

## *Editor's Notes*

Much has happened in the writing across the curriculum (WAC) movement since the publication of C. W. Griffin's (1982) *Teaching Writing in All Disciplines* just six years ago. A recent survey, the results of which are given in the appendix of this sourcebook, shows that, of those institutions responding, half had brand-new WAC programs and half had programs that had been in existence for three years or more—long enough to be considered “second-stage” programs. Such programs show the continuing success of using writing in all disciplines, but they also mean new challenges for the directors and administrators of these programs.

At the 1987 convention of the Conference on College Composition and Communication, the board of consultants of the National Network of Writing Across the Curriculum Programs held a preconvention workshop to discuss the questions raised by this new stage of the WAC movement. The workshop was oversubscribed, and those who attended found it so useful that the idea for the present volume was born. The chapters that follow, many of them written by members of the board of consultants, deal with the most common problems faced by directors of maturing WAC programs. In the first, I discuss how to translate the enthusiasm generated by faculty workshops into lasting curricular change; the new movement toward general education reform is one place to start. In Chapter Two, Margot Soven continues the discussion of what to do after the first workshop, giving examples of follow-up activities from second-stage programs at various institutions.

The early success of writing across the curriculum at Beaver College has led to many to think of the small, homogeneous liberal arts school as the ideal model for WAC programs. But WAC has become successful at other kinds of institutions as well. Barbara R. Stout and Joyce N. Magnotto, in Chapter Three, discuss the special needs of community colleges and how various programs have been developed to meet those needs, while in Chapter Four Ellen Strenski discusses the challenges and opportunities inherent in WAC programs at research universities. As WAC programs flourish at colleges and universities, the need for articulation with the public schools becomes more apparent; Chapter Five, by Mary A. Barr and Mary K. Healy, discusses the context of WAC

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**The members of the board of consultants of the National Network of Writing Across the Curriculum Programs are: Mary Barr, Toby Fulwiler, Bernadette Mulholland Glaze, Joyce Magnotto, Susan McLeod, Margot Soven, Keith Tandy, Christopher Thaiss, and Barbara Walvoord.**

in the schools, an understanding of which must necessarily precede articulation of programs .

Continuing WAC programs face important questions of funding, research, and evaluation. Many directors of second-stage programs find that outside funding is running out. Programs cannot be run successfully without funding, but, as Keith A. Tandy points out in Chapter Six, it is often possible to redesign a program to run on less. Toby Fulwiler, in Chapter Seven, discusses an issue that arises in most continuing WAC programs—that of evaluating a program's success. In Chapter Eight, Lucille Parkinson McCarthy and Barbara E. Walvoord discuss the unique opportunities available in WAC programs for collaborative research and suggest several models to follow. Finally, Christopher Thaiss, the coordinator of the National Network of Writing Across the Curriculum Programs, ponders the future of the WAC movement. The appendix, based on a survey sent out in 1987-88, is a resource for present and aspiring WAC directors that will allow them to get in touch with programs in their geographical area or with programs at similar institutions.

A closing word is necessary on the collaborative nature of this volume. Those of us represented here have circulated drafts among ourselves, discussed the chapters at several meetings, and shared ideas over the course of several years of professional association. The result is a sourcebook that presents our collective as well as individual knowledge of writing across the curriculum programs.

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## Reference

Griffin, C. W. (ed.) *Teaching Writing in All Disciplines*. *New Directions for Teaching and Learning*, no. 12. San Francisco: Jossey-Bass, 1982.

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