Introduction

When editors Dave Blakesley, Cameron Bushnell, and Allison Daniel approached me about editing a *special section* of a regular issue of the *WAC Journal,* I knew before even meeting with them about it that I would do it. At the time, I was engaged in university-wide WAC efforts at my own institution, had recently designed and taught a WAC graduate seminar over multiple semesters, and participated in, then facilitated, the WAC Summer Institute. At the same time, the field of WAC was celebrating two important anniversaries: the 25th year of IWAC (Bartlett et al., 2020) and 50 years of WAC as a disciplinary movement (Palmquist et al., 2020). Furthermore, just prior to these events, leading WAC scholars had just launched the Association for Writing Across the Curriculum, with the stated goal of coordinating and sustainably supporting WAC efforts across organizations, institutions, and communities. With this prompting to look back on our WAC history and our looking to the future, I was, like others, curious about what that future might bring as revealed to and by us, as scholars and practitioners, within the *WAC Journal*, the longest-running national peer-reviewed publication in the field of WAC.

I titled my call for the special section "Transforming WAC at 50: What, How, and for Whom?" and invited authors to relate theory with research and practice in their examinations of how we might transform the ways we *do* WAC *with* and *for* whom. In response to the *what* or the *do*, I imagined new definitions of WAC that would change our understanding as well as suggest a new approach to the *how*, or our practice, and the ways we perform this work. And I had hoped that the responses to the *with* and *for whom* might further raise our awareness to the individuals and disciplines largely on the periphery of WAC, so that we might continue to address our field's history of marginalization and exclusion. The submissions I received did not disappoint.

Based on their scope and quality in response to my call, the following submissions quickly outgrew what was originally to be a special section and became this special issue. Some of the additional submissions not found here in this special issue may be seen in the pages of future issues of the journal. I am grateful to the scholars who trusted me with their work as they sought a home for their ideas. I feel privileged to have been among their first readers. I am also grateful to colleagues both on the editorial board for the journal and from the field more widely who reviewed the following manuscripts. Their labor, and their own contribution to the field in this way, is not lost on me. And, of course, I am grateful to Dave, Cameron, and Allison for this opportunity and their support along the way.

Perhaps the most difficult part of this almost two-year process comes down to this moment: deciding on the order in which the following manuscripts will appear in

this issue. It was remarkable to me the way I found these scholars speaking to each other without their having had the advantage of reading each other's work. It was the way in which they seemed to respond to each other, even if only in my mind, that influenced my decision on the order of presentation of the below articles. Overall, I view these articles moving from authors' calls for macro to micro level changes in WAC (Bouza, this issue), beginning with the reexamination of our underlying conceptions of WAC and calling for systemic changes within the field and across our institutions. The latter articles return us to the centering of individuals who are the reason for this enterprise: faculty and students. I hope you are as inspired by these scholars as much as I have been in working with them and reading their work.

In "Beyond WAC: Transforming Institutions, Transforming WAC through Deep Change," Caitlin Martin offers WAC leaders four strategies for bringing about institutional transformation. At the same time, she unintentionally and effectively sets the table, if you will, for the additional forms of transformative change that follow in the articles below.

Anne Ellen Geller and Neal Lerner amplify the call for transformative change with their analysis of WAC scholars' citation practices in *The WAC Journal*. Through the lens of the journal's mission statement, Geller and Lerner analyze volumes one through thirty-three, from 1989 to 2022. They then argue for the way we might transform the ways we *do* WAC *with* and *for* whom with a strengthened emphasis on inclusiveness through our citation practices.

In "Toward More Sustainable Antiracist Practices," Sherri Craig, Barclay Barrios, and Jeffrey Galin encourage us to transform our approach to antiracist practices by expanding our efforts beyond the classroom and our programs via a more sustainable whole systems approach to addressing inequities on campus.

Emily Bouza, in "(Re)Defining WAC to Guide a Linguistic Justice Ideological Change Across Campuses," asks us to "think bigger" through her analysis of and building on to current WAC theories. She seeks a change in language ideologies at the institutional level across our campuses to promote access and inclusivity while warning against simply retrofitting our existing curriculums, rather than redesigning the curriculum to address students' varying needs.

In "Languaging Across the Curriculum: Why WAC Needs CLA (and Vice Versa)," Shawna Shapiro, as if in response to Bouza, offers readers a "linguistic access-asset-agency" framework for advancing curricular linguistic justice, coupled with helpful classroom examples. She provides a clear picture of the ways that the field of WAC has much to gain from Critical Language Awareness, "conceptually, methodologically, and pedagogically," to help WAC practitioners make "languaging" a central part of writing studies work.

Resulting from her own desire to address inequities in higher education, Joanna Johnson argues, in "Race, Writing, and Research: Leveraging WAC to Reduce Disparities in Grant Funding," that our responsibility to social justice as WAC practitioners lies even beyond our own WAC communities. Johnson describes Writing Studies as a kind of "universal donor" of anti-racist practices, whose reach may be used to counter inequities in other disciplinary fields. Specifically, in an effort to address disparities in the sciences, Johnson argues for increased support of underrepresented scientists and investigators in grant and article writing to narrow the research funding gap.

Paul Cook, in "'The Total Pattern of the World': Digital Literacy, Misinformation across the Curriculum (MAC), and the Next Fifty Years of Higher Ed," also calls on WAC practitioners to grow their charge. Cook describes WAC as "an epistemological chameleon" with a commitment to social justice work. As such, Cook argues, WAC is uniquely positioned, through digital media literacy, to address the challenges of "fake news" currently permeating writing studies in higher education and the public sphere.

Crystal Fodrey further identifies WAC's potential reach across and beyond our campuses through a focus on digital multimodal writing transfer across the curriculum in "The Future of WAC is Multimodal and Transfer-Supporting." Fodrey offers WAC practitioners "a roadmap" for helping students draw upon their knowledge of multimodality and digital literacy "in socially just and evidence-informed ways" in order to communicate with diverse audiences for various purposes "in an accessible and inclusive manner." Fodrey helpfully offers examples of this practice in the classroom.

In "Potential of WAC in Graduate Writing Support: Helping Faculty Improve Systems of Graduate Writing," Mandy Olejnik advocates for WAC practitioners to expand their reach with a renewed focus on graduate students and graduate faculty as writing teachers, two groups, she argues, that have been largely excluded from WAC scholarship. She also helpfully provides examples of "graduate faculty reimagining their graduate writing structures" through WAC efforts at her institution.

Through his uniquely visual citation mapping of the *WAC Journal*, with a focus on faculty development, Christopher Basiger, in "The State and Future of WAC Faculty Development: A Citation Analysis of Publications, 2012–2022," identifies several themes characterizing WAC scholarship, including a lack of intentional engagement of scholarship on faculty development and its relationship to student success. Basiger offers us his recommendation for how we might "create a more integrated, and more definitive, picture of our programs' effects on pedagogy and curriculum, as well as students' learning, growth, and success."

Finally, in "Mapping the Present to Shape the Future: An Interactive, Inclusive e-Map Supporting Diverse WAC Practices and Writing Sites," Kendon Kurzer, Greer Murphy, Robyn Russo, and Katherine Daily O'Meara describe their development and launch of their interactive digital map *Writing Sites*, which offers WAC/WID practitioners a visual of WAC efforts and trends across a diverse range of institutions in an effort to amplify historically marginalized voices for a more inclusive WAC community. Their innovation perhaps offers a space for the journal's reliable readers and future scholars, where they can share their experiences responding to the various calls for deep change and institutional transformation in WAC as sounded by the authors above in this special issue.

Enjoy!
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Guest Editor