One Teacher, One Classroom: A Problem in Writing?

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Regarding higher education, this article centers on the relationships between writing transfer, including teaching for transfer (TFT), and high-impact practices (HIPs) and characterizes how these relationships may contribute to student learning in general but learning to write in particular. To begin, Richard Matzen extrapolates positive features for educational reform from sources written prior to the coronavirus (COVID-19) pandemic. After explaining how HIPs and writing transfer activate these features, and contextualizing such with the pandemic, Matzen suggests that how well educational reforms may proceed after the pandemic may depend on how valuable equity and student-centered education is in higher education.

Keywords: COVID-19, disciplinarity, interdisciplinary studies, high-impact practices, student agency, reflection, teaching for transfer, undergraduate students, writing instruction, writing transfer

INTRODUCTION

I had planned to participate in the Conference on College Composition and Communication (CCCC) in March 2020. Besides preparing a presentation, I had researched the relationships between high-impact practices (HIPs) and *writing transfer*, e.g., how well a student applies writing knowledge, learned in one class to writing in another situation. I was anticipating leading a breakout group discussion during the Teaching for Transfer (TFT) Special Interest Group. However, the coronavirus (COVID-19) cancelled all such anticipated meetings for me and other academics. Subsequently, this article grows from my reexamining and recontextualizing my research, done during the stay at home orders issued in March for California.

Herein, I present three acts. Although an *act* may better define a play than scholarly writing, here *acts* seem appropriate for doing two things simultaneously: questioning authenticity and suggesting action. Both are themes if not plot lines in the following writing. In Act One I will extrapolate some positive features for a preferable system of higher education from three articles, critical of our present system (Butler, 2020; Ensign, 2019; Pope-Ruark, 2020). These three, written in 2019 before the coronavirus pandemic was known, are supplemented by another article (Carlson, 2020) on reform that was written a couple of weeks after campuses closed to prevent the spread of the coronavirus. In Act Two I will describe what HIPs (Kuh et al., 2017) and writing transfer (Moore & Bass, 2017) have in common and explain how their common ground includes positive features of educational reform identified in Act One. In Act Three I will paint two possible future scenarios. In one, disciplinarity limits HIPs and writing transfer's abilities to participate in educational reform in part because of the tradition of one teacher in one classroom associated with

disciplinarity. In the second scenario, HIPs, writing transfer, and educational reforms are collaborative players.

ACT ONE: REFORMING HIGHER EDUCATION?

The summer/fall 2019 issue of *Liberal Education* titled "Work and the Purpose of College" includes an article with this provocative title, "The National Security Threat We Are Ignoring: The Failure of American Education to Prepare Students for the Future" (Ensign). The article's first sentences are: "America is in peril, and there is reason to fear for our future. The peril stems from our fundamental and profound ignorance about the rest of the world." Writer Margee Ensign then argues that "the nature of conflict is changing" (para. 4) because the global economy and technology make countries increasingly interdependent. To explain by example, solving global warming lies outside the scope of any one country's sphere of influence, indicating an opportunity for interdependency. After advocating for American higher education to internationalize campuses through study abroad and exchange programs to better teach our undergraduate students global literacy, Ensign concludes that our students may have positive futures by successfully participating and leading "a level of international cooperation and coordination unparalleled in human experience" (para. 25). Perhaps, then, one desirable education reform would be to provide undergraduate students with greater international experiences and hopefully greater intercultural competence.

The spring 2020 issue of *Academe,* mostly written before the pandemic, is organized around the theme, the "Politics of Knowledge." This theme means that Rebecca Pope-Ruark has an opportunity when reviewing *College Made Whole: Integrative Learning for a Divided World* (Gallagher, 2019) to push against how for-profit education and capitalistic motives may overpopulate higher education with "credentials, microcredentials, and certificates with no grounding in educational theory or concern for the public good, no quality control over the learning experiences offered or who 'teaches' them" (Pope-Ruark, 2020, para. 3). Instead, Pope-Ruark (2020) and Gallagher (2019) contend that existing curricula need to be better integrated with experiential learning...

> in [the] Dewey's sense of the word: Colleges and universities will need to offer learners more and more diverse learning opportunities in a wider variety of formats and modalities in more places over longer periods of time—all while becoming more, not less, coherent. In short they need to integrate themselves to facilitate integrated learning. (Gallagher qtd in Pope-Ruark, 2020, para. 7)

Hence, another desirable feature of educational reform may be better integrating curricula and increasing integrative learning through promoting experiential learning.

Also, in the spring 2020 *Academe* issue, Judith Butler writes an article, "A Dissenting View from the Humanities on the AAUP's Statement of Knowledge: In Defense of Critical Inquiry." While she supports the American Association of University Professors' (AAUP's) statement "to counter contemporary attacks on facts, disciplines, and the institutional structures and aims of the university" (para. 1), she claims that "interdisciplinary encounters" (para. 8), "critical inquiry" (paras. 3-12), and "critical reflection" (para. 8) are important in higher education. She ends her article by writing (2020):

> Interdisciplinarity is not the breakdown of the disciplines; it gives the disciplines new life and porous boundaries, relating them to one another under the expanding rubric of the university, allowing for new modes of knowledge more keenly responsive to a changing and imperiled world—critical for our times.

For the purpose of this article, moreover, we may presume that another important feature of reforming higher education is creating interdisciplinary studies through applying critical inquiry and reflection.

The last but most recent article on educational reform comes from *The Chronicle of Higher Education.* Unlike the other articles, this is written as the depth of the coronavirus pandemic was beginning to be known. Hence, on March 24, 2020 in "How the Coronavirus Tests Higher Ed's Disciplinary Fault Lines," Scott Carlson asks, "How can universities be better structured to respond to sprawling global catastrophes like the coronavirus? How can they embrace and teach resilience?" (para. 1). His next point is that to understand the coronavirus and to combat its ill effects requires multiple disciplinary perspectives such as

medical, biological, economic, and legal perspectives. In contrast, Carlson notes that "higher education has long been a place where those disciplines stand apart, even as they converge and combine in the real world" (para. 4). While explaining how interdisciplinary learning helps students, Carlson cites David J. Staley, author of *Alternative Universities: Speculative Design for Innovation in Higher Education* (2019). Both Staley and Carlson think that "the [coronavirus] crisis might lead students and employers to call for an education that crosses disciplines" (Carlson, 2020, para. 13) and that some institutions will "create a new market in higher education in interdisciplinary learning" (Carlson, 2020, para. 15).

To conclude Act One, these features may be useful when reforming higher education: *experiential learning* that include international experiences (Ensign, 2019), *integrated curricula* that highlights integrative learning (Pope-Ruark, 2020), *interdisciplinary studies* that value critical inquiry and reflection (Butler, 2020), and *interdisciplinary learning* grounded in the real world (Carlson, 2020).

ACT TWO: COMMON GROUND FOR HIPS AND WRITING TRANSFER

HIP Qualities

As a result of analyzing the National Survey of Student Engagement (NSSE) data in 2008, George Kuh summarizes "connections between HIPs and a range of desirable student behaviors" (2013, p. 1). The following are the HIP areas that Kuh uncovered and that students self-identified as particularly impactful and indicative of their meaningful learning (Kuh, 2008, 2013; Kuh et. al., 2017):

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing- and Inquiry Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Study Away/Global Learning
- Service Learning, Community-Based Learning
- Internships and Field Experiences
- Capstone Courses and Projects
- ePortfolios

In 2017 after reviewing the recent decade's worth of NSSE data, Kuh and co-researchers concluded that HIPs "are associated with unusually positive effects on a variety of learning and persistence outcomes" (Kuh et al., 2017, p. 15). Notable, too, regarding our purposes, **no single discipline** is explicitly mentioned as central to a student's key learning or HIP experiences. A student's major may be implicit, nevertheless, in at least two of the 11 HIP areas: internships and capstone courses.

Often, a significant HIP quality is that a HIP area is not highly prescriptive but is flexible to the point that more than one HIP area may inhabit one educational event. For example in *Understanding Writing Transfer* (Moore & Bass, 2017), Rebecca Frost Davis describes a "collaborative digital scholarship project" involving 15 institutions where students would "explore the authentic, ill-defined problem of how the Great War and influenza outbreak affected their local communities" (Davis, 2017, pp. 28-29). In a course, consequently, students experienced at least three HIPs: "undergraduate research, community-based learning, and capstone course and project" (Davis, 2017, p. 29). Overlapping HIPs in one educational activity, furthermore, may be indicative of another HIP quality which is to integrate curricula and extra- or co-curricular events.

The potential for HIPs to integrate curriculum may be visible in a depiction of First-Year Experience (FYE), created by George Young for the National Resource Center for The First-Year Experience and Students in Transition (see Figure 1). Here, "A Constellation of FYE Programs" represents the possible combination of 22 curricular, extra-curricular, and program structures that have defined FYE programs. Possibly, nine of the 22 (first-year seminar, development education, general education, learning communities, first-year gateway courses, summer bridge, writing-intensive coursework, undergraduate

research, study abroad) may be defined as possible course structures. On the flipside, 13 of the 22 seem to be defined mostly as non-course structures. FYE programs, in other words, are often defined as combinations of course and non-course structures that are interactive and mutually supportive. Other HIP areas also include activities outside or beyond the traditional classroom.

FIGURE 1
ALL THE POSSIBLE PARTS OF FIRST-YEAR EXPERIENCE
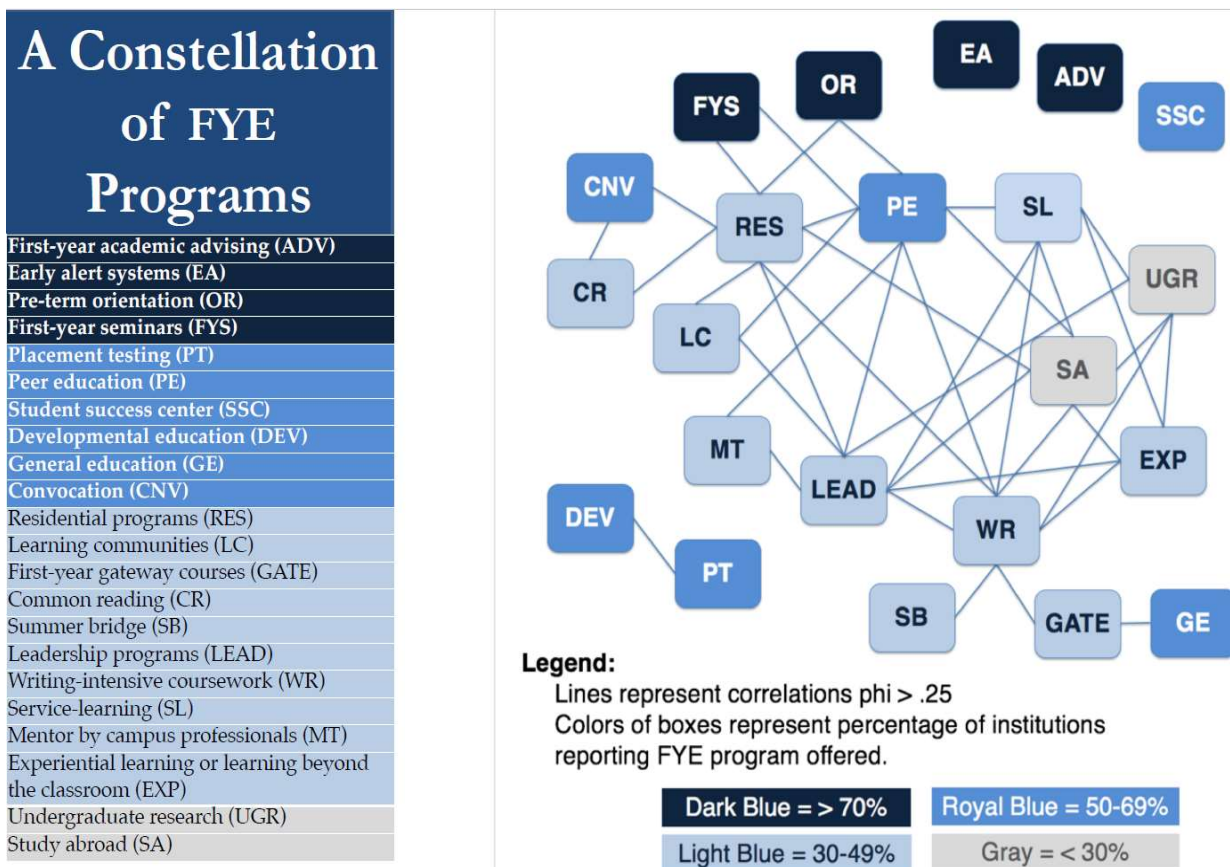
Note. Reproduced from "Examining the National Picture of Assessment of First-Year Experience Programs" by George Young for the 2018 Assessment Institute in Indianapolis, available at https://sc.edu/nrc/system/pub_files/1549907856_0.pdf.

As HIPs may increase students' out-of-class or real-world experiences, HIPs may also increase students' meaningful communication with peers, staff, and faculty. The following five of the eight key HIP qualities point toward real world and social connections:

- Interactions with faculty and peers about substantive matters
- Opportunities to discover relevance of learning through real-world applications
- Frequent, timely, and constructive feedback
- Public demonstration of competence
- Experiences with [cultural] diversity (Kuh et al., 2017, p. 11)

HIPs, in other words, intentionally disrupt the one-teacher-per-classroom concept by opening the classroom up to interactions and collaborations with staff, faculty, and community members. Or, as Kuh et al. write, HIPs are "a demonstrably powerful set of interventions to foster student success" (2017, p. 11).

While experiential learning and integrated curricula help define HIPs, HIPs are also defined by global education, interdisciplinary learning, and critical inquiry, all of which are part of the previously mentioned

desirable features of educational reform. Global education is part of the HIP area Diversity/Study Away/Global Learning, and critical inquiry is part of the HIP area Writing- and Inquiry Intensive Courses. Likewise, interdisciplinary learning may be found in the HIP area of Learning Communities, in which students integrate learning across courses and explore a common topic through different disciplinary perspectives (Kuh et al., 2017, p. 11). Possibly, too, interdisciplinary perspectives are part of the HIP area, Writing- and Inquiry Intensive Courses, in which students learn how their writing changes according to audiences and disciplinary perspectives (Kuh et al., 2017, p. 11). Finally, again aligned with desirable features that may reform education, HIPs foster reflection and integrated learning. "Periodic, structured opportunities to reflect and integrate learning" is one of the eight previously mentioned key HIP qualities (Kuh et al., 2017, p. 11).

Writing Transfer

In writing studies, w*riting transfer* represents our wanting to know, for example, how a student may or may not repurpose writing knowledge from first-year composition when writing in other courses, disciplines, and settings. In other words, the larger question is how exactly do students "transfer" or repurpose their knowledge about writing when writing in multiple courses during their undergraduate years. Writing transfer may be understood as an interdisciplinary concern, too, in that students are expected to write well in a variety of classes, disciplines, and discourse communities.

Interested in what pedagogies optimize students successfully transferring their writing skills between courses during their undergraduate years, co-editors Jessie L. Moore and Randall Bass provide a full picture of how writing transfer may change the nature of higher education in their book, *Understanding Writing Transfer, Implications for Transformative Student Learning in Higher Education*. In chapter one, Moore provides the scholarship behind, and the explanation for, five essential principles for writing transfer (2017, pp.1-12). One principle is that students' identities (e.g., dispositions and habits of mind) "inform the success of their unique writing transfer experiences," which include out-of-school writing experiences (p. 7). Another principle is that "successful writing transfer requires transforming or repurposing prior knowledge (even if only slightly) for a new context...." (p. 4). Here, writing teachers may help students understand why this is the case and may demonstrate how to repurpose writing knowledge.

Given the two principles, not surprisingly, another is that "[w]riting transfer is a complex phenomenon and understanding that complexity is central to facilitating students' successful consequential transitions" that involve school, work, and civic contexts spread over time (p. 6). As this complexity may suggest, writing teachers may help students integrate their learning how to write by reviewing with them past writing strategies, discussing their applicability to present writing assignments, and inviting students to anticipate re-purposing writing strategies in new settings. That is, writing teachers can help students integrate their knowledge by actively encouraging them to adapt their writing knowledge to address new audiences and situations.

Another writing transfer principle is that universities can plan to create pedagogical situations, construct curriculum, and train university faculty to help students learn how to re-adapt and evolve their writing knowledge. This may be done through first-year composition courses, writing across the curriculum programs, and writing in a major and other disciplines (Moore, 2017, p. 7).

Given that *hopefully* all university students are involved in writing during all their undergraduate years, the last writing transfer principle is that a university's assessing of its own "writing" curriculum means "using a mix of qualitative and quantitative methods looking at both critical transition points and longitudinal patterns of learning" (p. 8). These qualitative and quantitative points and patterns help establish reflective and assessment practices so that curricula, that involve significant writing, may be well guided to benefit students regarding their writing in specific contexts. Bass, in the last chapter of *Understanding Writing Transfer*, explains that successful writing transfer can be greatly enhanced by an "integrated university" where "what matters most is enabling students to make connections and integrate their knowledge, skills, and habits of mind into an adaptable and critical stance toward the world" (Bass, 2017, p. 145). Integrated university curricula may promote writing transfer, in other words.

How writing transfer may work at colleges and universities is central to the following body of work that defines and explores a specific teaching for transfer or TFT model. The following parts of that body of work define the TFT model and its trajectory: 1. *Writing Across Contexts: Transfer, Composition, and Sites of Writing* (Yancey et al., 2014), 2. "Writing Across College: Key Terms and Multiple Contexts as Factors Promoting Students' Transfer of Writing Knowledge and Practice" (Yancey et al., 2018), and 3. "The Teaching for Transfer Curriculum: The Role of Concurrent Transfer and inside- and Outside-School Contexts in Supporting Students' Writing Development" (Yancey et al., 2019)

Besides the three publications having authors in common, versions of a "transfer ensemble" unite all three research investigations into a specific TFT model. In first-year composition as describe in *Writing Across Contexts*, students experienced the transfer ensemble—systematic reflection, key rhetorical terms, and a theory of writing (Yancey et al., 2014, pp. 73-76; 2018, p. 60; 2019, p. 274)—while also completing four units that are interlocking components of the TFT curriculum. The units' writing assignments involve rhetorical concepts and systematic reflection so that each student can create a theory of writing. With rhetorical terms a student creates personal or individualistic theories of writing to explain how writing is adapted to situations. In the first unit, therefore, students write a multiple source paper, in which they interrelate and apply these rhetorical terms: genre, audience, rhetorical situation, and reflection. In the second unit, students analyze sources, built around a topic of their choosing, and undertake an exploration of their writing by applying four more rhetorical terms. Then in the third unit, students present their research topic in three genres, each written for distinctive audiences and each being related to additional rhetorical terms.

In the last unit, students present their "final" theory of writing. This is a culmination of their participating throughout the semester in systematic reflection, in which they discuss and apply key rhetorical terms (i.e., audience, rhetorical situation, reflection, critical analysis, discourse community, knowledge, context, composing, and circulation) (Yancey et al., 2014, pp. 56-58, 73-76, 156-168). Also, students working with the transfer ensemble means, students choose (or invent) the rhetorical terms that work best for them. Then, by applying chosen rhetorical terms, each student creates multiple theories of writing or creates multiple rhetorical explanations for his/her/their acts of writing.

Writing Across Contexts, furthermore, describes how TFT students in first-year composition (FYC) experienced "concurrent transfer, a situation where student are writing in two contexts at the same time and borrow and/or share [writing knowledge] from one to the other or both" (Yancey et al., 2014, p. 133). Concurrent transfer may mean, for example, that students re-mix their TFT/FYC lessons when writing "for a purpose *outside* of school" (p. 133). On the positive side, by writing papers, reflections, and theories of writing, TFT students may learn to re-purpose or re-mix the TFT/FYC writing strategies or lessons to meet the demands of a new writing situation in a new context, regardless of either that context is on or off campus.

The article "Writing Across College: Key Terms and Multiple Contexts as Factors Promoting Students' Transfer of Writing Knowledge and Practice" (Yancey et al., 2018) presents the results of adapting this TFT curriculum to upper-level professional writing courses and internships during three iterations, involving "eight institutions with diverse student demographics" (p. 42). To foster a "writing-transfer-mindset" (pp. 2-3, 8, 18-19, 21), the professional writing students and interns worked with the previously defined transfer ensemble (pp. 44-46, 47-62). The students who successfully transferred writing knowledge from one assignment to another, from one course to another, from one context to another shared four characteristics: 1. rhetorical conceptual vocabulary to articulate transfer knowledge, 2. an ability to re-purpose writing strategies, 3. access to diverse writing contexts, 4. a sense of agency (Yancey et al., 2018, p. 43).

In the larger TFT study's most recent publication, the research theme of "teaching for transfer across the curriculum" (Yancey et al., 2019) is explored more deeply. Specifically, in "The Teaching for Transfer Curriculum: The Role of Concurrent Transfer and inside- and Outside-School Contexts in Supporting Students' Writing Development" (2019), Yancey et al., as they have done previously, offer a focused review of literature, regarding numerous writing studies scholars' investigating writing transfer during the last fifteen years (pp. 268-270, 271-275). This time, Yancey et al. by conducting the TFT research at four research sites, broaden our understanding of how concurrent transfer—how students successfully transfer

writing knowledge into "other courses, workplaces, and co-curriculars" (p. 270)—may be promoted. An emergent theme from the TFT students here is that when transferring writing knowledge into out-of-school contexts, the students experience live audiences who are more *authentic* to them, which in turn sharpens their expressing their rhetorical purpose in these new writing contexts (pp. 270, 279, 283, 285-286, 290-291).

When concluding "The Teaching for Transfer Curriculum" (2019), Yancey et al. seem to refer to high-impact practices. I have added the **bold** to their words that reference high-impact practices in my mind:

> [T]his study demonstrates that students also writing, and learning to write, **in co-curriculars, internships, and workplace settings** have unique opportunities for writing transfer—a particularly important finding given the large number of college students who engage **in co-curriculars and who work** while in college. (2019, p. 291)

An inference here, in light of the earlier writing in this article, may be that HIPs, ranging from student's co- and extra-curriculars to their internships and work experience, possess the potential to give students access to diverse contexts and writing opportunities. Therein, perhaps by addressing more authentic audiences and possessing a writing transfer mindset, students may better develop their critical and creative selves through conscientiously constructing "writing" in multiple disciplines and contexts. This approach to writing may also lead to successful writing in professional situations after graduation.

Common Ground: HIPs and Writing Transfer

Within the book *Understanding Writing Transfer, Implications for Transformative Student Learning in Higher Education* (Moore & Bass, 2017) are multiple instances of contributors pointing directly at common ground between HIPs and writing transfer. For example in the Foreword, Betsy Barefoot and John Gardner express their knowing writing transfer as "an important tool in helping college and universities develop a clearer vision of their goals for student writing not only in the first year but also across the entire span of undergraduate education." This allows "cross-campus conversations" that "explore the importance of connecting writing to high-impact practices" (p. xi). They conclude, saying that teaching to encourage writing transfer in HIP areas helps students to "understand appropriate writing in specific disciplinary and professional contexts" (p. xi).

Besides sharing the previously mentioned features of educational reform, HIPs and writing transfer also share extensive common ground by highly valuing reflective thinking. Reflective thinking and practice are the common threads in the TFT transfer ensemble: systematic reflection, key rhetorical terms, and a theory of writing. Reflection also has an important place in HIPs. For example, regarding the HIP areas, first-year seminars and ePortfolios, Professor Carl Van Zile-Tamsen (2020) describes a successful series of reflective ePortfolio assignments that are "transformative" and meant to elicit "a thorough or dramatic change in the form, appearance, or character of the student" (slide 5). Whereas the writing transfer ensemble may help students with their present and future writing, Professor's Zile-Tamsen's first-year seminar students analyze their own study habits, participate in systematic reflection, and create iterations of their personal "philosophy of education" (2020, slides 5, 15-16), which constructs how they study.

Furthermore, reflection itself has been characterized as a HIP area in the article, "Cross-Disciplinary Exploration and Application of Reflection as a High Impact Pedagogy" (Summers et al., 2016). After showing reflective writing as a HIP with success across disciplines (p. 29), Summers et al. not only describe how systematic reflection may help technical communication students and engineering students (pp. 33-37) but also describe how across-the-curriculum faculty members of the Reflection Learning Community find that their own reflections about how best to create reflective assignments across disciplines changes their "identities as scholarly teachers" (p. 39). Hence, the faculty learning community members come "to the broader understanding of the importance of working with colleagues across disciplines and engaging in topics as novices, both having the effect of challenging strongly held positions and facilitating significant growth" (Summers et al., 2016, p. 39). The Reflection Learning Community's faculty members, that is, modify their previous teacher-as-scholar and disciplinary identities through reflection.

Another sign that reflection completed by faculty members integrates shared curricular aims may be read in "Intersections of Writing, Reflection, and Integration" (Herrington & Stassen, 2016). Therein, the

co-authors explain how a group of multidisciplinary faculty members help to define "Integrative and Reflective Thinking" as a general education requirement fulfilled in a major course and observe that, in order to focus on integration and reflection, "faculty [have] to think of different types and purposes for writing, instead of focusing so much on disciplinary 'content' or 'writing skills'" (p. 6). In short, when faculty work outside of their disciplinary boundaries, students can benefit, and the curriculum can be better integrated. Co-authors Herrington and Stassen note that their students' reflective writing reinforces "what we know from early WAC work that points to the connection between writing and learning—specifically integration and reflection, both key features of HIPs" (2016, p. 10).

Kathleen Harring and Tain Luo (2016), also aiming to integrate curriculum through reflection, write about an ePortfolio initiative at a small liberal arts college. Their ePortfolio initiative is "a way to support integrative learning across campus and to provide a gathering place for students' accumulated intellectual, artistic, and cocurricular work" (p. 9). Subsequently, faculty members, participating in the ePortfolio initiative, integrate ePortfolios, a HIP area in and of itself, into other HIP areas: first-year seminar, learning communities, and capstone courses. By curating and reflecting upon their work in a HIP course, students then learn to assemble, share, and demonstrate their insights via ePortfolios. Eportfolios, in other words, "allow students to create their own meaning" (Harring & Luo, 2016, p. 12) while also practicing "integrative and interdisciplinary learning" (Harring & Luo, 2016, p. 10).

Besides reflection, HIPs and writing transfer also have common ground in globalization. Diversity/Study Away/Global Learning is a HIP area (Kuh, 2008, 2013; Kuh et. al., 2017). As explained in "Diversity, Global Citizenship, and Writing Transfer," the "experiential nature of study aboard lends itself to a variety of modes when it comes to written work. Faculty often assign journals, blogs, or short written reflections as a means of assessing student engagement with the local culture" (Barnett et al., 2017, p. 66). To extend those thoughts, Barnett et al. offer "examples of *teaching for transfer* [italic added] to teach for global learning in three key areas: course content, international student enrollment, and study away" (p. 63).

To curtail what cannot be a comprehensive rendition of all the ways contributors point directly at common ground between HIPs and writing transfer in *Understanding Writing Transfer* (Moore & Bass, 2017), we will briefly study the last two chapters. In "Writing High-Impact Practices: Developing Proactive Knowledge in Complex Contexts" (2017), Peter Felten begins by describing expansive relationships between writing transfer and HIPs and explaining how "writing is an essential pedagogy for supporting transfer in (and beyond) HIPs because it prompts students to critically analyze their prior knowledge in new contexts." (p. 50). Then, like Yancey et al. (2019), Felten implies that student agency may drive successful transfer of writing skills and disciplinary knowledge. How? "Many HIPs immerse students in settings that require proactive knowledge because they do not explicitly cue student to apply specific content or skills to address a well-defined problem" (Felten, 2017, p. 52). The inference here is that the student needs to re-mix previous writing strategies to address a new reality. Finally, unwittingly reinforcing Yancey et al.'s identifying authentic audiences as encouraging writing transfer, Felten writes, "HIPs immerse students in authentic learning environments with relatively few clues and structures to guide them in deciding what and how they should transfer what they learned in the classroom into the new context" (2017, p. 50).

To end this section in the chapter "Promoting Cross-Disciplinary Transfer: A Case Study in Genre Learning" (2017), Mary Goldschmidt illustrates with a case study how successful student writing, including successful writing transfer, would benefit from a new educational model, one that possesses "extended interdisciplinary sequences using problem-based learning or other high-impact experiences as advanced by Kuh (2008)" (Goldschmidt, 2017, p. 128). Perhaps surprisingly, Goldschmidt concludes by writing, "More needs to be done and can be done across the curriculum to give students—however briefly—a sense of writing as *action within a community*" (2017, p. 129). Also thinking critically, Felten writes, "HIPs exist on the margins of too many campuses, while outdated pedagogies—and conceptions of knowledge— dominate the curriculum" (2017, pp. 55-56).

ACT THREE: WHY AND WHEN TO REFORM

Is now an opportune time, while struggling through the pandemic, to reform higher education? How will higher education reintegrate itself into society after the pandemic? And if now is not the time for educational reform, then when does that opportunity occur?

While I consider these questions and finish writing this article in September 2020, while most colleges and universities are predominately offering online education, the least of my hopes is that after the pandemic, greater collaboration between students, faculty, and staff will grow around HIP areas and that therein writing transfer will occur when possible, all well done in the exuberance of returning to a new normal sometime in the future. I have loftier hopes, too. For example, possibly, the previously mentioned features for educational reform—experiential learning, integrated curricula, interdisciplinary perspectives, and critical inquiry—will become commonplace in the post-pandemic landscape. But, for all this to happen, disciplinary siloes may need to become more porous.

Where to begin? Now and in the future, undergraduate writing professors, among other professors, may seek publications to guide their cultivating writing transfer among students working in HIP areas. However, surprisingly during the first half of 2020, I searched ERIC (Educational Resources Information Center) without using any filters and using the search terms *writing transfer* and *high-impact practices*, and only three citations appeared, one of which was mostly about communication, not writing studies. Therein, searching only with writing transfer yielded 2,397 citations. Likewise, searching only with high-impact practices yielded 485 citations. Searching in the databases EBSCO Combined and ProQuest Combined with the terms writing transfer and high-impact practices resulted in zero citations. Here, if a professor stopped searching, a possible conclusion may be that high-impact practices and writing transfer have little in common. An effect of disciplinarity? However, searching wac.colostate.edu with both terms resulted in 736 citations: 1,620 hits resulted when searching only with writing transfer and 2,030 when only with high-impact practices.

Because these searches seem somewhat representative of disciplinary perspectives, for example writing studies as one discipline and education a another, I wonder what kind of discipline writing studies (or rhetoric and composition) may become. Will it become a solid-sided silo of a discipline, self-fulfilled with its own knowledge? Or continue to grow as a discipline that welcomes, if not embraces, other disciplines?

Writing *before* the pandemic, and challenging AAUP's defining disciplinarity as central to knowledge and teaching, Judith Butler takes the view that university students working across disciplines should have a degree with a greater market value than those graduating in a specialized area (2020, paras. 2-4). Might students have a greater voice in determining their degrees' market value? Would their voice support educational reforms like those mentioned herein? Scott Carlson writes in March 2020 after colleges and universities closed due to the coronavirus that now a flaw in higher education may be seen: to construct knowledge in "disciplines [that] stand apart" (para. 4). He also shares that Staley "thinks the [coronavirus] crisis might lead students and employers to call for an education that crosses disciplines" (Carlson, para. 12).

Consider that when students successfully transfer their writing skills, for example, from a professional writing course into an internship, a HIP area, their success may be facilitated by working with a more authentic audience and feeling a greater sense of agency, which coincidentally are both important conditions for creating Signature Work (AAC&U, 2015). Signature Work is central to LEAP (Liberal Education and America's Promise) that was defined at the 2015 AAUP conference (AAC&U, 2015). "In Signature Work, a student uses his or her cumulative learning to pursue a significant project related to a problem he or she defines" (AAC&U, 2015, p. 16). Moreover, students create multiple signature projects during their undergraduate years. These projects can be part of a capstone course, learning community, field-based activity, or work experience (AAC&U, 2015, p. 16). Besides these HIP areas, Signature Work may also include other HIP areas: "practicums, community service, or other forms of experiential learning; [and] it always should include substantial writing, multiple kinds of reflection on learning..." (AAC&U, 2015, p. 16).

Essentially, as explained in "The LEAP Challenge, Education for a World of Unscripted Problems" and in relation to specific exemplary universities (AAC&U, 2015, pp. 19-29), Signature Work means that students have a greater say and stake in the value of their degrees. The LEAP Challenge was meant to inspire more institutions of higher education to promote and maintain Signature Work in curricular and co- and extra-curricular structures. Because "Signature Work also plays a central role in preparing students to navigate through ongoing and often disruptive change" (AAC&U, 2015, p. 18), it seems perfect for our times, another desirable feature for educational reform. What kind of discipline writing studies becomes may determine how we respond to educational reforms such as the LEAP Challenge.

Our future may also depend on how higher education fares during the current economic recession, which may be more severe than the 2008 Great Recession when higher education suffered substantial budget cuts. Writing studies (and other disciplines) may inhabit a bad budget scenario or a more desirable student-centered scenario. Or, something in between, of course.

In the bad budget scenario, cuts to education budgets mean fewer co- and extra-curricular activities (e.g., fewer HIP areas) and eliminating some student support programs for writing (e.g., placement programs, writing centers, WAC/WID programs, etc.). In this institutional constriction, the curriculum becomes less integrated, experiential learning opportunities lessen, and some study away programs are suspended. With fewer interdisciplinary connections and fewer authentic writing opportunities, disciplines look out for their own and the paradigm of one teacher in one classroom pervades. In this sad state, equity is devalued as an achievable goal in HIP areas.

In high-impact practices equity means that all racial and ethnic groups have equal representation in, access to, and impact from HIP areas (Finley & McNair, 2013). During better economic times, Adrianna Kezar and Elizabeth Holcombe (2017), who were investigating administrative support for HIPs, write, "Indeed, in our conversations across various research projects, faculty increasingly tell us that institutional structures and policies outside of their control affect their ability to scale and sustain high-impact practices" (para. 4). So, will higher education improve in this area during the post-pandemic days?

However, in the student-centered scenario, inequity on social, national, and cultural levels is defined as tangible problems, for which concrete solutions are sought and implemented. Here, the paradigm of one teacher in one classroom is unevenly distributed because more professors share their classrooms with other professors, staff members, guest speakers, community leaders, etc., all of whom connect classrooms to the real world. As expected, furthermore, colleges and universities' connections to off-campus communities increase, and experiential learning, interdisciplinary perspectives, and overseas studies opportunities increase as well. And, ideally, Signature Work increases. Citing that "93 percent of employers believe that critical thinking, communication, and problem-solving abilities are more important than a potential employee's undergraduate major," AAC&U explains, "Signature Work can help every student get more out of higher education and prepare more effectively for work and life. It helps students integrate their major area of study with other disciplines and apply what they have learned to real-world situations" (2015, p. 19).

Regarding the future and the extent to which higher education is reformed, my fear is that, because how to reform higher education may have been known previous to the pandemic, now with the recession and pandemic continuing, equity may not be enough to inspire and sustain reform in higher education. Budget cuts in education may again be the order of the day. Or, said another way, if budget cuts associated with the post-pandemic world mean less HIPs, might we be depriving students of a deeper, more integrated, educational experience that also includes the social leverage that writing well and thinking deeply entails?

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