

From the AWAC Chair: Stewardship, Visibility, and Writing Across the Curriculum

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*This column inaugurates an ongoing space in *Across the Disciplines* for communication from the Association for Writing Across the Curriculum (AWAC). Each iteration will share key organizational developments, highlight AWAC-sponsored work, and invite readers into initiatives shaping writing across the curriculum.*

Across the Disciplines now serves as the official journal of the Association for Writing Across the Curriculum (AWAC). Established through a memorandum of understanding between AWAC and the WAC Clearinghouse, this designation formalizes a relationship long experienced in practice: a shared commitment to thoughtful, context-responsive scholarship about writing, teaching, and learning across disciplines, institutions, and contexts. The journal remains editorially independent while also serving as a key venue through which AWAC communicates with the field.

For readers new to the organization, AWAC—founded in 2018—is an international professional organization that supports writing across disciplines, institutions, and educational contexts. AWAC brings together faculty, program leaders, administrators, graduate students, and researchers who understand writing as central to learning, knowledge-making, and disciplinary practice. Through initiatives and shared infrastructure—including research support, mentoring, programming, partnerships, and public statements—AWAC sustains WAC as both an intellectual tradition and a practical framework for teaching and learning.

For current members, *Across the Disciplines* is also a place to stay connected to AWAC's priorities and directions. We encourage submissions from AWAC members and from recipients of AWAC Research and Publications grants, whose work exemplifies the applied, reflective, and field-shaping scholarship the journal supports. AWAC's work is made possible by its members, and we are grateful for the committee labor, mentoring, research, and program leadership that sustain this community.

In a period of significant change for writing programs and WAC leaders, this connection between AWAC, *Across the Disciplines*, and the WAC Clearinghouse matters. It affirms continuity, increases visibility for an organization still in its first decade, and provides a stable venue through which AWAC can share and contextualize major initiatives explored in the sections that follow.

AWAC Organizational Updates and Priorities for Academic Year 2025-26

In July 2025, the AWAC Executive Committee underwent a planned leadership transition following elections earlier in the year. Cristyn L. Elder transitioned to Outgoing Chair and Paula Rosinski continued as Secretary; Heather Falconer began her term as Incoming Chair, Laurie Pinkert began

Across the Disciplines

A Journal of Language, Learning and Academic Writing
10.37514/ATD-J.2026.22.3-4.06

wac.colostate.edu/atd

ISSN 554-8244

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her term as Treasurer, and Magdelyn Hammond Helwig and Rachel Jasiczek began their terms as members-at-large. I assumed the role of Chair at that time.

AWAC has advanced several major initiatives this academic year, beginning with a successful International Writing Across the Curriculum (IWAC) Conference at Colorado State University led by Mike Palmquist in July 2025, where the organization in tandem with the WAC Clearinghouse recognized outstanding [research, personal achievement](#), and [programmatic contributions](#) through its annual awards. At IWAC, the AWAC Executive Committee released [*The State of Writing Across the Curriculum: Issues and Energies*](#) as a plenary address, sharing initial findings from a global survey of WAC leaders. In September, AWAC released the expanded [*Statement on AI and Writing Across the Curriculum*](#), supporting faculty, programs, and institutions as they navigate the evolving relationship between writing and generative AI.

Most notably at present, AWAC is revising the foundational [*Statement on WAC Principles and Practices*](#) (originally published in 2014) and developing a new advocacy and endorsement policy that clarifies how AWAC, as an organization, engages publicly on issues affecting writing education. Together, these efforts reflect a commitment to updating AWAC's core frameworks so they remain responsive to contemporary institutional, pedagogical, and cultural contexts.

Taking Stock: The *Issues and Energies* Report

One of AWAC's most significant recent initiatives this year was *The State of Writing Across the Curriculum: Issues and Energies* (2025), a report developed by the AWAC Executive Committee and informed by survey responses from 105 WAC leaders and scholars around the globe. Rather than offering a typology of programs or a set of best practices, the report documents how WAC leaders understand their work, what their programs are positioned to do, and the conditions that shape those possibilities. Respondents describe wide variation in institutional location, scope, staffing, and authority, alongside shared challenges related to labor precarity, uneven funding, varying faculty engagement, and limited administrative understanding of WAC's role.

At the same time, the report identifies persistent areas of energy and commitment, particularly around faculty development, curricular change, and efforts to respond thoughtfully to generative AI. Across contexts, respondents emphasize that WAC work is contingent and that "a successful WAC program has many different iterations" (p. 20). The report's conclusion frames these findings as a starting point rather than an endpoint, positioning the data as "an important baseline as we navigate the shifting landscape that is WAC work" (p. 20). It also highlights the conditions respondents consistently associate with effective WAC efforts, including administrative support, financial and philosophical support, and sustained faculty interest/engagement, while underscoring the value of reflection and continuity.

We see *Issues and Energies* as both a baseline document and an advocacy tool. It helps establish what we know about the current state of WAC and, just as importantly, what WAC leaders say they need. AWAC intends to track these issues longitudinally, with a follow-up survey planned for Spring 2026. When that survey launches, we encourage broad participation. The strength of this work depends on collective insight.

Responding to AI Across the Curriculum

Like *Issues and Energies*, the AWAC Statement on AI and Writing Across the Curriculum does not seek to standardize practice. Instead, it documents shared commitments and offers audience-specific guidance—including sections written for educators, students, and administrators—that WAC leaders can use to support meaningful approaches to AI across diverse institutional and disciplinary contexts.

Developed through a collaborative, multi-working group process and informed by extensive feedback from the WAC community, the statement emphasizes writing as human-centered inquiry, rhetorical judgment, and critical AI literacy.

As we look toward 2026, AWAC's focus shifts from statement-writing to implementation. AWAC is developing resources to support institutions and WAC leaders as they translate the statement into local practice. Members of the statement's authoring and editorial teams are available to facilitate conversations—virtually or in person—about integrating context-sensitive approaches to AI into writing-intensive curricula across disciplines. We are especially eager to learn from colleagues who are already implementing aspects of the statement and to amplify those practices through future publications and programming.

Committee Work and Community Initiatives

AWAC's committees continue to be the heart of the organization. The Mentoring Committee, in particular, has been extraordinarily active—hosting workshops; facilitating AWAC Reads and AWAC Summer Reads; and expanding mentoring structures through initiatives like the Summer Mentoring Program and AWAC Pods. These self-forming Pods create space for WAC administrators to share challenges, strategies, and successes in sustained conversation, with invitations to join Pods shared at multiple points throughout the year, so we encourage members to stay on the lookout for future opportunities through AWAC's social media channels and the [WAC-Listserv](#).

The International Collaborations Committee has focused on strengthening relationships with affiliates, supporting international conference participation, and exploring new formats for engagement, including an upcoming *AWAC Listens* event in January 2026. This work underscores AWAC's commitment to WAC as a global endeavor and to supporting graduate students, contingent faculty, and colleagues working across diverse institutional contexts.

Other committees—including Research and Publications; Partnerships; Communications; Diversity, Equity, and Inclusion; the WAC Graduate Organization; and the WAC Summer Institute—are advancing grant programs, organizational partnerships, member outreach, and professional development opportunities. Details about upcoming grants, partnerships, and the 2026 WAC Summer Institute will be shared in the coming months.

Looking Ahead to 2026

As this column continues in future issues of *Across the Disciplines*, its purpose will be to offer periodic snapshots of AWAC's work while also situating that work within broader conversations about writing, teaching, and institutional change. In this issue, we take up several strands of that work—connecting the journal and organization, engaging insights from the *Issues and Energies* report, and pointing toward priorities already in motion. Looking ahead, AWAC's emphasis for 2026 is on building and sustaining infrastructure in service of community. In a shifting higher education landscape, AWAC's role is not simply to respond to change but to provide continuity: spaces for connection, resources for thoughtful action, and venues—like *Across the Disciplines*—where WAC knowledge can circulate and endure. We cannot assume the value of WAC speaks for itself; we must continue to articulate it, demonstrate it, and support those doing the work across diverse institutional contexts.

An Invitation

We invite you to engage with AWAC in multiple ways:

- Submit your work to *Across the Disciplines* and help advance scholarship on writing across the curriculum.
- Participate in mentoring programs, workshops, and conferences, including IWAC and AWAC-sponsored professional development opportunities.
- Learn more about and engage with the [AWAC Board of Consultants](#), a resource for institutions seeking guidance on WAC program development and assessment.
- Respond to future surveys that inform AWAC's advocacy, research, and field-facing work.
- Share your program's successes with the [AWAC Communications Committee](#) so they can be amplified across platforms.
- Attend WAC Standing Group and AWAC-sponsored events at the Conference on College Composition and Communication (CCCC).
- [Consider joining AWAC](#) if you are not already a member.

Our strength lies in participation.

Across the Disciplines has long reflected the field's intellectual vitality. As AWAC's official journal, it now also reflects our collective stewardship of writing across the curriculum—past, present, and future.

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Complete APA Citation

Fodrey, Crystal N. (2026, January 6). From the AWAC Chair: Stewardship, visibility, and writing across the curriculum. *Across the Disciplines*, 22(3/4), 198-201. <https://doi.org/10.37514/ATD-I.2026.22.3-4.06>