

The New Work of Writing Across the Curriculum: Diversity and Inclusion, Collaborative Partnerships, and Faculty Development, by Staci M. Perryman-Clark. University Press of Colorado, 2023. 145 pp.

Reviewed by Gideon Kwashie Kwawukumey, Virginia Tech

Staci M. Perryman-Clark's book, *The New Work of Writing Across the Curriculum* adopts a holistic approach to examine how institutions can articulate culturally-sustained pedagogies around writing to address the needs of writing across the curriculum (WAC) and inclusion and diversity initiatives. As emphasized by Jennifer Craig, a contribution to the conversation of diversity and inclusion is needed, because racial diversity has not been much focused on in WAC studies. Perryman-Clark's work responds to this exigence by weaving theoretical and practical frameworks to illuminate the intersections of campus-wide diversity and inclusion initiatives with WAC programming. In so doing, her scholarly discussions on writing program administration, faculty development, and strong partnerships establishment between institutions provide a comprehensive climate for recognizing and embracing "intersectional identity" (76), thereby strengthening diversity and inclusion within institutional spaces.

The New Work of Writing Across the Curriculum contains five chapters, each emphasizing the need for faculty development, diversity, inclusion, and institutional transformation through WAC, while also offering useful strategies for building strong partnerships. Perryman-Clark advocates for collaborative work between WAC programs and faculty development centers to promote inclusive higher education.

The introductory chapter, "Committing to the New Work of Writing Across the Curriculum: Diversity and Inclusion and Faculty Development," emphasizes the interconnected work of WAC, faculty development, and diversity and inclusion initiatives. In this chapter, the author captures how the three areas intersect in creating an inclusive higher education. Drawing from her emic perspectives, Perryman-Clark, a Writing Program Administrator (WPA), argues that the operationalization of WAC goes beyond first-year writing programs to broader faculty development initiatives. As part of this expanded focus, Perryman-Clark develops workshops on linguistic justice and pedagogies to promote diversity and inclusion programming, mentorship, and support for faculty, particularly for faculty members who are women of color. These workshops are designed to offer professional development opportunities and address issues such as workplace microaggressions faced by faculty members. Perryman-Clark's introductory chapter, therefore, sees WAC

work as intersecting with instruction, faculty development, and diversity and inclusion initiatives.

In chapter one, “Faculty Development and Writing Across the Curriculum Initiatives: Enhancing Diversity in Twenty-First-Century Higher Education,” Perryman-Clark highlights the historical connection between WAC and faculty development in higher education. She argues that aligning these efforts with broader social justice initiatives can improve diversity and inclusion. Building on the existing scholarship on faculty development and diversity, she highlights racial diversity gaps and emphasizes the urgent need for multicultural approaches in WAC and faculty development to support diversifying pedagogical practices and scholarly identities. As a result, she draws on Marchesani and Jackson’s theory of Multicultural Organizational Development (MCOD), which provides a framework for aligning institutional diversity efforts with broader social justice initiatives. This theory emphasizes adapting teaching and learning practices to institutional diversity and inclusion initiatives, diversifying faculty development programs, and expanding efforts to include cross-cultural and social justice pedagogies to foster inclusivity. Building on this framework, Perryman-Clark suggests strategies such as international diversity training for faculty and staff, implementing diversity in first-year courses, and curricula to address such issues. For instance, such training should involve workshops on inclusive teaching practices and equitable assessment practices that enhance cultural inclusivity and support multicultural student populations. This chapter therefore emphasizes integrating multicultural initiatives into WAC and faculty development through frameworks like MCOB to foster diversity, inclusion, and pedagogical practices in higher education.

In her second chapter, “Fostering Partnerships Between WAC, Faculty Development, and Diversity and Inclusion in General Education Reform,” Perryman-Clark provides a case for collaborative partnerships between WAC, faculty development, and diversity initiatives in shaping higher education reforms, emphasizing the importance of WAC and faculty development in these efforts. One example is her involvement in Western Michigan University’s (WMU) general education reform. She contributed to creating a new curriculum called WMU’s Essential Studies, which includes a sequence of four foundational skills-based courses—Writing, Communications (oral), Quantitative Literacy, and Inquiry and Engagement: Critical Thinking in the Humanities—applied to specialized areas of study. This design requires instructors to create at least one assignment that speaks to diversity and inclusion, with support provided through faculty training and workshops to address the needs of diverse student populations. This reform is valuable for WAC initiatives, because the new curriculum model calls for programmatic shar-

ing of practices and pedagogical approaches through workshops and faculty development programs.

A significant aspect of this chapter is Perryman-Clark's advocacy for institutionalizing WAC through a teaching center to support first-year writing and develop learning outcomes that help students connect writing conventions across various courses and understand how those conventions differ across subject areas. Perryman-Clark argues that writing is a common learning outcome at WMU, and WAC should offer professional development by leveraging inclusive writing assessment and diversity initiatives to support faculty members who teach general education courses. In sum, the chapter highlights the potential of partnerships between WAC, faculty development, and diversity and inclusion initiatives to drive meaningful higher education reforms, as exemplified by the WMU Essential Studies program.

Her third chapter "The Work of Writing Never Ends: Writing Across the Curriculum and Diversity and Inclusion Professional Development Opportunities," indicates the pivotal role WAC programs can play in enhancing diversity and inclusion in higher education. The chapter identifies WAC initiatives such as the Office of Faculty Development (OFD) Teaching Inclusivity summer seminar, which provides a platform for faculty development workshops to promote culturally-responsive teaching practices and foster linguistic diversity. As part of WAC outreach efforts, the OFD's Teaching Inclusivity Series also offers workshops on topics such as creating inclusive pedagogical materials. OFD seminar plays a crucial role in educating faculty to honor students' writing practices and respond to their errors in ways that respect their core beliefs. One key strategy the WAC outreach offers is the use of inclusive rubrics that honor language rights and support diverse student writing. In this way, WAC initiatives like teaching inclusivity seminar become an essential platform for valuing the writing practices of speakers of other Englishes and promoting linguistic diversity.

Chapter four, "Toward an Institutional Transformation of WAC: A View Forward Despite Shrinking Operating Budgets," addresses issues of inadequate funds and resources to finance WAC operationalization. Situating financial challenges within the institutional landscape, the author shows that a budgetary model of resource and financial distribution limits the autonomy of WAC programs, particularly in contexts where institutions struggle to generate funds. To resolve this, she challenges institutions to shift from an incremental budget model, a top-down approach to a "responsible-centered budget model (RCM)" (100). This approach is beneficial for institutions, because they can control the revenue they generate while allocating funds to support activities like WAC. RCM can also help resource-limited institutions integrate WAC with faculty development programs to improve teaching and learning.

Additionally, Perryman-Clark indicates that low enrolment of people of color in post-secondary institutions has contributed to reduced funding for WAC programs. This revelation shows how limited funding for WAC can hinder efforts to admit more students of color. For the transformation of WAC, Perryman-Clark urges institutions to develop budgetary allocations that prioritize inclusion to increase enrollment and retention of students of color in higher education. This approach not only supports these goals but also enhances WAC's role in creating equitable educational opportunities for people of color.

In the final chapter, "Now What? Final Strategies of Forming Partnerships," Perryman-Clark offers concrete steps for building stronger collaborations with teaching and learning centers in the wake of budgetary constraints. The author emphasizes the importance of collaborations between WAC programs and teaching and learning centers to secure initiative-based funding and embed Diversity, Equity, and Inclusion (DEI) initiatives into WAC programs. Embedding these DEI initiatives into the curriculum requires WAC programs to prioritize the needs of shifting demographics, as Black and People of Color (BIPOCS) students continue to increase in higher education. When forming partnerships, WAC programs need to value diversity and inclusion in their practices, ensuring these values align with the institutional missions and goals of teaching and learning centers. This alignment is therefore crucial for sustaining students of color in higher education.

Building on the above recommendations, Perryman-Clark's work provides a new perspective on WAC within a broad-based landscape of faculty development and institutionalized strategies for promoting diversity and inclusion. Significantly, she advocates for expanding the conversation around linguistic diversity beyond writing programs, given that such programs often do not clearly extend this discussion about racial issues and the inclusion of BIPOC identities. In this regard, Perryman-Clark inspires me, a person of color, to advocate for supporting faculty and administrators of color, who will take on administrative roles in their future careers. Moreover, Perryman-Clark's work offers insights into WAC diversity and inclusion initiatives, suggesting practical solutions such as workshops on linguistic diversity and inclusive teaching practices to support faculty development. The book also emphasizes strategies such as integrating diversity training into faculty development programs and aligning WAC with initiatives, as described in multicultural organizational development (MCOD) framework. Ultimately, these strategies can help WAC scholars, administrators, and teachers to enhance inclusive educational and administrative environments that support both students and faculty, particularly those from BIPOC communities.

Work Cited

Craig, Jennifer Lynn. *Integrating Writing Strategies in EFL/ESL University Contexts: A Writing-Across-the-Curriculum Approach*. Routledge, 2012.

Blacksburg, Virginia

Gideon Kwashie Kwawukumey is a broadcast journalist, doctoral student of rhetoric and writing, and first-year writing instructor in the department of English at Virginia Tech. His research interests are linguistic justice in FYW, evaluating linguistic justice in technical communication, translingual rhetoric, rhetoric and language policy, and sports communication.