be able to adapt and negotiate with the variety of changes presented to them.

The macrosystem includes the overall culture of writing and the institution's projected identity. There are two important takeaways when researching or understanding the macrosystem: 1) macrosystems must create an affective response in stakeholders concerning the importance of writing and make cultural moves that sustain this culture; 2) macrosystems need to create requirements for stakeholders to maintain the culture as well as be involved in the culture. First, a culture of writing cannot be created without an affective response to writing's importance; for example, the pilot study demonstrated that WAC programs were developed out of a university need for more writing instruction. Subsequently, writing cultures cannot be maintained without

the macrosystem making cultural moves that sustain that affective response. The cultural moves can range from providing funding for WAC programs to hosting campus-wide professional development to investing in a National Writing Project site. Second, the macrosystem must actively work to involve stakeholders by establishing cultural requirements. Cultural requirements are important as they help to maintain the culture of writing, and many of these cultural requirements come in the form of curriculum requirements. Not only are students required to partake in the culture, but faculty participate in the culture through their involvement in undergraduate writing committees, WAC programs, and/or teaching writing in their classes. Furthermore, the macrosystem has to continually participate in this culture of writing in order for it to be maintained. Writing transfer is therefore greatly impacted by how involved the macrosystem is in maintaining the culture for its stakeholders.

The exosystem influences writing transfer but writing programs do not have direct say in the decisions made in this system. There are two components critical to analyzing the exosystem for writing transfer: 1) writing programs must learn to adapt to the decisions made by stakeholders that do not involve the program; 2) writing programs must be willing to combat the largest direct influence, dual enrollment, through the creation of a dual enrollment program. First, writing programs can do little to nothing to influence the decisions made by those who do not involve them, but writing programs can combat this issue by finding ways to become part of the decision-making. For example, Midwestern State University and Western State University have both had English professors advance into positions of power where they can provide insight into the decision made by upper-level administrators, which allows writing to become part of the conversation. Writing program administrators can also force themselves into committees, such as the Faculty Senate, so that they have a say in University decisions. Second, writing programs must be willing to adapt to the ways composition is taught, thus writing programs should consider developing dual-enrollment programs that work directly with high school instructors. While the National Writing Project provides a necessary start to this discussion, programs must consider working directly with high schools and creating opportunities for high school instructors to participate in professional development, curriculum development, and writing assessment. Overall, writing programs are indirectly and directly influenced by stakeholders with little to no say in the decisions these stakeholders make.

The mesosystem, established through relationships, has suggested two important clues into how cultures of writing are sustained. First, administrative decisions directly influence how writing is taught within the various writing programs, sometimes with or without input from other disciplines. As a result, administrations should consider writing transfer when making any cultural or curricular shifts. The required number of courses and the course outcomes are designed through interaction between the macrosystem and the various microsystems within an institution, which may or may not include writing experts who are cognizant of writing transfer and its subsequent practices. Decisions made by the administration should include input from writing transfer experts so that the writing culture can be framed towards writing transfer. Second, writing program administrators should engage in outreach with other campus organizations and academic majors. Partnerships throughout campus can only strengthen the culture of writing as it elucidates writing's importance to the learning process. WAC programs are especially pivotal in the process of expanding writing into other disciplines; however, WPAs in first-year writing are also instrumental as they are able to provide advice to faculty when there is no WAC director. On the other hand, WPAs should be cautious of their outreach efforts as it may stretch the time they can spend on their own writing program.

The study of the microsystem, or the writing program, produces two key takeaways. First, the microsystem is where most of the maintenance and administration of the culture of writing takes place, but it is through struggles, goals, and support that individual microsystems can positively contribute to the overall culture. The individual microsystems of the first-year writing program, writing center, and WAC program all contribute to the overall culture of writing where they enact their responsibilities to the culture. The responsibilities of each writing microsystem varies in how they contribute to the culture, but together they create a semblance of writing's importance to the university as a whole. Second, microsystems must rely on other microsystems in order to develop the larger culture of writing, but larger context systems (e.g., macrosystem) must be willing to contribute to these microsystems through monetary, verbal, and emotional support. Writing microsystems can positively contribute to the overall culture when they are supported by other microsystems (e.g., other academic departments) that intend to continue writing instruction. It is through multiple microsystem partnerships that writing transfer can be enhanced positively. The more opportunities students are provided with to write in specific contexts, the more likely they are to adapt their writing to future contexts within their careers. While the

microsystems are consistently active in producing the culture of writing, microsystems must have the support of the larger mesosystem, macrosystem, and chronosystem in order to maintain and/or grow the culture of writing. Writing programs often obtain the verbal and emotional support from upper-level administration (e.g., the Provost), but the monetary support is often missing. Therefore, macrosystems must be willing to provide monetary support in addition to verbal and emotional support because their support ultimately influences how the culture of writing is seen. Table 8.2 provides a summation of the key takeaways from the context systems.

Table 8.2. The context systems and their takeaway.

Context System	Takeaways
Chronosystem	1. Continue to change and develop curriculum and pedagogies in regard to changes within the field and institution 2. Work to guarantee that writing programs are appropriately staffed and contain an adequate administrative structure 3. Foster a willingness to change the writing program with the overall macro culture
Macrosystem	1. Create an affective response in stakeholders and writing's importance, including making cultural moves that sustain this culture 2. Create stakeholder requirements that sustain the culture and stay involved with these requirements
Exosystem	1. Learn to adapt to changes outside the program's control 2. Develop a willingness to address dual enrollment or other writing issues within the university culture
Mesosystem	1. Consider writing transfer when making any cultural or curricular shifts 2. Engage in outreach efforts with other campus organizations and majors
Microsystem	1. Realize the microsystem is where most of the maintenance of the culture of writing occurs (i.e., through curriculum development, course outcomes, and teaching) 2. Develop a willingness to work and rely on other microsystems to contribute to the overall culture of writing

Future Studies

In future studies, I intend to investigate in further detail each of these processes and context systems. For instance, interviews should be conducted with others inside the writing programs, including students, instructors, and/or assistant directors. These interviews would provide another perspective into how well the curriculum is preparing students for writing transfer. An investigation into course syllabi, course outcomes, and course observations may also provide additional research avenues. Additional interviews with actors within the context systems should also take place; for example, interviews should be conducted with upper-level administrators in the macrosystem that discuss why certain decisions were made in regard to creating a culture of writing. Furthermore, a study into the state and national requirements for writing instruction should

also be consulted in determining why institutions and/or administrators make the decisions they do. While this study is limited to an overview of writing programs and their contributions to a culture of writing, future studies will also be limited as it would be difficult to interview and/or analyze each process and context system in depth. Individual studies of each of these processes and how they contribute to writing transfer, however, would be fruitful in further examining actions these processes can take.

Conclusion

In summation, this study is only the first step for future studies into the processes and context systems that influence writing transfer. I hope the results also spark the interest of other writing transfer researchers to expand our research sites and focus beyond the student and the classroom. I am not arguing that the research on students and the classroom should cease, but they should be placed into a broader discussion with the other processes and context systems. A broader perspective of writing transfer can only help the field of rhetoric and composition understand how we can make our programs and our institutions work for student success.

APPENDIX A: PILOT STUDY INTERVIEW QUESTIONS

Institution-Based:

1. What is your institution's process for adopting a WAC-centered course (e.g., instructors have to have courses approved through a committee)? Why this method?
2. What curriculum qualities do you seek in WAC-centered courses (e.g., assignment scaffolding, assignment word amount, etc.)? Why?
3. How are instructors supported in teaching writing across the curriculum?

Transfer Frames:

4. Structurally, does your institution explicitly frame its WAC program as an opportunity for student transfer?
    a. If so, how is this frame designed and transfer enacted?
    b. If not, how is transfer part of the WAC programs goals?
5. How are the institution's WAC instructors prepared to teach for transfer?
6. How are students taught to transfer writing conventions of a discipline from one context to another?

Assessment:

7. How does your institution assess its WAC program and is it framed to assess transfer specifically? Why this method?
8. How often does your institution assess its WAC program? Why?
9. How are the assessment results used in terms of discussing transfer?
10. How does your program assess individual WAC courses?

Communicating Transfer:

11. On an institutional level, how does the WAC program communicate transfer goals to administrators, faculty, and students?

APPENDIX B: DISSERTATION INTERVIEW QUESTIONS

Institution-Based:

1. How would you characterize your institution's practices/missions towards writing?
    a. Who explicitly supports writing instruction in your institution (e.g., other departments, university president, etc.)?
    b. Who does not explicitly support writing instruction in your institution (e.g., other departments, university president, etc.)?
2. How does your institution support writing (e.g., through curricula, monetary support, writing center, etc.)?
3. What university or departmental writing committees oversee writing instruction in the university?
4. What course(s) make up your institution's undergraduate writing requirements?
    a. Do you see this requirement as being a sufficient amount of writing experience for undergraduate students in your institution? Why or why not?
5. How does the writing program, or institution, support instructors who wish to include writing within the curriculum?

Transfer Frames and Pedagogical Practices:

6. Structurally, does your writing program or institution frame writing transfer as an end goal for students?
    a. If so, how is this frame designed and transfer enacted?
    b. If not, how is transfer discussed within the program or in the institution?
7. Does your writing program prescribe a certain approach/curriculum towards writing instruction?
    a. If so, what is this approach/curriculum?
    b. Why this specific approach/curriculum?
8. As the director of the writing program, what transfer enabling practices (e.g., assignment scaffolding, ill-structured rhetorical problems, etc.) do you encourage your instructors to use within the classroom?
    a. Why do you encourage these specific practices?
    b. How do you support instructors' pedagogical practices?
9. As director, how do you work with others outside your department and program to encourage the use of writing within curricula?
    a. What are some of your successes and/or failures?

Assessment:

10. How does your institution assess its writing program and/or writing in general?
    a. Why is this specific method your chosen assessment practice?
11. How often is your writing assessed at your institution? Why?
12. How are assessment results used in terms of discussing writing curricula and transfer?
13. How are individual courses assessed in terms of writing?

Communicating Transfer:

14. On an institutional level, how does the writing program communicate transfer goals to administrators, faculty, and students?
15. As an SCU, what would you say are your biggest struggles in operating a writing program?
    a. As an SCU, what are some of your biggest successes in operating a writing program?
    b. How does your institution status impact your ability to communicate writing transfer as a goal?

APPENDIX C: CODE BOOK

NOTES: Parent codes are in bold and child codes are italicized

Communication of Transfer	
Code	**Definition**
Common Language	Forms of language that allow microsystems to communicate with the larger bioecology of the institution
Outreach	Discussions of writing transfer outside the microsystem
In-house Discussions	Discussions of writing transfer with those inside the microsystem
Motto	The microsystem's outward facing missions that imply transfer as an end goal of the program
Curriculum	Course sequences for writing that convey transfer and may or may not use transfer terminology
Implied Practices	Microsystem practices, including outcomes and pedagogy, that include transfer with(out) using transfer terminology
Faculty Development	Opportunities for faculty within and outside the microsystem that encourage transfer
Difficulties	Issues that hinder the discussion of writing transfer throughout the bioecology

Faculty Development	
Code	**Definition**
Faculty Development Types	These are the various form professional development takes inside and outside the microsystem
In-class Development	Developmental opportunities that take place in the classroom
Online Development	Developmental opportunities and resources hosted online or in a shared LMS space
Required Development	Developmental opportunities faculty are required to attend in order to teach in the program
Sponsored Development	Developmental opportunities by sources outside the writing program microsystem
on demand	Developmental opportunities that are kairotic and needed in the immediate moment
Faculty Development Characteristics and Goals	The characteristics of the faculty development types and their goals
Developmental Changes	Programmatic practices that a WPA wants to change
Development Topics	Topics of professional development
Faculty Transfer Practices	Practices required of faculty that encourage transfer of writing skills and knowledge
Expanded Faculty Development	Developmental opportunities offered by the WPA that stretch their roles and responsibilities (mostly not part of the job description)

Curriculum Requirements	
Code	**Definition**
Curriculum Requirements	These are the required sequences of courses, including directed self-placement and student agency
Course Environment	The environments in which courses take place (e.g., computer lab)
Course Requirements	Requirements for individual courses, including outcomes and/or approach. However, this also contains potential and/or varied components dependent on instructor agency
Pedagogies	Pedagogies that are suggested and/or required by the writing programs, including tutor pedagogies. This also includes reflection explicitly.
Curriculum Outcomes	Outcomes that speak directly towards the curriculum and initiatives of the writing programs
Calculated Moves	Program initiatives that speak towards the current climate of the individual institutions and/or the field.
Cultural Influencers	Initiatives that depict the writing program's cultural influence, including course size, requirements, etc.

Student Support	
Code	**Definition**
Embedded Student Support	Support initiatives that are embedded by the microsystem to encourage transfer
Course Support	Includes course-embedded tutoring programs as well as events sponsored by the writing center or other entities that take place in the classroom
Student Support Issues	Issues that make providing student support difficult
Voluntary Student Support	Support initiatives that are provided to students by the microsystem or macrosystem, but students are not required to use them.
Alternative Support	Services that are not directly related to writing, but will help students with other academic needs
Collaborative Initiatives	Initiatives that take place in the mesosystem and are meant to support student
Department or Admin. Support	Support provided by the microsystem's department or by the larger macrosystem
Writing Center	A centralized writing center that provides support for all writing needs

Assessment	
Code	**Definition**
Programmatic Assessment	These are the tools and methods programs use to assess themselves
Feedback and Usefulness	The discussion that ensues about the assessment results. The feedback can come from outside sources or from within the program itself
Frequency	The rate at which assessment occurs
Shared Results	These are the people, programs, and/or methods programs use to disseminate programmatic assessment results
Other Assessment Initiatives	These are assessments that have occurred or are planned by the programs. This also includes assessments required by outside programs (e.g., Gen Ed).
Instructor Assessment	The assessment of individual instructors
Required Student Assessment	A direct assessment of students in order for them to move into their WAC courses

Administrative Structure and Budget	
Code	**Definition**
Program	The administrative structure and budget of the microsystem
Program Budget	The financial support provided to the program
Program makeup and responsibilities	Contains the people involved with the microsystem and their responsibilities to the microsystem
University	The administrative structure and budget of the macrosystem
Funding Formula	The formula that determines course caps
University makeup and responsibilities	Contains the people outside the microsystem and their responsibilities to the university at large

Chronosystem	
Code	**Definition**
Microsystem	These are changes over time that directly influence the microsystem
Programmatic Change	The changes that directly influence the microsystem
Stalled Program	A program has seen little change in programmatic structure
Stretched Time	Limited opportunities to build on the writing culture because of too many administrative duties
Macrosystem	These are larger changes that affect the overall culture
Cultural Change	Changes that build on the large macrosystem culture
Natural Constraints	Constraints that naturally impact writing program development and processes (e.g., Covid-19)

Macrosystem	
Code	**Definition**
Culture at Large	This is how the overall culture of writing is depicted by the institution (e.g., STEM vs. Liberal vs. state comprehensive)
Cultural Feel	The affective responses to the overall culture of writing
Cultural Moves	These are specific moves that help create the overall culture
Participation in the Culture	These are the people and requirements needed to be considered a part of the culture
Cultural Involvement	Individuals or events that speak to overall cultural
Cultural Requirement	The requirements persons must go through in order to participate in the culture

Mesosystem	
Code	**Definition**
Administrative	The administrative decisions that are made in consultation with multiple microsystems
Outreach	The direct pulling in of outside microsystems into the writing microsystem
Research/Pedagogy	These are discussions between microsystems that discuss research and pedagogical opportunities

Exosystem	
Code	**Definition**
Indirect Influence	Programs and/or people whose decisions indirectly affect the writing program
Direct Influence	Programs and/or people whose decisions directly affect the writing program

Microsystem	
Code	**Definition**
Role	The responsibilities of the WPA to the program
Program Makeup	The makeup of the program, including its people and day-to-day operations
Program Outreach	These are outreach events for others sponsored by the program and/or department
Program Struggle	The struggle of operating the program
Program Goal	These are the commitments, moves, and goals of the writing program
Program Requirements	The requirements needed to participate in the writing microsystem
Program Support	The ways in which the microsystem are supported by other microsystems

APPENDIX D: WAC TRANSFER HEURISTIC

Proximal Processes	Foundational	Established	Integrated	Institutional Change Agent
Transfer Communication	Transfer is concentrated in one microsystem where individual instructors acknowledge and communicate transfer's importance. Transfer is not a physical or social reality in the program and institution. Transfer is placed in layman's terms. Foundational programs produce limited generative characteristics and competence. Developmental resources are limited.	Transfer is concentrated in some classrooms or programs' physical realities including outcomes, pedagogy, writing requirements, and documentation. Transfer is placed in layman's terms. Established programs create limited opportunities to produce generative characteristics and competence. Developmental resources are limited to the mesosystem.	Transfer is integrated into physical realities such as outcomes, curriculum, pedagogy, or writing requirements. The mesosystem contains the bulk of transfer talk. Program administrators actively encourage transfer thinking with stakeholders. Transfer is discussed in disciplinary terms. Integrated programs create generative characteristics and competence. Developmental resources increase when multiple microsystems engage.	Transfer is an institutional change agent when physical realities, including outcomes, curriculum, pedagogy, writing requirements, and online web presence focus on transfer. Transfer terms may be cloaked. Transfer is a social reality and responsibility when all systems take responsibility. Program administrators encourage transfer outside their program and engage in outreach with administrators. Institutional change agents produce generative characteristics and competence. Developmental resources are advantageous.
Proximal Processes	**Foundational**	**Established**	**Integrated**	**Institutional Change Agent**
Curricular Components	Foundational programs include individual classrooms that frame their curriculum and pedagogy around writing transfer. A writing program, however, does not codify transfer or encourage transfer pedagogy. Foundational programs produce limited generative characteristics and competence. Developmental resources are limited.	Established programs have some course outcomes or pedagogy that codify transfer and its pedagogies. Faculty rarely codify or reflect on the curriculum or pedagogy. Transfer is addressed by individual instructors rather than collaboratively. Established programs produce limited generative characteristics and competence.	Integrated programs' course(s) and activities are framed for transfer. Course outcomes, professional development, and pedagogy focus on transfer. Practices are codified and faculty reflection is collaborative. Integrated programs produce generative characteristics and competence. Developmental resources increase when multiple microsystems are engaged.	Institutional change agents extend to include the macro level when multiple programs codify and encourage transfer through course outcomes, professional development, and pedagogy. Macro level financial support and relationships extend the framework into the institution. Support for both faculty and students is provided. Institutional change agents produce generative characteristics and competence. Developmental resources are advantageous.

Proximal Processes	Foundational	Established	Integrated	Institutional Change Agent
Assessment	Foundational assessments occur when individual instructors conduct assessment to improve their own teaching. Results are used to improve the individual course only and are developed by the individual instructor. Foundational programs' assessment are generative for the individual instructor. Developmental resources are limited to this course.	Established assessments occur in courses in the program. Results are used to improve the curriculum and transfer pedagogies. However, assessments are sporadic and don't leave the confines of the program. The assessments are administratively developed rather than faculty developed. Established programs' assessments are generative and create competence for the program. Developmental resources are limited to the participants.	Integrated assessments occur in the program and are influenced/developed by the program's faculty. Course assessments are put into conversation with one another if they are sequential. Results are used to improve the curriculum, pedagogy, and transfer practices. Results are used within the program, but results may be shared with macro actors. Departments are expected to conduct the assessment without macrosystem support. Integrated programs' assessments are generative and create competence within the program. Developmental resources increase when multiple microsystems engage.	Assessments become an institutional change agent when multiple courses and/or students' writing is assessed in terms of improving student transfer. Faculty develop the assessments with financial support from the macrosystem. Courses are put into discussion with one another. Key to this process is the ownership of assessment and willingness to continue and improve on writing transfer measures. Macrosystem actors support the results through feedback and initiatives to address any weaknesses. Institutional change agents' assessments create generative characteristics and competence. Developmental resources are advantageous.

Proximal Processes	Foundational	Established	Integrated	Institutional Change Agent
Faculty Development	Foundational faculty development occurs when individual instructors seek out professional development outside the program. Foundational programs create generative characteristics and competence in the individual instructor. Developmental resources are limited to the individual instructor.	Established faculty development is sponsored by the program, but the opportunities are sporadic, short-term, and may not relate to the needs of the instructors and/or curriculum. Established programs' opportunities create generative characteristics and competence in the faculty who attend. Developmental resources are limited to attendees.	Integrated faculty development is sponsored by the program. The opportunities are regular and meet the needs of instructors and the curriculum. Opportunities are more long-term and collaborative. Integrated programs' opportunities create generative characteristics and competence in the attendees. Developmental resources are increased when multiple microsystems are actively engaged.	Institutional change agent faculty development is established when opportunities are provided for the writing program by monies from the institution's administration (e.g., invest in student awards, faculty awards, etc.). These opportunities are collaborative and long-term. Professional development becomes a change agent when it targets the university as a whole and encourages the best practices in writing. Institutional change agents produce generative characteristics and competence throughout the institution. Developmental resources are advantageous.
Proximal Processes	**Foundational**	**Established**	**Integrated**	**Institutional Change Agent**
Student Support	Foundational student support is confined to the classroom, meaning the instructor is the one provided support. Foundational student support produces limited generative characteristics and competence. Developmental resources are limited to the classroom.	Established support is developed when the program creates resources for students to meet the outcomes and requirements of the program. Established programs produce limited generative characteristics and competence, but they extend outside the individual classroom. Developmental resources are limited to the program context.	Integrated programs include support services that are embedded within the writing program or class through writing partnerships (e.g., a writing center embeds tutors in all FYW courses). Integrated programs are more likely to produce more expansive generative characteristics and competence. Developmental resources increase when multiple microsystems engage.	Institutional change agent support is established when support services are provided inside and outside the department and its relationships. Funding for these support systems comes from the macrosystem, not the department. Integrated change agents produce generative characteristics and competence. Developmental resources are advantageous
Administrative Structure and Budget	Foundational programs provide no budget for individual instructors and their leadership. The central entity for writing is the	Established programs include a WPA who is provided with a small budget to conduct yearly duties, typically by the	Integrated programs include a WPA who is provided a budget to conduct yearly duties. The central entity for writing includes a WAC director plus a	Institutional change agent programs include a relationship between the university administration and the WPAs of the writing programs. The institution has invested in a freestanding writing program

	English department or WPA. Foundational programs provide limited opportunities to produce generative characteristics and competence. I limit developmental resources to the classroom.	department that houses the writing program. The WPA works to include transfer in the curriculum fit for the institutional context, but factors (e.g., staffing) hinder the WPA from fully integrating transfer. The administrative structure is too small and/or disconnected. Established programs provide limited generative characteristics and competence. Resources are limited to the program.	FYW WPA. WAC is supported by the macrosystem. Although hindering factors still exist (e.g., staffing), the WPAs are provided with a large enough budget and administrative structure to overcome these issues. Integrated programs provide opportunities to produce generative characteristics and competence. Developmental resources increase when multiple microsystems engage.	supported by the macrosystem (e.g., the Provost). In this case, the macrosystem provides considerable support for the writing program to conduct yearly duties. A writing program may be able to provide incentives to participants. In addition, the macrosystem leaders are proactive and positive in their demeanor toward transfer initiatives created by the WPAs. The writing program is also provided with an appropriate administrative structure. Institutional change agents provide opportunities to produce generative characteristics and competence. Developmental resources are advantageous.

APPENDIX E: FIRST-YEAR COMPOSITION COURSE OUTCOMES

Institution	Course	Course Outcomes
Midwestern State University	WCN 103	After completing WCN 101S or 103, students will be able to: 1. Apply a full range of writing processes, including invention, planning, organizing, revising, and editing 2. Employ general academic writing conventions for language, development, organization, and format 3. Demonstrate knowledge of at least one academic citation and documentation system (such as MLA or APA style) 4. Compose written texts that are appropriate for the intended audience of educated readers 5. Practice strategies to identify, access, evaluate, and synthesize multiple forms of information
Gulf State University	WCN 102	Students completing WCN 102 should demonstrate ● A sophisticated writing process and the ability to adapt it to various writing tasks; ● Ability to identify and execute various academic writing genres and to combine genres when the rhetorical situation calls for it; ● Ability to understand various forms of argument and to apply that understanding to multiple rhetorical situations; ● Ability to adapt logical claims and to various writing situations ● Ability to develop, evaluate, and revise logical claims and positions ● Ability to conduct research in order to develop supporting evidence ● Ability to apply critical thinking toward social and cultural issues ● Ability to follow professional documentation and research conventions in order to maintain scholastic honesty ● Command of grammar, mechanics, spelling and language usage appropriate to, and effective within, a variety of academic contexts
Southern State University	WCN 102	At the completion of WCN 102, students will accomplish the following: ● Develop, practice, and reflect on reading, writing, and research processes in response to a number of rhetorical situations; ● Engage and interact with texts and perspectives rhetorically in order to learn and practice the academic 'moves' for making and supporting different kinds of arguments, including how to use a range of evidence to support claims; ● Ask effective questions and conduct focused research using a range of resources, including the library catalog and databases of scholarly articles; ● Recognize evaluate, and reflect on the various types of research methods and sources, including primary research methods, that inform effective researched writing; ● Assemble a set of appropriate sources

Great Plains State University	WCN 201	Demonstrates a thorough understanding of context relating to appropriate audiences and explains the writer's and others' ideas skillfully and ethically through written language that conveys meaning to readers with clarity and accuracy and is nearly error free. Competency in this element means: ● Clearly *outlining* the main idea using appropriate sentence structure that connects all paragraphs to the overall point of the paper while organizing ideas effectively. Ideas are presented in a logical sequence that supports development of the main point (*Focus, Development,* and *Organization*) ● *Supporting* claims with appropriate evidence and valid reasoning. Opinions are clearly distinguished. Main ideas are developed through evidence-based sources that clearly distinguish the source material from the writer's own ideas and distinctly indicates the provenance of all source material (*Development* and *Use of Sources*) ● *Creating* effective and coherent sentences. Written language conveys meaning to readers with clarity and fluency. Word choice and vocabulary shows attention to audience (*Style* and *Editing*) ● *Demonstrating* audience awareness in written document. Intended purpose of the document is clear. The context for the communication is understood and articulated appropriately (*Focus, Development, Organization, Style, Editing,* and *Use of Sources*) ● *Demonstrating* the use of visual and textual design elements that are appropriate for the audience, purpose, and context (*Style*)
Western State University	WCN 103	**Goal #1: Develop rhetorical awareness of how academic and professional communities shape reading, writing, and research.** ● Analyze and evaluate the conventions of a variety of texts from across multiple disciplines ● Understand appropriate evidence and effective rhetorical strategies needed to gain authority in a variety of disciplines ● Examine similarities and differences of reading, writing, and research across disciplines **Goal #2: Develop scholarly identities as members of academic communities.** ● Engage in scholarly dialogue in an effort to participate in on-going academic conversations ● Collaborate on writing projects to gain exposure to multiple discourse communities **Goal #3: Engage in reflective and metacognitive processes.** ● Practice self-assessment and revision in order to improve reading, writing, and research processes ● Create a flexible process to transfer writing knowledge to a variety of contexts ● Provide, seek, and incorporate scholarly feedback **Goal #4: Compose rhetorically effective texts, informally and formally, for a variety of academic communities.** ● Summarize, analyze, and synthesize disciplinary texts to show participation in ongoing academic conversations ● Demonstrate flexible academic reading strategies ● Locate and evaluate research in order to integrate credible and relevant sources ● Plan, develop, organize, revise, and edit texts to meet expectations for a variety of rhetorical situations across the disciplines ● Apply appropriate writing conventions ● Display evidence of editing, control of grammar, and sentence variety

State Capital University	WCN 102	**Critical Thinking:** ● Explore and evaluate diverse perspectives in order to advance a specific thesis and pursue research as process of critical inquiry ● Form a sound argument using evidence and examples from a variety of sources (scholarly, primary, etc.) ● Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials ● Critique own and others' writing **Writing Process:** ● Develop a writing project through multiple drafts, and use composing processes and tools as a means to discover & reconsider ideas ● Revise a draft according to feedback ● Adapt composing processes for a variety of technologies and modalities ● Manage and sustain an inquiry-based research project **Rhetorical Knowledge:** ● Write for a variety of rhetorical contexts and vary voice, tone, formality, genre, and medium accordingly ● Organize ideas rhetorically and logically ● Develop the rhetorical tools of inquiry and analysis to create new arguments based on careful consideration and research of multiple and diverse perspectives **Knowledge of Conventions** ● Use citation conventions of the style guide of their discipline (MLA, APA, Chicago) ● Use appropriate linguistic structures, including grammar, punctuation, and spelling to meet the reader's expectations ● Compose texts in digital and print media to address various audiences ● Apply appropriate design conventions to create a multimedia research presentation **Reflection and Transfer** ● Reflect on how learning Composition concepts is shaping their own theory of writing ● Demonstrate understanding of composition key terms: exigence, discourse community, critical analysis, knowledge, context, circulation ● Articulate future applications of writing knowledge and practices

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