Much of the writing we do today, whether for class, work, or personal engagement, relies on some form of media. Whether a computer to draft assignments, or smartphones to post on social media, technology has solidified its presence within our everyday writing experiences. Over the past two decades, as media has asserted its role in spaces outside of the classroom, its intersection with education, and composition classrooms specifically, has become more pronounced. These intersections have required that writing scholars, teachers, and administrators remain attentive to the changing shape and modalities of composition. Responses to this include a wealth of research on the impact of changing composing technologies, as well as shared Outcomes Statements and Position papers that offer guidelines for how administrators and teachers might incorporate multimodality into their writing curricula and classrooms. While these statements offer the language of objectives and outcomes, what they don't support is the practical reality of making multimodality happen. What is a WPA to do?

My dissertation, *From Page to Program: A Study of Stakeholders in First-Year Composition Curriculum and Program Design,* is a qualitative study of first-year composition curriculum and writing program design at five public research universities that argues for targeted engagement with three key stakeholders to develop inclusive, multimodal curricula. This research was greatly inspired by my own experience as both a FYC teacher as well as the Instructional Technology Coordinator working with other teachers. With a background in multimodal writing pedagogies, I was curious if and how this research entered curricular design in other FYC programs across the US, as I found at my own institution, multimodality was usually left to the purview of individual teachers. Throughout my research, I soon found that the question was not about if or what specific research entered curricular design, but rather, *how* these interventions happened, and even more specifically, the factors and people that made them possible.

My findings suggest that there are three primary stakeholders that WPAs must engage to enact multimodal curricula: Institutional Administrators, FYC teachers, and undergraduate students. My dissertation presents a model for engaging with each level of stakeholder that is adaptable across institutional context. This model illustrates how WPAs might embrace multimodal curricula to support writing instruction for the twenty-first century across various stakeholder levels. I analyze the factors that enable or inhibit multimodal curricular design, and argue for WPAs to mobilize their institutional mission statements to access resources and support; to assess if and how their training programs intentionally reflect their programmatic curricular goals; and lastly, to consider how remediation assignments better position students for multimodal transfer.

In chapter one, "What's a WPA to Do?" I introduce cyclical debates about resistance to technology and digitality in higher education to frame the broader context about the changing nature of writing and communication in the twenty-first century. I then move into the research from Composition and Rhetoric that has supported multimodal writing curricula since the late 1990s to frame the introduction of my stakeholder model. The chapter concludes with an argument for programmatic research that offers perspective beyond the individual classroom. Chapter two, "Methods," lays out my methodology for conducting this research. I chose five public research institutions to serve as case studies for the project and conducted interviews with former and current WPAs at each of these schools. In addition to these interviews, I created a textual corpus of publicly available data including: syllabi, assignment prompts, training resources, instructor handbooks, program mission statements, institutional mission statements, and institutional strategic plans. Using Dedoose, an

online application designed for qualitative or mixed method research, I conducted initial and focused coding on all my data and used interviewees' responses to determine emergent patterns. I then exported my data to reveal coding co-occurrences, emergent patterns across textual documents, as well as assess code occurrences across institutions. Specific to my research on institutional strategic plans, which I discuss a bit further below, I used RStudio, an open-source computer programming platform, to generate word frequency data for the institutional strategic plans. In doing this work, I converted my collected institutional strategic plans to CSV files, created and ran multiple coding packages in R that allowed me to generate word frequency, and exported the data visualizations to include in my chapter. Following these two introductory and framing chapters, my dissertation is organized by the three identified stakeholders, and the conditions occurring within each group.

In my third chapter, "Mission Possible: Engaging Administrative Stakeholders Through Strategic Planning Alignment," I look at university administration as the highest level of stakeholders and as a potential site for multimodal curricular resources and support. Using institutional strategic plans and word frequency data, I argue that WPAs can benefit from demonstrating alignment between their own curricula and larger institutional strategy and objectives. My fourth chapter, "Fun and Games We'll Call It: Reaching Teachers Through Modeled and Intentional Training," presents teachers as the next level of stakeholders. I discuss different teacher training programs at each of my case study institutions, along with the programmatic resources they provide. I argue that WPAs need to strike a balance between the concerns of local context, and the larger scholarship that shapes composition pedagogy research. In doing so, I posit that WPAs can foster support for their curricula only when their training programs are both intentional and flexible, and model the pedagogical practices that WPAs and the curricula they support require of teachers. In chapter five, "Engaging Students Through Multimodal Transfer," with students as the final level of stakeholders, I argue that students need explicit opportunities for developing their multimodal literacies, that include meta-cognitive reflection which can bolster students' ability to transfer these literacies to new contexts. I illustrate how, unlike the other stakeholders, which emphasized specific WPA actions, engaging with students is more about what kinds of assignments and opportunities are presented that foster students' rhetorical awareness in multimodal contexts.

My concluding chapter, "Moving From Page to Program: Conclusion and Implications," describes the conditions that I hypothesized would be more relevant to enacting multimodal curricula, such as external funding and corporate partnerships. While these were present at two of my five institutions, they were not cited as being the main contributing factors to curricular implementation. In closing, I make suggestions on what further research might consider. For example, how might WPAs adapt this model at institutions that are not public, research universities? What can WPAs do to cultivate the resources I discuss throughout the dissertation? How can WPAs reach these stakeholders at their own institutions? Lastly, I consider further the need for more programmatic research that looks at the levels above the individual classroom, and the impact that they have on day-to-day student experience.