

An aerial photograph of the Atlanta skyline at sunset. The sky is a mix of orange, pink, and blue. The city lights are beginning to glow. The Georgia State Capitol building is prominent in the center. The text is overlaid on a semi-transparent white box.

# **IWCA 2018 ATLANTA**

the citizen center

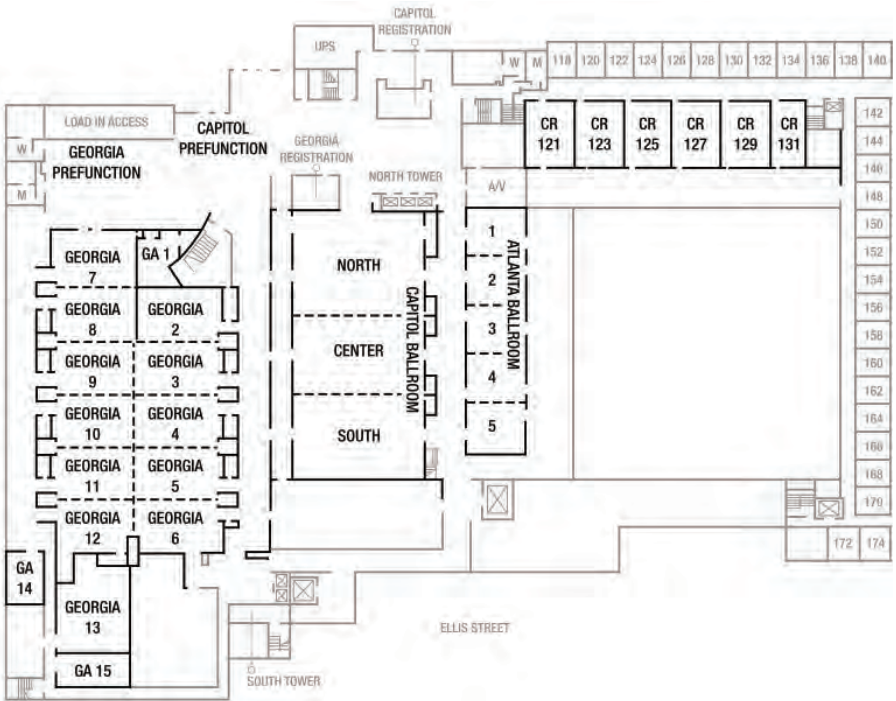
**OCT 10-13**

**CONFERENCE PROGRAM**



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# Letter from the Program Chair

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Nikki Caswell, East Carolina University

I'm thrilled to welcome you all to Atlanta and to the 2018 IWCA Conference!

Our presenters have taken up the conference call in a variety of ways, and I think you'll find their work engaging, thought-provoking, and challenging. We have panels and workshops thinking about social justice through topics such as representation in our centers and research, writing center programming, labor concerns, and more. Just as Nancy Grimm (1999) challenged us in *Good Intentions*, this conference program too challenges us "to hold ourselves responsible for changing the cultural practices, the institutional conditions, the unconscious habits that contribute to structural oppression" (Grimm 108). We have work to do, and I encourage you to listen deliberately and slowly to those around you over the next few days.

We have two new features during the conference: Engagement Hour and Morning Movement. Engagement Hour offers participants an opportunity to enact the conference theme. While there are 2 designated hours on the program, I'm sure there are additional ways to contribute to the multiple projects. I also hope you'll participate in morning movement as a way to just "be" with other writing center professionals. There are also other opportunities throughout the conference for you to meet-up and catch-up with each other.

While my name is listed as "program chair," the compilation of this program is owed to many individuals. Organizing a conference is a true collaborative endeavor. Thank-you to the 60+ proposal reviewers who helped shape the program. Thank-you to the IWCA board who lead the numerous conference committees. Special thanks to the East Carolina University planning committee who eagerly (and quickly) responded to ideas and questions, and took on additional work to ease my workload. I'm forever grateful to everyone who has helped make this conference happen.

The conversations and ideas don't stop Saturday afternoon. I hope you continue to think and act on how your writing center can be a site for social justice work. We have plenty of work left to do as a field and on our own campuses, and this conference is just one moment to reflect on how to do that work.

Have a wonderful conference!

*Nikki Caswell*

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**Special Thanks to the ECU Conference Planning Committee:** Cecilia Shelton, Brandon Hardy, LaKela Atkinson, Emily Tucker, Ruby Nancy, Will Banks, Kerri Flinchbaugh, and Rae Meads.

# Schedule at a Glance

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## WEDNESDAY, OCTOBER 10

Registration and Information .....	5:00pm - 9:00pm
Opening Reception and Awards .....	7:00pm - 9:00pm

## THURSDAY, OCTOBER 11

Registration and Information .....	7:00am - 5:00pm
Breakfast .....	7:30am - 8:30pm
Newcomers' Breakfast and Orientation .....	7:30am - 8:30am
Welcome and Keynote 1 .....	8:45am - 10:00am
Session 1 .....	10:30am - 11:45am
Session 2 .....	12:00pm - 1:15pm
Engagement Hour .....	1:00pm - 2:00pm
Afternoon Snacks .....	1:00pm - 3:00pm
Session 3 .....	2:00pm - 3:15pm
Session 4 .....	3:30pm - 4:45pm
Session 5 .....	5:00pm - 6:15pm
Affiliate Meetings .....	6:30pm - 9:00pm

## FRIDAY, OCTOBER 12

Morning in Motion (Walk and Yoga) .....	6:30am - 7:30am
Breakfast .....	7:30am - 8:30pm
Registration & Information .....	8:00am - 5:00pm
Keynote 2 .....	8:45am - 10:00am
Session 6 .....	10:30am - 11:45am
Session 7 .....	12:00pm - 1:15pm
Afternoon Snacks .....	1:00pm - 3:00pm
Session 8 .....	1:45pm - 3:00pm
Session 9 .....	3:15pm - 4:30pm
Engagement Hour .....	4:00pm - 5:00pm
Session 10 .....	4:45pm - 6:00pm
Stamp+Ink Show .....	7:00pm - 8:00pm

## SATURDAY, OCTOBER 13

Breakfast .....	7:30am - 8:30pm
Registration & Information .....	8:00am - 12:00pm
Session 11 .....	8:45am - 10:00am
Session 12 .....	10:15am - 11:30am
Session 13 .....	11:45am - 1:00pm
IWCA Board Meeting .....	12:00pm - 2:00pm
Session 14 .....	1:15pm - 2:30pm
Session 15 .....	2:45pm - 4:00pm



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Awards Committee chair: **Lisa Bell**

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Ideas Exchange: **Kat Bell**

Works in Progress: **Eliana Schonberg, Kara Northway, and Pamela Bromley**

Ignite Session: **Tereza Kramer**

Mentor Matching: **Julian Bleakney and Dagmar Scharold**

Posters Session: **Tony Schiera**

Regional Leaders: **Lori Smurthwaite and Dianna Baldwin**

Registration: **Holly Ryan**

Sponsors: **Laura Benton**

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Morning Movement: Yoga: **Nicole Emmelhainz**

Morning Movement: Walk: **Melissa Ianetta**

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Writing Resources from the Modern Language Association

# Newcomers' Breakfast and Orientation

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Thursday, October 11 | 7:30am - 8:30am

GEORGIA 7

## *Newcomers' Breakfast and Orientation*

First time at the IWCA Annual Conference? New to writing centers? This interactive orientation session, hosted by members of the IWCA Outreach Committee, is for you! We are pleased that you have chosen to participate in the Conference as part of your professional development and want to help you make the most of your experience in Pittsburgh. Attend this session to learn more about the IWCA, network with members of the IWCA Board and writing center community, and receive tips on navigating the Conference. You'll leave with valuable information, insights, and resources. #IWCA2018Newcomers

# Welcome and Keynote 1

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Thursday, October 11 | 8:45am - 10:00am

BALLROOM

## *A Page from Our Book: Social Justice Lessons from the HBCU Writing Center*



**Kendra L. Mitchell** is a writing scholar and Fulbright alumna who is passionate about how people of color “do language” in academic spaces. She has assisted in establishing the first writing across the curriculum initiative at her alma mater, Florida A&M University (FAMU), where she conducts writing workshops and teaches writing. She earned her PhD and MA in English with concentrations in rhetoric and composition studies, African American literacies/language, and writing center studies from the Florida State University. Her dissertation, *Language in the Center: A Case Study of Multilingualism in an Historically Black University Writing Center*, describes the tutor-tutee language interaction within the FAMU Writing Resource Center (WRC)—her alma mater. Her research has implications for multi/translingual learners of color and their cultural agency in their writing. She has explored these implications in her scholarship under review, “African American’ Anglophone Caribbean Writers in an Historically Black Writing Center,” which uses empirical data to explore the intersections of translanguaging, race, and identity. She is the recipient of 2011 NCTE/CCCC Barksdale/Turner , 2013 CCCC Chairs’ Memorial, 2014 NCPTW/IWCA Registration and Grub, and the 2017 NTCE/CCCC Scholars for the Dream awards.



**Dr. Robert Randolph, Jr.** is a scholar and writer from “Down East,” North Carolina. He is a Lecturer of English and the Director of the Writing Center at North Carolina A&T State University. His research and teaching interests include 20th- and 21st-century African-American literature and cultural production, socio-cultural foundations of education, and Black feminist and queer rhetorics. His recent publications include, “Shifting the Talk: Writing Studies, Rhetoric, and Feminism at HBCUs,” co-authored with Faye Spencer-Maor and “The Queer Poetics of Social Justice: Literacy, Affect(ion), and the Critical Pedagogical Imperative,” in *Leadership, Equity, and Social Justice in American Higher Education: A Reader*, edited by C.P. Gause. Randolph holds a PhD in Educational and Cultural Studies from the University of North Carolina at Greensboro and a MA in English and African-American Literature from North Carolina A&T State University.



# Session 1

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Thursday, October 11 | 10:30am - 11:45am

GEORGIA 2

## *Establishing Connections between Peer Writing Tutor Work and Student Engagement*

**Russell Carpenter**, Eastern Kentucky University | **Kevin Dvorak**, **Jacqueline Lytle**, Nova Southeastern University | **James McClure**, Eastern Kentucky University

The presenters—directors and student-leaders of two writing and communication centers—examine cross-institutional research that extends the work of Kail, Gillespie, and Hughes by focusing on how centers create the types of learning experiences that engage staff members and help them become active citizens within their centers, universities, and communities. Using student engagement research as a foundation, the two centers have developed “engagement surveys” that gauge how working in the writing center impacts their tutors’ experiences as students. The four presenters examine and analyze results and implications for engaging students. #IWCA181A

GEORGIA 3

Anti-Racist  
Social Justice

## *I’m Black Every Month: A Writing Center Narrative of and for the Marginalized in Three-ish Parts*

**Florence Davies**, Texas A&M University

At Texas A&M University, a promising vehicle for bringing in diverse and marginalized students has been through active mentorship, particularly when offered by a person of color. However, engaging in this type of work can often tax marginalized staff, despite having good intentions and an innate willingness to serve. Through the meta-vehicle of creative non-fiction told in three-ish parts (drawing on this administrator’s perspective as an African-American writer of color engaging in writing center work), this presentation will make attendees ask the following: what does diverse and equitable outreach look like in writing center work? Who is doing the outreach? And can their arms continue to stretch? #IWCA181B

GEORGIA 4

Anti-Racist  
LGBTQ  
Minority-Serving Inst.  
Social Justice

## *Usefully Disturbed: Investigating and Confronting our Complicity with Racism and Other Forms of Oppression*

**Aubrey Baucum**, **Elizabeth Kleinfeld**, **Rachel Livingston**, **Harrison Murray**, **Sierra Rakes**, Metropolitan State University of Denver

Condon (2012) argues that white folk “do not yet know how to create conditions in which we might learn from our failures.” The panelists ask, How is our experience of the writing center as a welcoming, diverse place troubled by the experiences of our tutors from historically marginalized groups? And further, how are we complicit in the everyday oppression experienced by tutors from historically marginalized groups? We will report on ethnographic and case study research we conducted in our writing center to help us identify and learn from our failures. #IWCA181C

**ATLANTA 5**

Social Justice

**Workshop: *Gender Trouble in the Writing Center: Ethics, Labor, and Responsibilities of the Feminist Tutor*****Simone Droge, Regan Levitte, Keshia McClantoc**, University of Nebraska—Lincoln

As an activist space, the writing center positions itself as a place saturated by feminist ethics. Composition and rhetoric is a largely female led field, and as such, so is the writing center. As experienced female tutors, we wanted to explore what happens when gender complicates this space. Our workshop outlines the labor, responsibilities, and ethics necessary for tutors to cultivate the writing center as a space that is both feminist and activist. **#IWCA181D**

**ATLANTA 2**

Anti-Racist

**Roundtable: *Keepin Company: Black Women Graduate Students Across Disciplines Creating Community in the Writing Center*****Jerrice Donelson, Amieris Lavender, Shewonda Leger**, Michigan State University

Our roundtable will provide our individual and collective perspectives and experiences as Black women graduate students within different stages of our disciplines who found community among one another in the writing center. During our discussion, we will share how our similarities and differences situated around our struggles as Black women, teachers, consultants, and scholars facilitated organic conversations of both personal and professional. We will include how the writing center, a space often void of racialized bodies, facilitated this citizen engagement to create community. **#IWCA181E**

**GEORGIA 5**

Social Justice

**Roundtable: *What If I Don't Want to Be a Citizen?*****Logan Eidson**, Augusta University

In this round table session I would like to start a discussion about the social ramifications of the language of citizenship in writing centers and in the language used in this conference theme. The Active Citizenship framework may not be the most effective way to promote social justice in writing centers, where writers may not embrace the rhetoric of citizenship. The term citizen can be detrimental to our goals as inclusive writing centers this is because these terms can exclude writers who are from other countries, writers with different social backgrounds, and those who do not identify with the community. **#IWCA181F**

**GEORGIA 6**

Anti-Racist

LGBTQ

Minority-Serving Inst.

Multilingual/Translingual

Social Justice

**Roundtable: *Diversifying without Commodifying: Creating Practical Writing Center Accomplice Initiatives*****Beth Nastachowski, Sarah Prince**, Walden University

In her recent IWCA Conference/Collaborative keynotes, Neisha-Anne Green charged writing centers with becoming accomplices, rather than passive allies, to traditionally undervalued and marginalized communities. Inspired by this call, our writing center has created practical initiatives to reflect a center-wide commitment to diversity and inclusion. In this roundtable, we detail one of these initiatives—a paid internship aimed at fostering diversity within our writing center and the writing center field. After sharing an account of our process and lessons learned, we invite attendees to generate new, center-specific ideas and reflect on the difficult questions that arise when building, but not commodifying, writing center diversity. **#IWCA181G**

**GEORGIA 7****Workshop: *From Periphery to Center: Legitimate Peripheral Participation as Consultant Training*****Enrique Paz**, Miami University

This workshop explores legitimate peripheral participation as a training method for new consultants. Learning to be in a new community happens through legitimate peripheral participation, activity that is important to the practice of the community, that engages that practice and its members, but that is not paramount to the community's success. Together we will identify opportunities for legitimate peripheral participation and aim to develop new and alternative ways of training consultants that meet the local constraints and unique needs of participants' writing centers. #IWCA181H

**GEORGIA 8**

Anti-Racist  
Multilingual/Translingual  
Social Justice

**Roundtable: *Bolder Racisms: International Writers as "Those Students"*****Gabriel Morrison, Kathleen Tonry**, University of Connecticut

This roundtable begins with three different perspectives on the racism experienced at a large land-grant university by international students of color, and specifically students from China. Our discussion will first explore how these expressions of racism intersect with class bias and citizenship status, and then move to invite reflections on the personal, professional, and institutional costs of working against racism from a writing center context, and what we may be asking undergraduate students and tutors to take on when we declare ourselves to be "bolder" antiracist spaces. #IWCA181I

**GEORGIA 9**

Social Justice

**Roundtable: *Deconstructing Dress Codes: Professionalism and Performance in the Writing Center*****Matt Drollette**, University of Wyoming | **Dalyn Luedtke**, Norwich University | **Katie Manthey**, Salem College | **Carson Pender**, Winthrop University

This roundtable discusses the intersection of identity and institutional policy in writing centers by focusing on dress codes. Denny explains, "...[writers] come to us as an intricately woven tapestry...but this cloth often requires something extra to be legitimated in the academy" (103). This roundtable takes the "cloth" of identity literally, examining ways that writing centers have power in relation to dress codes by offering multiple perspectives on how writing centers are uniquely positioned to do the "extra" work of "legitimizing" the cloth of identity not just for clients, but also for consultants and directors. #IWCA181J

**GEORGIA 10**

Minority-Serving Inst.  
Non-US Writing Center

***Unconventional Partners: Reimagining a Writing Center to Serve Multilingual Learners*****Leigh Ann Meyer**, Indiana University Southeast

Austerity policies require more with less, which is challenging when working with multilingual learners. With this knowledge, a collaboration emerged: The IU Southeast Writing Center and the Graduate School of Education's English New Language (ENL) Licensing Program saw an opportunity to pair students learning to teach ELLs with multilingual learners requiring additional time/guidance which likely conflicts with the basic pedagogical philosophy of writing centers. This session will provide suggestions for how existing resource partnerships can be reimagined to provide a beneficial learning experience. We will share our plan, successes, failures, and ultimately how we created a true "Citizen Center." #IWCA181K

## *Writing Center in the Global Context: Emerging Opportunities for International Collaboration*

**Lingshan Song**, Mississippi College

While writing centers are well established in the U.S., “writing center” is still a new educational concept in China. In the past decade, writing centers have started emerging in a handful of Chinese universities, which directly benefits from connections or collaborations with American universities. This research aims to study writing centers established in China in the past 12 years, hoping to notice trends among those pioneering writing centers in China and to explore potential international partnership opportunities/models. The researcher of this project calls for expanding IWCA’s Mentor-Matching program to support writing center establishment in China. #IWCA181K

## *The Overlooked Writing Center Community and the Concurrent Enrollment Connection*

**Michelle Szetela**, Copper Hills High School

Writing centers have proved invaluable in strengthening students’ writing and overall academic skills, yet concurrent enrollment students are not only often unaware that writing centers exist but have limited access to them because of scheduling or transportation issues. A redesign of writing centers to make them accessible is badly needed. Writing centers can be virtual or provided with in-person support but must allow for these otherwise unintentionally marginalized students to access them. This is an exploration of solutions in resolving this lack of access. #IWCA181K

### GEORGIA 11

Anti-Racist  
Social Justice

## *A Case for Autoethnographic Research Methods*

**Alice Berry**, Bryn Mawr College

In this presentation, I argue that while writing center RAD research has its benefits, the combination of feminist and anti-racist methodology with autoethnographic methods can produce more socially- and politically-conscious questions and answers because of the imperative to locate the positionality of the researcher. #IWCA181L

## *Just Practice: A Social Justice Work Writing Center*

**Adam Pellegrini**, Columbia University

Writing centers in social work programs may find resources and mandates in their institutional environments to center justice in policies, practices, and programming. This presentation draws from a social work framework for “social justice work” (Finn, 2016) to propose an interdisciplinary and ecological approach to just practice in social work writing centers. Lessons are offered from social work education to guide critical reflection on writing center history, values, and theory; and inform critical engagement, action, and assessment to further equity in and beyond social work writing centers. #IWCA181L

## *Is the Writing Center a Tool of Empowerment or an Instrument of Oppression? Investigating Writing Centers and Identity in Graduate Tutor Training*

**Kerri Rinaldi**, Immaculata University

This presentation examines how tutor training that investigates the intersection of identity and writing center work can contribute to challenging systemic oppression in academia. By guiding the audience through the semester-long

syllabus and sharing graduate consultants' thoughts and reflections, I uncover how such training can decenter narratives and writing practices of privilege. Particular focus is given to the consultants' collective questioning of the their responsibility to social justice, especially when held up against their responsibility to giving graduate students the tools needed to succeed in an oppressive institution. This work highlights the power of identity in shaping writing center praxis. #IWCA181L

### ATLANTA 3

#### *The Literacy Tutoring Course: Connecting Community Spaces and Undergraduate Tutors*

**Lance Gibson**, University of Louisville

The University of Louisville Writing Center is staffed entirely by graduate students, despite a growing interest in tutoring from its undergraduates. Thus, the University Writing Center is finding places for this untapped resource of talent in the community via partnerships with Family Scholar House (FSH) and Western Branch Public Library (WBL). But before beginning work with single-mothers at FSH or diverse youth at WBL, undergraduates train in a semester-long literacy tutoring course that covers both practical and theoretical aspects. This presentation addresses the potential for partnerships, literacy tutoring courses, and undergraduates to work together in fulfilling community needs. #IWCA181M

#### *Academic Culture Shock: Developing Small-Group Writing Labs for Underprepared Students*

**Allison Haas, Maddy Witt**, University of Minnesota Crookston

This presentation addresses our efforts to implement a one-credit "writing lab" for developing writers in their first semester of composition at our small, rural, public university. We will present findings from our pilot program and address the institutional logistics of developing the course as well as the ways in which this experience has reshaped our writing center pedagogy to be more inclusive of and useful to a diverse student population. #IWCA181M

#### *Moving Toward Active Tutorship: The Impact of Agency on the Pedagogy of Writing Consulting*

**Corrie Merricks**, Asbury University

Many universities rely on undergraduates to serve as Writing Consultants, and often those students do not have much agency in determining what kinds of writing assignments they work through with clients. Our presentation will articulate the value of Writing Consultants' voices in the creation of a new course framework for a developmental writing class. AU consultants used John Bean's and Peter Elbow's principles to redesign weekly and major writing assignments. Consultants collaborated together with the Director in order to embed best practices into a course framework. We will share ways this collaboration served as a pedagogical tool to give consultants agency and experience as they grow as tutors. #IWCA181M

### ATLANTA 4

Anti-Racist  
Multilingual/Translingual

#### *When Good Intentions Need Work: Viewing Others as Whole People*

**Briana Baumgarten, Aimee Erickson, Yvenord Mergilles**, New College of Florida

Writing Centers often adopt a narrative of being "safe" and "inclusive" spaces,

yet are not able to do so without first taking responsibility for the reinforcement of the negative stigmas surrounding marginalized identities. Three student tutors will utilize intersections of space, positionality, and critical pedagogy to investigate the role of the Writing Center in these problematic societal paradigms, specifically by addressing black tutor nuance, learning disabilities, and ESL students in the institution. Panelists will present their perspectives and the panel will then open the session to allow for questions and to encourage discussion to take place. #IWCA181N

## Session 2

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Thursday, October 11 | 12:00pm - 1:15pm

GEORGIA 2

### *Workshop: An Inclusive Agenda for Writing Center Research*

**Terese Thonus**, University of Baltimore

This workshop makes a case for a more inclusive writing center research agenda, beginning with questions including, “Who decides what to research?” and “Who is permitted to research and be researched?” By examining seven trends in writing center research—globalization, identities and identity politics, campus and community partnerships, multiliteracies and multimodalities, intelligent tutoring and writing applications, writing center professional issues, and certification and accreditation of writing centers—we will uncover opportunities to embrace diverse participants, methods, analyses, and publication audiences. #IWCA182A

GEORGIA 3

### *Writing Centers at the Nexus of Accreditation and Campus Change*

**Aaron Beasley**, Union University | **Julia Bleakney**, Elon University | **Frances Crawford**, University of Mary Hardin - Baylor | **Jennifer Wilson**, Rice University

For accreditation, many US colleges and universities are required to submit a multi-year “Quality Enhancement Plan.” In recent years, a number of schools have used their enhancement plans as a way to create new campus writing centers. Four writing center directors will describe how their centers have been influenced by such an enhancement plan and how such centers can embody active centerism and work as catalysts for change. #IWCA182B

GEORGIA 4

### *Collaboration and Community: Creating a Culture of Ownership and Agency to Empower Writing Center Tutors*

**Jasmine Castillo**, **Jen Consilio**, Lewis University

An important goal for many writing centers is helping students improve as writers; a common problem is finding the best ways to market student (and faculty) services, while educating their community about Center philosophy and goals. In this panel, the speakers will discuss how they have created a liberating space for tutors and staff that cultivates agency and affords them a sense of empowerment, fostering a “culture of ownership.” Specifically, the speakers will discuss explicit marketing strategies, including targeted and tailored in-

class presentations; strategic emails to the university community; established faculty connections; and a peer-led marketing committee. #IWCA182C

ATLANTA 5

Anti-Racist  
Multilingual/Translingual

*It's Not a Moment, It's a Movement: Examining  
Everyday Social Justice in Three Writing Centers*

**Rachel Azima**, University of Nebraska-Lincoln | **Bradley Hughes**, University of Wisconsin—Madison | **Neal Lerner**, Northeastern University | **Visnja Vujin**, University of Nebraska-Lincoln

This panel describes and reflects on a variety of tactical partnerships for achieving social justice goals. Speaker 1 describes a partnership with a public high school writing center physically adjacent to the university writing center, analyzing the impact on both partners. Speakers 2 and 3 discuss tactics in and around a writing center at a large Midwestern university for building stronger relationships with the international student community. Speaker 4 looks critically at an established writing center's long commitment to social justice partnerships on its campus and in its community. #IWCA182D

GEORGIA 6

Anti-Racist  
Social Justice

*Radicalizing the Writing Center: Reimagining  
Liberalism's Rhetoric of Citizenship*

**Noah Bukowski**, **Yanar Hashlamon**, **Michael Shirzadian**, The Ohio State University

This panel will critique the normative rhetoric of citizenship and the rhetorical work it does in the contemporary university writing center from three different but interrelated perspectives: a disability studies perspective attuned to liberal discourses governing bodies and embodiment; an assessment perspective attuned to the limitations of making writing center work legible within liberal and neoliberal frameworks of value; and a community collaboration perspective attuned to the endurance of colonial logic in university-community partnerships. We collectively imagine radical futures in writing center practice and scholarship to serve precarious populations. #IWCA182E

ATLANTA 2

Social Justice

*Workshop: Ethics, Social Justice, and Writing Centers: A  
Workshop with Contrastive Scenarios*

**Michael Pemberton**, Georgia Southern University

This workshop will address some of the thorny ethical issues and tensions that can arise when writing centers are engaged in activist work. By reading, evaluating, and discussing several sets of contrastive scenarios (hypothetical situations that are closely related but that differ in one or more critical features), participants will develop a clearer sense of how they construct their own ethics in the writing center they work in; how their colleagues may construct ethics in related, though perhaps different, ways; and how to anticipate both the challenges of and resistance to social justice work in writing center settings. #IWCA182G

GEORGIA 7

*Roundtable: Writing Center Publications Editors  
Roundtable*

**Pam Bromley**, Pomona College | **Kelsey Hixson-Bowles** Utah

Valley University | **Tristin Hooker**, University of Texas, Austin | **Karen Johnson**, Shippensburg University | **Rebecca Hallman Martini** Salem State University | **Kara Northway**, Kansas State University | **Sarah Riddick**, University of Texas, Austin | **Ted Roggenbuck**, Bloomsburg University | **Eliana Schonberg**, Duke University

This session will feature editors from *The Writing Center Journal*, *WLN: A Journal of Writing Center Scholarship*, *Praxis: A Writing Center Journal*, and *The Peer Review*, sharing what they look for in submissions, describing their peer review process, and explaining how they mentor those who submit to their journals. After this introduction to each journal's processes, editors will respond to audience questions. #IWCA182H

#### GEORGIA 8

Anti-Racist  
Social Justice

*Roundtable: When Institutional and Disciplinary Cultures Clash: The Challenges of Supporting Social Justice as Pre-Tenure and Non-Tenure Track Writing Center Administrators*

**Marilee Brooks-Gillies**, Indiana University-Purdue University Indianapolis | **Nicole Emmelhainz**, Christopher Newport University | **Deidre Garriott**, Virginia Military Institute | **Scott Whiddon**, Transylvania University

In our roundtable, we discuss how Writing Center Administrators can address structural and institutional oppression when we ourselves are in precarious NTT and pre-tenure positions. We invite participants—NTT, TT, and tenured—to share their stories and strategies for challenging power structures to change the culture of our WCs and our institutions in productive ways. #IWCA182I

#### GEORGIA 9

*Roundtable: Fighting for the Silenced: How to Protect All Writing Voices in Asynchronous Online Sessions*

**Makhye Cannon**, **Sydney Johnson**, **Nicole Lawrence**, St. John's University

Four undergraduate consultants of color, hailing from the one of the country's most diverse universities, will facilitate a discussion on ways to safeguard clients' writing voices within asynchronous, online sessions. Following the work of Vershawn Young, they will recount challenging/silencing experiences, both inside and outside of writing center walls, and prompt attendees with questions about the best methods to tackle these demanding sessions and societal pressures. How do we protect writers' voices within such an impersonal space? Where do we draw the line between conforming to academic language and protecting individual identity? #IWCA182J

#### ATLANTA 3

Anti-Racist  
Social Justice

*Workshop: If You See Something, Say What? Peer Tutors and the Struggle to Confront Cultural Insensitivity in Student Writing*

**Jono Mischkot**, **William Morgan**, New York University

In this workshop we will consider how Writing Centers, often hailed as safe spaces of collaboration and support, can foster inclusive ground rules that



encourage tutors to engage directly with culturally insensitive rhetoric. How, this workshop will ask, can we encourage tutors to take more active roles in sessions where students—purposely or inadvertently—exhibit bias or cultural insensitivity? And to what degree do we need to look beyond traditional Writing Center pedagogy to imagine new rules for direct ethical engagement with culturally insensitive or biased rhetoric? #IWCA182K

**GEORGIA 11**

Anti-Racist  
Non-US Writing Center  
Social Justice

*Researching the Antiracist Workshop in the Writing Center and Beyond*

**Hillary Coenen, Oklahoma State University**

This presentation describes a year-long research project over The Conversation Workshop (TCW), an antiracist educational project that began as a community project and was adapted as a pilot research project in a university writing center. The workshop's curriculum draws upon invitational rhetoric and writing center pedagogy to teach strategies for interpersonal activism. This presentation describes the research project from start to findings, which highlight how writing centers can collaboratively engage in, support, and learn from grassroots activism in order to develop decolonial, antiracist pedagogy and research. #IWCA182L

*Ally in the Centre: Decolonizing the Writing Practitioner*

**Joan Garbutt, Brandon University**

In light of the Truth and Reconciliation Commission (2015) Canada is, more than ever, confronting its colonial past and responding to the systemic conditions that traumatized and continue to affect Indigenous peoples. Educational institutions are just beginning to decolonize their spaces and processes, making the learning environment more welcoming and supportive for Indigenous students. My research on allies of Indigenous Canadians has changed my practice as a writing skills specialist. I would like to widen the circle by sharing what I have learned with others. #IWCA182L

*From the Center Out: A Study of the Impact of Anti-racist Pedagogy Training on Peer Tutors*

**Janel McCloskey, Drexel University**

The Drexel Writing Center began work in anti-racist pedagogy with our peer tutors in winter of 2016. This session offers the preliminary results of research studying the impact of this training on our tutors, as both agents of the university and students affected by institutional racism. This work is based on the belief that we must start by engaging racism within our writing centers if we hope to effect change through social activism. The study seeks to determine if training in antiracist pedagogy has any significant impact on writing tutors, their work in the university, and their experiences as students in the institution. #IWCA182L

**GEORGIA 10**

Multilingual/Translingual

*Considerations on Navigating Translingual Tutorials*

**Banan Althowaini, Pennsylvania State University**

A presentation on tackling the difficulties that arise with translingual tutorials. These include on the awareness of identities and labels, the consciousness of communication, and the use of journaling and scaffolding and assisted mediation in order for tutors to strive to create more safer, comfortable and welcoming environments for their tutees and in turn, succeed on making them better writers. #IWCA182M

*Understanding the Needs of a Multilingual Community:  
Assessing ESL Services in the Writing Center at  
Manhattanville College*

**Patricia Capellan, Eymi Orellana, Aura Putri**, Manhattanville College

To serve the hidden voices of multilingual writers, three peer tutors search for a path that allows the Writing Center at their college to be more inclusive for students who speak English as their Second Language (ESL). By conducting research using qualitative data, these multilingual tutors have taken the role of active citizens as they strive to improve ESL services within the writing center. Through listening to the comments and concerns of ESL students and experts in the field, they advocate for improved services for multilingual writers.

**#IWCA182M**

*The Post-Method Pedagogy in TESOL and Its Relevance  
in Working with Multilingual Writers in the Writing  
Center*

**Yue Zheng**, University of Oklahoma

A context-sensitive post-method TESOL pedagogy (Kumaravabivelu, 2006) focuses on the quality of life in the learning environment, promotes learner autonomy, foster language awareness, and raise cultural awareness. The pedagogy and strategies inform and compliment the writing center work in creating an open, inclusive, and brave(r) space for multilingual writers in the writing center. This session introduces the exploratory practice, a post-method strategy that promotes learner autonomy and community building. This approach provides ideological and practical support and informs our tutor training in the writing center as tutors face difficulties and frustrations working with English language learners in writing consultation sessions. **#IWCA182M**

ATLANTA 4

*Whose Stories? Rethinking Inclusion and Diversity in  
Writing Center History*

**Karen Keaton Jackson**, North Carolina Central University |  
**Sue Mendelsohn**, Columbia University | **Lori Salem**, Temple  
University

When we tell the history of writing centers, whose stories do we tell? And who does the telling? In this panel, we offer three presentations that expand our understanding of writing center history by placing HBCUs and African Americans at center stage. Our presentations rewrite writing center history by placing it alongside African-Americans' continuing struggle for equal access and opportunity in higher education, from the Jim Crow era, to the Civil Rights movement, to the present day. **#IWCA182N**

## Session 3

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Thursday, October 11 | 2:00pm - 3:15pm

### GEORGIA 2

Anti-Racist  
Multilingual/Translingual  
Social Justice

#### *Beyond the Center Walls: Fostering Active Citizenship through Tutor Training, Faculty Conversation, and Campus Commitment to Equity*

**Hidy Basta**, Seattle University

Our panel explores the ways in which anti-oppression writing center work reverberates beyond the walls of our centers and how our distinct campus formations both open up and foreclose opportunities to foster active citizenship through our writing center praxis. Panelists direct writing centers at a large public university, a mid-sized private Jesuit university, and a mid-sized public university. By examining our own tutor training practices in concert with the distinct ways our campuses grapple with issues of power, citizenship, and equity, we offer participants tools to think through new avenues to foster active citizenship within and beyond their own writing centers. **#IWCA183A**

### GEORGIA 3

Multilingual/Translingual

#### *"I'm Just Here for the Extra Credit": Using "Explainers" to Shift Student Expectations about Writing Center Appointments*

**Maria Conti Maravillas**, The University of Arizona

Too often students are unaware of how to effectively use the writing center, and they frequently differ from instructors when asked about the purpose of the appointment (Missakian, 2015; DePiero, 2007). In response, writing centers can develop "explainers"—engaging, concise overviews of WC services that debunk myths about writing tutoring—for faculty to use with their students. This presentation addresses how writing centers and faculty can shift student expectations about WC appointments. Attendees will leave with a heuristic for designing explainers at their institutions for their own audiences and purposes. **#IWCA183B**

#### *"Apply this Comment to the Rest of Your Draft": Scaffolding in Tutors' Written Feedback*

**Susan Lawrence, Courtney Massie, Bychkovska Tetyana**,  
George Mason University

The speakers report on their close look at the written feedback tutors provide to writers in online asynchronous tutorials. In particular, they focus on tutors' written scaffolding moves—comments in which tutors provide feedback and explanation in the context of one or two passages in the draft, then invite writers to apply that feedback throughout. Questions addressed include these: Are tutors providing comments that enable writers to apply feedback going forward? What features characterize such comments? And are writers actually transferring feedback offered in one portion of the draft to another as they revise? **#IWCA183B**

#### *Perception and Purpose: Tutoring Writing and Other Disciplines*

**Hernando Monsalve, Abigail Stocker**, Christopher Newport University

Writing centers operating under the peer-to-peer consultant model are uniquely positioned to help students better understand their writing needs. When the writing center is housed within a larger center that also offers subject tutoring, the university's undergraduate population may be uncertain of how the writing center supports students' writing journeys. Writing consultants who are active citizens at their university, then, require clear communication, compassion, and patience. Identifying student misperceptions of the writing center allows undergraduate writing consultants to better help their peers improve their writing processes and understand what the writing center does to support their needs. #IWCA183B

GEORGIA 4

*Teachers and Tutors as Academic Citizens: Current and Future Teachers Reflect on their Experiences with the Writing Center*

**Amy Dayton**, The University of Alabama | **Nathalie Singh-Corcoran**, West Virginia University | **Dorothy Worden**, University of Alabama

This panel will discuss the results of two studies that examine the relationship between tutoring and teaching. One speaker will look at tutors' development of pedagogical knowledge, while a second speaker will report on tutors' development of interpersonal skills through their writing center experience. A third speaker will examine teachers' understanding of the role that writing centers play in supporting classroom instruction. #IWCA183C

ATLANTA 5

*It's All in the Session Notes: Using Corpus Analysis to Inform Active Centership*

**Joseph Cheatle**, Michigan State University | **Genie Giaimo**, The Ohio State University | **Candace Hastings**, Texas A&M University | **Christine Modey**, University of Michigan

Although writing centers often require consultants to keep session notes of consultations, these documents are underutilized as rich, informative data sources. As writing center administrators, we explored what a corpus of session notes could tell us about our individual institutional values and practices and what a large multi-institutional corpus could tell us about practices valued by the larger writing center field. This presentation discusses the individual and collective themes we discovered in the session notes and outlines the methods we used, to enable replication and encourage future research on session notes. #IWCA183D

GEORGIA 6

Social Justice

*I Think You'll Like this Book: Libraries as Models for Writing Center Work*

**Rebecca Johnson**, Savannah College of Art and Design

In this session, I will describe how I used my past work in libraries as a model for running the New Mexico State University-Grants writing center. I often performed readers' advisory. I conducted collection development, purchasing books to build my writing center's in-house library. I recommended titles to the school librarian for our general collection. I helped students with conducting research. Finally, I planned fun programs to create a culture of excitement around writing. The library model of conceiving writing center work has one major implication—that writing centers can also be thought of as literacy centers. #IWCA183E

## *Writing Center Talk over Time: A Mixed-Method Study*

**Jo Mackiewicz, Colin Payton**, Iowa State University

In this individual presentation, we discuss the findings of a study that used corpus-driven analysis to determine the linguistic features that constitute the aboutness of a writing center's talk in 2000 and in 2017 and that used discourse analysis to closely examine the uses of those aboutness-creating features. Analyses of talk from 2000 (42 conferences) and from 2017 (47 conferences) revealed differences in tutors' and student writers' priorities and concerns. The study also drew upon 65 postconference interviews with the participants. **#IWCA183E**

## *Bringing Social Justice to the Center: Using Invitational Rhetoric to Create a Model for Activist Tutoring*

**Keli Tucker**, Southwestern Illinois College

This presentation will posit that writing centers need not view social justice activism as peripheral to our primary mission of helping writers. In fact, the writing tutorial itself can be one of the most significant opportunities for social justice work. By applying the theory of invitational rhetoric to discursive practices already common to writing tutorials, writing centers can begin to create a model of activist tutoring in which we can perform meaningful and actionable social justice work by helping writers productively interrogate their beliefs while preserving their agency. **#IWCA183E**

GEORGIA 5

## *SIG: Online Writing Centers*

**Megan Boeshart**, Old Dominion University | **Jenelle Dembsey**, Miami University | **Beth Nastachowski, Sarah Prince**, Walden University

This SIG is for any writing center professionals working with students online as either a partial or fully online writing center (OWC). During this SIG, we will discuss the benefits and challenges specific to OWCs, including ways OWCs can better connect. We will introduce current initiatives, including a blog for sharing resources, an upcoming one-day virtual OWC conference, the OLWT Network listserv, and participation in the CCCC revisions of the OWI principles. We also welcome attendees to bring their questions and ideas for how OWCs can connect and how the OLWT can be a part of that community building. **#IWCA183F**

ATLANTA 2

## *Workshop: Center-Out: Extending Writing Center Impact through Collaborative Programming*

**Kyle Oddis, Alison Stephens**, Northeastern University

Outreach events are time-consuming to plan, but they have palpable pedagogical and community-building effects. In this workshop, two facilitators discuss how they collaborated on a number of events, including Writers Week (a week of community events themed "Righting/Writing the World"), graduate student writing groups, and fee-based workshops for offices on campus. Participants will learn models for event planning and share ideas for implementing events strategically, sustainably, and with an eye toward social justice. Though workshops are hard work, they help us re-see the writing center as having radial impacts beyond its physical space. **#IWCA183G**

GEORGIA 7

Workshop: *Everyone Has a Story to Tell: Come Tell Us Yours*

**Dianna Baldwin, Elise Dixon, Wilfredo Flores, Rae Oviatt, Rachel Robinson, Trixie Smith**, Michigan State University

In this workshop, we will explore our own active centerism within the community on- and off-campus by discussing the theory and practice of storytelling and our current outreach projects, “Connecting Communities, Creating Stories,” and “Breaking Silence 517” at our writing center. After a brief discussion of these, we will invite participants to join us by sharing/recording their own stories to be included in a living archive on our project’s website. We hope that this process encourages WC practitioners to take up the call to go into their own communities and listen to new stories. #IWCA183H

GEORGIA 8

SIG: *Early-Career Writing Center Administrators*

**Jess Carroll**, Montana State University | **Rebecca Hallman Martini**, Salem State University | **Michelle Miley**, Montana State University | **Travis Webster**, Pace University

Inspired by recent scholarship (Caswell, Grutsch McKinney, and Jackson, 2016; Geller and Denny, 2013; LaFrance and Nicholas, 2012), this SIG is for early-career writing center administrators interested in cross-institutional research, networking, collaboration, and support. Possible action topics include research, publication, tenure/promotion, job description/institutional navigation, budgeting, programming, and partnership. Early-career and soon-to-be writing center administrators, those mentoring early-career professionals, and anyone interested in exploring this topic are welcome. #IWCA183I

GEORGIA 9

Anti-Racist  
LGBTQ  
Minority-Serving Inst.  
Social Justice

Roundtable: *Writing Centers and Learning Commons: Engaging Centerism and Social Justice when Sharing Common Ground*

**Steven Corbett**, Texas A&M University—Kingsville | **Teagan Decker**, University of North Carolina

This roundtable discussion asks participants who tutor and direct writing centers housed in learning commons to consider questions of centerism and social justice. How might we draw on our past and present attention to writing center studies to help shape the future of the learning commons in socially just ways? What are the pros and cons of the learning commons model for student learning and engagement, particularly students from multilingual, at-risk, or nontraditional backgrounds? Roundtable participants will be invited to share their thoughts and experiences on centerism and social justice when sharing common ground. #IWCA183J

ATLANTA 3

Social Justice

Roundtable: *Interviewing Against Implicit Bias: New Ways of Hiring Responsibly*

**Lily Ferguson, Nailah Fisher**, St. John’s University

This roundtable discussion will first introduce our findings of implicit bias among our Writing Center consultants and how we seek to change our consultant-led hiring process to account for this. The discussion will then open up, first for an independent brainstorming session of what traits we value in our respective Centers’ consultants, then a breakaway group to discuss possible

questions we can ask during interviews that reflect our values and account for our implicit biases. Finally, the participants will reconvene to discuss our findings and how we can implement them into our Center. #IWCA183K

GEORGIA 11  
Minority-Serving Inst.

### *Roundtable: The Translingual Writing Center: Making Space for International Tutor Experience*

**Louis Herman**, University of Texas—El Paso | **Lizbett Tinoco**, Texas A&M San Antonio | **Alison Zepeda**, University of Texas—El Paso

This roundtable will share preliminary results from a study conducted at the University Writing Center at The University of Texas at El Paso on how non-native English speaking tutors negotiate tutoring native and non-native English speakers in Academic English. The study explores the experiences of international students and their experience navigating issues of confidence building, othering, and languaging through interviews and personal questionnaires about the students' experience working at the Writing Center. The presenters will share the results of the study with the round table participants in small group discussions. #IWCA183L

GEORGIA 10

### *Workshop: Turning to the Self: Consultant Identity and Multicultural Competence*

**Robert Mundy**, Pace University | **Rachel Sugerman**, Monclair State University

Parallels between writing center and counseling practice are extensive. Both fields advocate for a collaborative, strengths-based approach, promote client autonomy, and implement multicultural competence. Although writing center literature has done well to focus attention on the intersectional identities of students, consultant experience and identity is often neglected. Our workshop integrates counseling research to explore multidirectional relationships, highlighting introspection and encouraging practitioners to become conscious of themselves as multicultural beings. To address such issues, the session provides training and supervision strategies, emphasizing a social justice perspective that supports consultants in the development of multicultural competency. #IWCA183M

ATLANTA 4  
Anti-Racist  
Minority-Serving Inst.  
Multilingual/Translingual  
Non-US Writing Center  
Social Justice

### *When Professors and Classmates Know You Work as a Writing Center Tutor*

**Bonnie Devet**, College of Charleston

When tutors are singled out in their classrooms as working in centers, they now inhabit a no man's land, no longer just students but not yet full authority figures. Responses from an IRB-approved survey of four-year public, private schools, and community colleges indicates tutors' comfort levels when faculty/classmates learn they are tutors, how faculty/classmates treat them, and what strategies tutors use when negotiating power relationships (legitimate, expert, referent, reward, and coercion (French and Raven)) with faculty/classmates. This presentation helps directors train tutors on what to expect in classes and aids tutors as they venture into the workplace where similar power relationships arise. #IWCA183N

## *Upward Mobility Narratives and the Writing Center*

**Lisa Estreich, Sandra Holy, Jean Carlos Soto**, Lehman College

Drawing from our work at the City University of New York's sole four-year college in the Bronx, this talk explores the gap between institutionalized "literacy narratives" (Berry 2017) implicitly tied to the promise of upward mobility, and the ways students and tutors themselves invest in those narratives. Our talk will additionally explore how writing tutors—often themselves at the intersection of stressful institutional contexts—can work sensitively with students undergoing precarious transitions: whether to more permanent housing, improved work circumstances, more secure citizenship status, or a degree outside prison walls. #IWCA183N

## *A TRIP Through Writing Center Scholarship*

**Tiffany Smith**, Georgia State University

Despite 10+ years tutoring, I never evaluated my choice to tutor, how the environment impacts my work, the method used when tutoring, or the impact of my work on the tutee. A course investigating Writing Center Pedagogy helped me to make discoveries and declarations. While the course experiences informed my theories and practices, the experience that changed me happened during an unfortunate, negative co-tutoring session. When a person is judged simply and ignorantly based on their skin color, it is crushing. But, I had a choice in how I would react both the moment and moving forward. #IWCA183N

### GEORGIA 12

Multilingual/Translingual  
Social Justice

## *Toward Opening the Notebook: Observation as Agency*

**Kelly Krumrie**, University of Denver

Observation is often positioned as a passive undertaking: an observer watches without interference and what he/she takes away might remain hidden in his/her notebook. What can come out of these notes? By positioning observation as a generative activity rather than solely an introductory pedagogical tool, we can guide consultants toward self-reflection and professional development and concrete, evidence-based products. In this presentation, I will share a path toward a continual observation practice that prompts reflection while also including suggestions for practical application. #IWCA183O

## *Creating a Collaborative and Comprehensive Performance Evaluation of Tutors*

**Cristine McMartin-Miller, Whitney Wotkyns**, Northeastern University

Regular and comprehensive feedback is an essential component of tutor education, yet tutor perspective may not be considered in the development of assessment measures. This presentation will describe the collaborative creation of an annual performance evaluation of writing/language tutors at a university tutoring center. The evaluation draws from four sources—peer observations, tutor self-assessments, student surveys, and administrative data—resulting in a thorough and nuanced portrait of tutor performance. That tutors are invited to play an active and inclusive role in the development of these measures fosters a sense of community and further reinforces core principals of the center. #IWCA183O



## *Upping Expectations for Downtime: Education and Exploitation in the Undergraduate Peer Tutor Research Experience*

**Elizabeth Powers**, University of Maine—Augusta

The unpredictable flow of writers in many writing centers presents “downtime,” for tutors to participate in non-tutoring writing center work, including pedagogical and research projects. What needs to be considered when a director “ups” the expectations for tutor activity during downtime? This presentation explores the contemporary call for undergraduate scholarship in writing center studies, and traces the impact of research emphasis at one under-resourced, regional four-year public institution. Through this targeted case study, the presentation provides strategies for encouraging undergraduate tutor scholarship while resisting exploitative labor practices that affect low-income, non-traditional student tutors. #IWCA1830

## Session 4

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Thursday, October 11 | 3:30pm - 4:45pm

NORTH BALLROOM Ideas Exchange

### *Personal Websites as Portfolios for Tutor Training and Professional Development*

**Talia Argondezzi**, Ursinus College

On the first day of the writing pedagogy course I teach to prospective undergraduate writing tutors, each student creates a personal website whose explicit purpose is to land them a job as a professional writing tutor. As the course progresses, they add new materials to their websites, including a resume, narrative essay, research essay, and infographic. The website not only serves as a handy way to gather their completed assignments for grading purposes, but also establishes an authentic audience for their academic work and encourages them to write rhetorically for a public outside the classroom. Since personal websites and online portfolios have become an increasingly valuable way to set a job seeker apart in a competitive market, this assignment also offers students a transferable tool they can use when they enter any job market. While I use this project in a pedagogy course, personal websites could also work as ongoing professional development at colleges without a writing center training course. #IWCA184A

### *Old Dominion University’s General Training Program for Graduate Student Tutors*

**Megan Boeshart, Meagan Thompson**, Old Dominion University

At Old Dominion University, the Writing Center is staffed by graduate students, which presents a particular challenge as the institutional memory of the WC is almost entirely wiped clean each year when most tutors move onto teaching the second year of their graduate program. This constant rotation of graduate students requires an established, extensive training program. Such a plan must consider labor expectations of graduate students, tutor and student needs, and the limitations of our particular writing center. We are launching a gener-

al training program in Fall 2018 to address these concerns. The scope of our training plan focuses on (1) helping graduate tutors negotiate their roles as tutors within the WC, (2) fostering student agency during tutoring sessions, (3) prioritizing educational accessibility and addressing the needs of various student populations, (4) providing adequate technology training to reach ODU's online student population, and (5) encouraging collaboration between tutors to develop new strategies for working with students. By sharing our training strategies and techniques, we hope to engage in productive conversations about the design and implementation of WC training plans specific to the needs of graduate tutor staff. #IWCA184A

### *A Framework for Writing Center Workshops*

**Emily Bouza**, University of Arkansas, Little Rock

Workshops are a common offering at many writing centers, but very little is written about how to effectively lead a workshop in a writing center manner. I have developed a framework for writing center workshops following the recent literature on scaffolding as a framework for individual tutoring sessions. I collected primary research from over 120 workshops offered during one semester to discover how tutors and students saw scaffolding being altered to fit the group nature of a workshop. I then developed a guide for creating agendas for workshops and an observation form for evaluating workshop presenters that I would like to share with others to help with their workshops and to further discuss this topic. #IWCA184A

### *Introducing International Students to Writing about Race and Ethnicity in the US*

**Becky Butler, Warren Christian**, University of North Carolina

Racial categories are local, fluid, imperfect, and imprecise. Although racial categories are a biological fiction, the consequences of racial categorization and racism are very real. Race and racism are central, but often unspoken, features of society in the United States. When academics take up the topic of race and racism, generally, great care is taken to avoid using offensive or outdated terminology. All of this can make writing about race and ethnicity a very confusing endeavor for international graduate students, particularly those writing in fields where these concepts are central. In this Ideas Exchange presentation, we will share how we conceived of and delivered a workshop to international students entitled "Writing about Race and Ethnicity." Using a poster, we will show how we guided students through an examination of common racial categories and terms, the difference between race and ethnicity, and what grammatical structures are acceptable, contested, and unacceptable when using racial terms. We will share the handouts we used in our workshop. We found that international graduate students were eager to talk about race and appreciated the opportunity for clarification. Their questions will inform future versions of the workshop. #IWCA184A

### *Here Be Dragons: Navigating the dangerous waters of tutor positionality*

**Dara Beth Childers, Kayler DeBrew, Madeline Iknayan**,  
Queens University of Charlotte

Much like novice sailors, as writing tutors we find ourselves in unknown waters that are fraught with danger. Though the process is challenging in the beginning, we as tutors can develop comfort from formulating a practice. We've also learned, however, that this practice is conditional because we are dealing with

lots of identities and disciplines. As tutors, we have learned the importance of complicating that practice because we need to check ourselves. Otherwise, we end up becoming unaware of the moves we make as tutors. This space is dangerous. Because we are in “a training program that ... [provides tutors] the encouragement, support, and scaffolding to ‘listen more’ we need to understand the psychological processes by which we internalize social norms” (Grimm 69). Working in a small writing center that supports a diverse student population, we operate in a space that asks us to be more conscious of our positionalities as students, tutors and people. As part of our training, we completed an auto-ethnography of a tutoring experience to more intentionally occupy the space of student-tutor and all its complexity. We are eager to discuss this assignment and our discoveries because it could be helpful for other tutor training programs. #IWCA184A

### *Translingual Writing Consultation*

**Scott Chiu**, California Lutheran University

There has been a move towards translanguaging in composition studies, where scholars advocate for diversity in language and see linguistic difference as assets rather than writers' problems (Horner, Lu, Royster, & Trimbur, 2011). Translanguaging has been defined as the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages (Otheguy, García, & Reid, 2015). As writing instructors and writing center professionals, how do we build our understandings of translanguaging while performing this work in actual writing center settings? What would be a realistic ap #IWCA184A

### *Work Smarter, Not Harder: Strategies for Professional Development in the Writing Center*

**Liz Egan**, Millsaps College

Students at our small liberal arts college are motivated and hard-working, but sometimes to the point of overcommitment: athlete/sorority sister/student body leader/club founder, all in one—and many seek to add working in the writing center to that list. In small groups, staff meetings, and one-on-one conversations with the WC director, students are encouraged to find applications for the principles of writing pedagogy not just when they're on the clock in the Writing Center, but also in their coursework, their extracurricular activities, and their professional pursuits. Students are encouraged to use the Writing Center as a springboard for gaining experience in the work place; for example, to find qualifications in job ads they are missing and then take on projects in the Writing Center that fill in those experience gaps. To help students streamline their competing obligations, students look for places where their commitments might overlap with the Writing Center; for example, a sorority connecting its community service project with the Writing Center. Students and centers both benefit when tutors make connections between their work in the writing center and the rest of their lives, and our center has lots of ideas for how yours can do this, too. #IWCA184A

### *Try 'Ems: Encouraging Coaches to Embrace New Strategies*

**Alex Funt**, University of North Carolina—Chapel Hill

To promote an attitude and practice of growth and experimentation among our coaches, we have organized an activity called “Try 'Ems” that we introduce to our staff each spring at the beginning of the semester. We make a giant

chart with each coach's name and a list of strategies and resources for them to try in sessions. Examples of this include using a language corpus to look up usage conventions, a text analytics app to examine style, toys for students to talk through ideas, and scissors to cut up and rearrange drafts. When a coach tries something new, they put a sticker next to their name on the chart. For some of the challenges, we ask the coaches to share their reflections on the Slack site that we use for internal communication. The first few coaches to finish all of the Try 'Ems receive a prize, usually involving chocolate or a snack of their choosing. #IWCA184A

### *Joke and Gesture: Putting Writers and Tutors at Ease*

**Miracle Gant**, University of Mary Hardin-Baylor

Breaking the ice is a crucial part of any session. When writers are comfortable with their tutors they are more likely to be engaged in a dialogue with them. Tutors establish this rapport by introducing themselves, asking how their writer's day has gone, and by showing that they themselves are relaxed and confident. One of the ways tutors show that they are at ease in a session is through their body language and use of humor. This idea exchange will focus on how humor and body language have worked in my center to both put writers at ease and make tutors themselves feel more confident. The poster that I will present outlines the kinds of humor and body gestures that have relaxed writers in my center, as well as ones that produce negative effects. Each category of humor and body gesture will be shown with the specific effect they have on the writer (for example, to encourage focus or calm anxious writers). By participating in this idea exchange, I hope to share how I use humor and body language to enhance my sessions, and learn how these techniques are employed in other centers to provide a better experience for writers. #IWCA184A

### *Why, Yes, We Do Have Grammar Tutors!*

**D. Alexis Hart**, Allegheny College

As Lori Salem argues in her 2016 Writing Center Journal article "Decisions...Decisions," "affecting a genteel disregard for grammar concerns makes no sense if we are working with English language learners, with students who spoke a less-privileged version of English at home, or with any student who feels anxious about grammar" (163). The writing consultants at Allegheny College concur with Salem's position, and, due to their own experiences grappling with asking writers to "defer [their] questions about grammar" (163) until the last few minutes of a typical writing consultation, they proposed that some of the consultants offer explicit tutoring hours to allow writers to focus solely on grammar or other lower-order concerns. These grammar tutors held their shifts in the tutoring center, rather than in the same space with the writing consultants, to make visibly clear the distinction between the two services. In this Ideas Exchange session, I will discuss the rationale behind our staff's decision to offer grammar tutoring and some of the successes and setbacks of the pilot year of grammar tutor sessions at Allegheny. #IWCA184A

### *A First-Year Student Mandatory Visit Pilot Program: What Research Tells Us about Effects and Necessary Revisions*

**Amanda Hill**, Cornish College of the Arts

In the last year, our writing center began a college-wide mandatory visit collaboration with first year programs, created in conjunction with revision of first-year programming at our small visual and performing arts college. As part of the initiative, we developed protocol, engaged in faculty development and stu-

dent outreach, and conducted follow-up research with participants of the pilot. While writing center lore has long held that mandatory visits have negative effects or undercut the writing center mission, empirical research on the issue has not found this to be true; in fact, positive impacts have been found (Gordon, 2008, Rapp Young, 2014). Interested in seeing if similar results would be replicable in our context, we began long-term research to parallel the required visit programming. Responding to calls to interrogate whether our writing center practices really serve all students, (Salem, 2016) we've woven in research into which students choose not to fulfill the mandatory requirement and why. This presentation will provide an overview of the initiative, emerging analysis from our research, and how we are revising the initiative based on these findings. Handouts will be available to participants including an initiative overview, bibliography, and samples of handouts and surveys question #IWCA184A

### *Using Portfolios to Reflect on and Assess Writing Center Staff Training*

**Megan Kelly**, University of Denver

Kathleen Blake Yancey advocates for the use of reflective portfolios to encourage student agency and growth within a learning environment, and these portfolios—particularly when presented in an electronic format—have been identified by the Association of American Colleges and Universities as a high impact practice. This idea exchange will focus on Yancey's concept of reflective portfolios, applying them from the context of the writing classroom to that of the writing center and staff training. The presenter will discuss the value of a reflective portfolio curriculum in a writing center, where the portfolios support staff in developing their critical thinking and awareness as they analyze and integrate their diverse work experiences. This idea exchange will describe a model in which reflection is woven throughout the staff training curriculum and in which students are repeatedly prompted to collect, select, and reflect on the artifacts they produce through their writing center roles and responsibilities. In addition, the presenter will address the use of portfolios to provide a meaningful way for administrators to assess the goals and outcomes of staff training. This initiative is part of a larger pilot project stemming from the university's new strategic plan to enrich student learning experiences across campus. #IWCA184A

### *Writing for Wellness: Incorporating Expressive Writing into Writing Centre Pedagogies*

**Sarah King**, University of Toronto—Scarborough

In response to unprecedented levels of student anxiety, the UTSC Writing Centre has begun promoting expressive writing as a tool—like mindfulness—that can reduce anxiety and support academic success. We have produced an infographic introducing psychologist James Pennebaker's expressive writing paradigm and summarizing research on the benefits of writing about emotions, which we use in tutor training and encourage tutors to incorporate into one-to-one sessions as needed. We also include expressive writing in handouts and workshops for students. For faculty, we have incorporated expressive writing into teaching workshops, positing a writing-to-learn continuum that includes personal writing inside and outside the classroom. Finally, we also facilitate regular lunchtime writing circles for staff and faculty, where participants write in response to prompts and have the opportunity to share. Feedback indicates that students and faculty are often interested in the idea but resistant to actually engaging in expressive writing until they have done so several times. Strategies that have successfully overcome resistance include food, writing

buddies, engaging workshop participants in personal writing, and opening discussion of resistance in the face of research. #IWCA184A

### *Familiarizing the Unfamiliar: Using Disciplinary Analysis in Tutor Training*

**Alexandra Maass**, New College of Florida

This presentation aims to share a successful project that promotes cross-disciplinary training for writing tutors. Every prospective writing tutor taking a required tutoring course at our small liberal arts college must complete an “investigation” of writing in an unfamiliar academic discipline, described in the assignment as that which they find “strange, confusing, or downright frightening”. This investigation includes: interviewing at least one faculty member and at least one student in the field, analyzing writing features in at least 2 writing samples from the field, observing a thesis defense in the field, developing a writing tips “cheat sheet” for fellow tutors, giving a 10 minute presentation on what they learned, and, finally, writing a 6-page paper that includes evidence from all of these sources in order to argue how writing features in this discipline relate to one or more of its core beliefs. The purpose of this project is not only to expose tutors to ways of writing that they would normally avoid, but also to train them in identifying and explaining disciplinary writing conventions. This presentation will also discuss ways this project could be adapted for various training models and will ask attendees to share their own cross-disciplinary and/or generalist training ideas. #IWCA184A

### *Everything’s a Prop: Using Everyday Objects in Writing Consultations*

**Olivia Tracy**, University of Denver

Helping consultants become more aware of objects as “props” in the Writing Center can help diversify consulting strategies and help shape communities and new opportunities in writing centers. Rosner and Wann’s 2010 article suggested that any objects on the consultation table “should be considered a prop” (Rosner and Wann 8). Thinking of all of the objects in writing centers as possible “props” asks us to see them in unexpected, embodied and intentional ways, to consider these props as integral parts of consultation communication rather than as separate tools or resources. While we often think of the ways pencils and the writer’s draft can be used as props in a consultation, I suggest we should go further and consider how laptops, sticky notes, prompts, spatial gestures, or even the table itself can be used as props. Even taking a drink or filling up a water bottle can be an intentional consultant action, creating space for a writer to brainstorm on a notepad or mini-whiteboard (two more props). This ideas exchange will demonstrate how we can use various everyday objects as props during consultations and invite attendees to experiment with and brainstorm their own uses and ideas for props. #IWCA184A

### *Publications in the Writing Center*

**Julie Wilson**, Warren Wilson College

The undergraduate tutoring staff of our writing center edits, designs, and releases two campus-wide journals of undergraduate writing: a journal of undergraduate research and an arts and literary magazine. I will share sample journals, design and publication platforms, an overview of training associated with editing roles, how work hours are balanced between editing and tutoring, impacts of participation on undergraduate editors of these journals, and some questions for other writing centers to consider if exploring starting publications. #IWCA184A

*Encouraging Current and Aspiring Medical Professionals to Work in Writing Centers*

**Amber Baker**, Boise State University

In a study done by D. Eley, R. Eley, Bertello & Rogers-Clark (2012), it was found that opportunities for caring were the main reasons nurses and nursing students decided on their career path (p. 1550). An evaluation of characteristics in current and aspiring medical professionals and in writing center consultants highlights distinct parallels that may make them excellent writing center consultants. This presentation will help the writing center community understand the benefits of encouraging current and aspiring medical professionals to work in writing centers, and show effective strategies for how to make writing center work appeal to these types of students. #IWCA184A

*Decolonizing Found Poetry from Allies of Indigenous Peoples*

**Joan Garbutt**, Brandon University

This poster presents a selection of found poems from an arts-based research project wherein the participants' interview transcripts were transformed into found poetry. The researcher attempted to decolonize the poetry and became intrigued by the ways in which systems are intrinsically set up to reinforce hegemonic power structures. #IWCA184A

*What a CFP for the ATL! Writing Centership in a Red State*

**Rachel Greil, Mary Lou Odom**, Kennesaw State University

While our host city celebrates a rich civil rights history, metro Atlanta is also home to a politically conservative state government increasingly wary of potential activist motives at its state-funded colleges and universities. This session addresses the ethical dimensions of such a reality, exploring how writing center professionals negotiate local political pressures while attempting to honor calls such as IWCA's to engage in active citizenship and social justice work? Informing our inquiry is a survey of existing writing center ethics scholarship and the articulation of a future project to move the field's reckoning of such tensions forward. #IWCA184A

*Narrating Science: Harnessing Storytelling to Improve Students' Scientific Communication*

**Jason Hoppe, Peter Zhu**, United States Military Academy

In the experiences of undergraduates enrolled in STEM courses, teachers often promote rigid, scientific forms at the expense of harnessing students' natural abilities to communicate as storytellers. While the more rigid forms may be useful when interacting with fellow experts in the field, educators must also consider the importance of emphasizing a story-oriented approach that engages students in introductory STEM courses. My presentation demonstrates how implementing narrative forms through the practice of scientific journaling can dramatically improve students' comprehension of material, and more broadly, strengthen their ability to communicate technical information. #IWCA184A

*The Art Connection: Using art at a health sciences school to provide an outlet for a hidden art community and to connect students, staff, and faculty through the Writing Center*

**Stefanie Johnson, Jeremy Parra, Jessica Sherer, Maxwell Smith, Adventist University of Health Sciences**

This presentation focuses on modeling active citizenship by describing an initiative that utilizes writing center space as an art gallery for displaying student, faculty, and staff art. This project, which invites artists to describe their work at a monthly gallery opening event, uses the center to amplify the creative voices of students who are studying at a university focused entirely on health sciences. Project effectiveness, increased engagement between campus departments, and the effects on campus culture are outlined, and potential ways this project and concept could be adapted for or used by other writing centers is addressed. #IWCA184A

*Dual-Enrolled Students: An Under-Served Population*

**Kailee Jones, Boise State University**

Dual-enrolled students are often invisible members of the campus community because they are not physically on campus, but writing centers invested in inclusion should cater to the needs of this population. This poster will present ways to encourage and welcome dual-enrolled students into our centers, including developing questions and techniques to "...help them get more out of the writing they are doing" (Tinberg and Nadeau 718). This idea and others can greatly improve the students' writing and their confidence in the college setting but will also help our ability to meet the needs of this growing student demographic. #IWCA184A

*Investigating Pedagogy at the Writing Center for Theatre Studies Students on Dramatic Analysis*

**Muyi Li, Emory University**

While analytic writing tasks in the creative arts (e.g. Theatre, Music, and Visual Arts) are frequently assigned, there has been little scholarship investigating the tutoring practices tailored for writers as future practitioners in these fields. With the example of dramatic analysis in Theatre, this research outlines how to treat the writer's discourse community as theatre practitioners. This research further demonstrates that writing center practices, especially for conservatories or intensive art programs, should be aware of the long-overlooked identity of students as future practitioners. #IWCA184A

*When the Writing Isn't Just the Writing: Fostering International Student Inclusion through Active Centership*

**Megan Leger, Hannah Lewis, Selina Marcille, SNHU**

This poster will highlight the ways in which one Learning Center serves the international student community by practicing active centership and inclusion within every tutoring session. Three presenters will showcase the different learning experiences and collaborative partnerships put in place to help foster an inclusive campus environment that encourages new and different perspectives. Also discussed will be the importance of designing services, programs, trainings, and campus impact work for the international student population in order to better meet their needs as learners of writing, speaking, and listening. #IWCA184A



### *Fellowship Applications that Create Love and Trust*

**Alan Paul**, UCLA, Giant Angstrom Partners | **Enrico Sassi**,  
North Dakota State University

Helping applicants win fellowships demonstrates the monetary value of writing centers' services. In this, it also represents an opportunity to attract funding for our work from faculty, deans, and senior administrators seeking to support their graduate students. We describe a strategy and tactics to help students win NSF Graduate Research Fellowships. The approach—grounded in narrative and plot theory—was initially developed for one-on-one consultations. It was subsequently modified for group instruction, and deployed through writing centers and online in a scalable program that can serve more students with fewer resources. **#IWCA184A**

### *A Varied Discipline Model: Genre Awareness in the Writing Center*

**Lexi Persad**, **Abbey Stephan**, **Caroline Toler**, West Virginia University

Our poster encompasses topics such as genre awareness, knowledge transfer, tutor strategies and effective communication between consultants and students. We explore how knowledge of writing across disciplines and genre awareness can be utilized by consultants to help students in their writing.

**#IWCA184A**

### *Measures of Success: The Effect of Writing Center Sessions on Client Writing Apprehension and Self-Efficacy*

**Peter Varga**, The Catholic University of America

As writing center professionals, we look for measures of our success in our students. This self-assessment can be difficult to gauge, so the present research adapted and applied previously tested psychological instruments in a novel study of whether writing apprehension and self-efficacy scores improve after just one consultation. The data collected suggest that a single session can significantly reduce apprehension and increase self-efficacy for a majority of clients. The findings contradict previous beliefs about the stability of student anxiety over time despite tutoring, showing that writing center consultation can lead to significant improvement in both apprehension and efficacy domains. **#IWCA184A**

#### **GEORGIA 3**

Multilingual/Translingual  
Social Justice

### *Innovating Engagement: Strategies for Collaboration Inside and Outside the Center*

**Rachel Bremer**, **Harry Denny**, **Elizabeth Geib**, **Mitch Hobza**,  
Purdue University

Our panel prioritizes the need for community engagement and innovative pedagogy in the center. Elizabeth's talk will focus on the need for writing communities to support and build off each other through collaborative partnerships. Mitch's presentation highlights the importance of individual voice, arguing that a World Englishes approach to understanding writer identities paves way for more productive tutor-client relationships. Harry and Rachel discuss the balance of outreach-approach and client-traffic by locating patterns in each. Together, we triage engagement both inside and outside the center and on an individual and community basis. **#IWCA184B**

**ATLANTA 5**

Social Justice

*Social Justice Conversations and Unintended Consequences***Shea Golob, Melissa Keith, Madison Martinez, Skyler Meeks, Emily Thorsen, Boise State University**

This panel explores the unintended consequences of one Center's approach to social justice work that led to consultant guilt, snap judgements, false assumptions, and the need to address defense mechanisms. We explore these consequences through both administrator and consultant perspectives to better facilitate productive relationships that impact the writing center's culture. To address these challenges, we turn to Stroh's 2015 work *Systems Thinking for Social Change* to reframe the active citizenship we strive for in our interactions with each other and with the writers we serve. **#IWCA184C**

**GEORGIA 6**

Anti-Racist, LGBTQ  
Minority-Serving Inst.  
Multilingual/Translingual  
Non-US Writing Center  
Social Justice

*SIG: Black Caucus***Elijah Simmons, Michigan State University**

Calling all Black scholars at IWCA to come and fellowship! **#IWCA184D**

**GEORGIA 5**

Anti-Racist  
Minority-Serving Inst.  
Social Justice

*Workshop: Mindful Inclusion: Intentional Strategies to Address Race and Racism in the Institution***Natasha Tinsley, Oklahoma State University**

Derived from a personal experience, this workshop is designed to help writing center consultants and directors, professors, and students critique work that may contain uncomfortable and/or unfamiliar information pertaining to race and racism. Using anti-racist and writing center pedagogy, this workshop will suggest strategies intended to maintain an open and collaborative space, while still providing useful feedback and criticism. This work is being adapted into resources intended for staff education for tutors and teachers. **#IWCA184E**

**ATLANTA 2***Roundtable: Maintaining a Center's Mission across Changes in Leadership***Anna Marie Kinney, University of North Dakota | Kimberly Stewart, Olympic College**

For this round table, the current and two previous coordinators of a writing center discuss the transition between their leadership and how they worked to maintain the mission of the writing program. Central to this mission is the understanding that access and equity are fundamental to the work of the writing center. The presenters will share their successes, challenges, and reflections on working to ensure stability for students and staff. Participants of this session will have an opportunity to discuss ideas and strategies to prepare for transitions at their institutions with the goal of cohesive support for all students. **#IWCA184F**

**GEORGIA 7**

Multilingual/Translingual

*Roundtable: Internationalizing the Writing Center: Developing a Multilingual Writing Center***Noreen Lape, Dickinson College**

This roundtable examines a new model for writing centers, one that shifts the focus from multilingual writers to multilingual tutoring. A Multilingual Writing Center offers writing tutoring in multiple languages, has a sustainable admin-

istrative structure, and a theorized pedagogy. We will discuss how writing centers can build that sustainable structure and institute practices that address the complexities of working with foreign language writers. Among the topics we will explore are engaging stakeholders, tutor training for multilingual environments, intercultural rhetoric, and creating a supportive learning environment. #IWCA184G

GEORGIA 8

### *Roundtable: From Communities of Practice to Communities of Care: Self-Care, the Schedule, and Embodiment in the Centers*

**Daniel Lawson, Lori Rogers, Central Michigan University**

Community of practice theory has been informative for viewing writing center work, especially in terms of understanding how practices shape and are shaped by the community. Less emphasis, however, has been placed on how communities of practice can cultivate (or undermine) a work environment that sustains the well-being of its members, particularly given the sensitivity to difference and to social justice often needed in that practice. Communities of practice can be open and supportive or narrowly defined and insular—places where practices become rote and unquestioned. This workshop focuses on ways writing centers can promote mindfulness and self-care in practice. #IWCA184H

GEORGIA 9

Multilingual/Translingual  
Social Justice

### *Roundtable: Graduate Writing Centers: How can we be Centers of Active Citizenship?*

**Julia Istomina, Elena Kallestinova, Yale University | Linda Macri, University of Maryland | Adam Pellegrini, Columbia University, School of Social Work**

While Graduate Writing Centers (GWCs) support students from different disciplines, age groups, and cultural backgrounds, students seeking support from a GWC generally want help furthering their enculturation in a disciplinary or professional context. Given these exigencies, the goal of this roundtable is to brainstorm how GWCs may become Centers of Active Citizenship. The four facilitators representing three different institutions will invite you to think about the role that GWCs play in building community, supporting diversity, and fostering social justice and citizenship in our centers, among our consultants, and for the students we serve. #IWCA184I

GEORGIA 11

Social Justice

### *Power and the Point-Predict*

**Stacie Klinowski, University of Massachusetts—Amherst**

This presentation reports the SUNY Albany Writing Center's in-progress research on the point-predict method of tutoring. By first describing the procedure modified from Barbara Sitko's and Rebecca Block's work on this subject, "Power and the Point-Predict" questions where agency lies in tutorials where the tutor reads a paper aloud. Although this method seems more directive than other forms of tutoring, this presentation suggests that the point-predict often gives power back to writers by making the readers' processes transparent. #IWCA184K

### *Training for Politically Charged Writers, Writing Sessions, and Writing Centers*

## **Zachery Koppelman, Wabash College**

As writing center professionals, we need to be sensitive to our environment, and part of facing the current politically charged environment is preparing our consultants for working with writers from all over the varied political spectrum. According to Brooke Baker, “the writing [should be] a safe place for practicing writing,” which means that writing centers need to welcome all writers even those with whom we might personally disagree. This session will discuss the practice of combining multiple consulting pedagogies into flexible and respectful hybrids that attempt to build a safe place for writers across the political spectrum. #IWCA184K

### *Writing in Traumatic Times: Conceptualizing the Role of the Writing Center in Times of National Tragedy and Trauma*

## **Ekaterina Olson Shipyatsky, Bryn Mawr College**

In this paper, I develop a set of ideas and questions for writing centers to use to conceptualize their own roles as teachers of writing in our particular, trauma-ridden political moment. I argue, ultimately, that in times of political trauma, writing centers must take on the additional obligation to help writers analyze both the political structures of the writing process and the political impact of their writing. #IWCA184K

## **GEORGIA 10**

Anti-Racist  
Social Justice

### *Letter Writing and Social Justice: Confronting the Real Lives in Our Writing*

## **Eduardo Mabilog, Nevada State College**

By engaging tutees with the rhetorical contexts of their writing, including the human lives involved in their topic and their own identity, through letter writing in tutees early writing process, tutors are able to engage in a form of humanistic social justice. Furthermore, the form of the letter allows tutors and tutees to more explicitly target the topic of a tutee’s writing and discuss the real lives involved within the activity. This is done by acknowledging the typically hidden or unconsidered lives involved in the writing which comes into the writing center. #IWCA184L

### *Promoting Diversity, Compassion, Vulnerability, and Authenticity in the UMBC Writing Center and Larger Baltimore Community*

## **Elaine MacDougall, University of Maryland-Baltimore County**

The Writing Center is not an isolated, afterthought of the campus community. Instead, the Writing Center can serve as an active member of our campus community, as well as a resource beyond our campus walls. The University of Maryland, Baltimore County (UMBC) sits on a hill overlooking Baltimore City. How can the UMBC Writing Center establish community relationships beyond the perimeters of the campus, extending our connection to elementary, middle, and high school students in the Baltimore area? #IWCA184L

## **ATLANTA 4**

### *Tutoring out from Community into Community*

## **Bethany Besteman, Catholic University of America, United States Naval Academy**

Joseph Harris noted in, “The Idea of Community in the Study of Writing,” that

community is a term never used unfavorably and thus both risks being over sentimentalized, and, paradoxically, carries great rhetorical power (Harris 13). While sentimentality is seldom an asset in a Writing Center, power can be, and there is, indeed, great power in the act of welcoming students into the community of writers. However, power can also be abused. This presentation will explore how Writing Centers can avoid abusing their power so as to effectively engage with the various communities they serve. #IWCA184M

### *Writing Beyond the Academy: Writing & Digital Literacy Skills Courses in Local Public Libraries*

**Matthew Johnson**, University of North Carolina—Chapel Hill

Libraries and Writing Centers share a commitment to providing writing and digital literacy skills. This session will explore how academic libraries and university writing centers can work together to provide these important skills at public libraries or other venues to support their local community members. As these skills become more necessary for daily life, our institutions should look to fill these roles. #IWCA184M

GEORGIA 2

### *Workshop: Promote Yourself: Simulcasting and Recording Conference Presentations for Writing Center Visibility and Accessibility*

**Molly Wright**, Rainey-McCullers School of the Arts

How can technology help share our writing center's vital work, connect with other writing centers, and engage in our communities? Join us for this workshop that will introduce you to simulcasting and recording conference presentations to make your center's work more visible and accessible. Participants will learn about the available programs and best practices for opening presentations to virtual spaces, design considerations for accessibility, and the applications for both internal presentations and conference presentations. Please bring a laptop or mobile device for our interactive time in which you will design your own simulcast workshop for students or simulcast conference presentation. #IWCA184N

## Session 5

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Thursday, October 11 | 5:00pm - 6:15pm

GEORGIA 2

### *LGBTQ SIG*

LGBTQ

**Wonderful Faison**, Michigan State University | **Jonathan Rylander**, University of Wisconsin-Eau Claire | **Trixie Smith**, Michigan State University | **Jay Sloan**, Kent State University at Stark | **Travis Webster**, Pace University

Intended to help writing centers foster an academic culture inclusive of LGBTQ communities, the LGBTQ SIG is a venue for exploring "activist" agendas in writing center scholarship and pedagogy. This year we have invited Wonderful Faison and Jonathan Rylander to share their LGBTQ-focused research: Wonderful's recent work on the intersectional writing center and its impact on the intersectional people operating in the space, and Jonathan's on recruiting and mentoring social-justice-minded WAC faculty fellows as part of WC/WAC ini-

tiatives. We will also discuss the social-justice-focused mission statements now being drafted and utilized by many writing centers. All interested parties are welcome. #IWCA185A

GEORGIA 3  
Multilingual/Translingual

### *Vexed Questions of Tutor Preparation: Fostering Language and Genre Diversity*

**Lauren Fitzgerald**, Yeshiva University | **Melissa Ianetta**, University of Delaware | **Rita Malenczyk**, Eastern Connecticut University

This panel offers new strategies for longstanding tutor-preparation challenges. “Revising Diversity in Tutor Education” enhances the field’s long-held views about multilingual writers, addressing misunderstandings in current positionings of these students and synthesizing our knowledge with developments in contiguous scholarship. Next, by juxtaposing a center’s development of staffing diversity with the presenter’s own hesitations about the response to linguistic diversity in the tutor-preparation class, “Revising Representation” explores the relationship between staff composition and linguistic diversity. Finally, “Tutors See the Essay Last: Revising Our Understanding of Genre” argues for the use of contrastive rhetoric to aid tutors development as writers and tutors. #IWCA185B

GEORGIA 4  
Anti-Racist  
LGBTQ  
Minority-Serving Inst.  
Social Justice

### *Active Citizenship in the Writing Center: A Tutoring Pedagogy Rooted in Care Ethics*

**Carlos Lopez**, **Ione Matthews**, Texas A&M University—San Antonio

Keller (1997), Grimm (2011), Garcí-a (2017), Shiffman (1995), Clark & Healy (1996) demonstrate i. writing center tutors are in an advantageous position to challenge marginalizing practices and oppressive institutional conditions; ii. non-interventional pedagogy has become writing center orthodoxy; iii. oppressive institutional demands of non-interventional pedagogy marginalize non- western, non-Anglo writers via institutional assumptions of students’ autonomy. This panel responds with a pedagogy rooted in care-ethics (Noddings, 2013; Slote, 2013, 2007; Gilligan, 2003), reiterating necessary roles of active-citizenship in the writing center. A pedagogy rooted in care- ethics facilitates reciprocal relationships between tutors and tutees, holds writing centers responsible for oppressive practices, and places tutors into roles of active citizenship and centership. #IWCA185C

ATLANTA 5  
Anti-Racist  
Social Justice

### *Workshop: Interruptions and Reimaginings: An Afrofuturistic Call and Response on the Citizen Center*

**Neisha-Anne Green**, American University | **Zandra L. Jordan**, Stanford University | **Talisha Haltiwanger Morrison**, Notre Dame

Three black women administrators of writing centers at predominantly white universities explore tutor training as a pivotal site for transforming centers and the campus cultures in which they reside. Taking inspiration from the bold Afrofuturist feminist re-imaginings of citizenship in the film *Black Panther*, the facilitators invite participants to interrogate the conventional writing center pedagogy script and then flip it, calling for strategic interruptions and re-imaginings of worlds of meaning-making that are already inhabited. We ask, how

might decentering one's own assumed citizenship in the community of writers create space for radical new models in which citizenship requires interdependence? #IWCA185D

GEORGIA 6

Anti-Racist  
LGBTQ  
Social Justice

*Workshop: Take Me as I Am: Using Tutor and Tutee Identity to Create a Space for Social Change*

**Caron Martinez, Shenandoah Sowash, American University**

Many who work in writing centers, as well as tutees themselves, have experienced injustice because of (perceived) identities. What role do awareness of tutor and tutee identities play in creating writing center practices that promote growth, tolerance, and active citizen engagement? In this session, participants will discuss how identity impacts activism, leaving with a framework to begin building a social justice plan for their writing centers. #IWCA185E

GEORGIA 5

*Roundtable: Engagement and Active Citizenship in HBCU Writing Centers: A Roundtable Discussion*

**Emily Murray, Wilfred Robles, Tennessee State University**

In this discussion, we will address issues of community engagement and modeling active citizenship for students and the campus community. Focusing on our experiences working at an HBCU, we will discuss perspectives on teaching, tutoring, and campus involvement, as well as the importance of clarifying the various roles of writing centers to the campus and local communities. We will discuss writing assignments, workshops, and campus/community outreach initiatives tailored to the various campus and local writing communities in efforts to expand notions of what writing centers do and how they are understood. #IWCA185F

ATLANTA 2

*SIG: Regional Leaders Network*

**Dianna Baldwin, Michigan State University | Lori Smurthwaite, California State University—Long Beach**  
#IWCA185G

GEORGIA 7

Social Justice

*Roundtable: Are We Asking You to Be Activists? Grappling with Practicing Social Justice through Participatory Hospitality in Tutor Education*

**Jess Carroll, Michelle Miley, Montana State University**

This roundtable provides an overview of a tutor curriculum connecting participatory hospitality with social justice. As administrators, we wrestled with tutors' resistance to and difficulty in thinking about social justice. We invite participants to grapple with us, asking: What is our responsibility as writing center administrators to engage tutors in social justice work? How do our local contexts shape the forms of that responsibility? What is the difference between social justice work and social justice activism? What are the topics that need to be covered in a social justice curriculum? What are the learning outcomes we are hoping for? #IWCA185H

GEORGIA 9

*Roundtable: Stop, Co-Location, and Listen: The Impact of Moving to the Library*

**Caryn Childers, Emily Dyal, Nicole Kadima, Sunni Zembrowski, Georgia Southwestern State University**

In March 2018, we moved our writing center to our campus library. We did this for a variety of complex reasons, including a changing administration and organization structure, closer proximity to the reference librarian, and the hope of improving campus perception of our center. Following the move, we sought to understand the impact co-location has had on our center and our campus, including on our tutoring styles and campus and tutor perceptions. Our roundtable will discuss our review of literature about co-location and survey data we have gathered from our peer tutors, other students, faculty, and administrators. #IWCA185J

ATLANTA 3

Anti-Racist  
LGBTQ  
Social Justice

*“It’s Tricky”: Inclusion and Diversity at Faith-Based Liberal Arts Writing Centers*

**Elmar Hashimov, Biola University**

Writing centers traditionally value inclusion, especially of diverse racial minorities, LGBTQ, and other historically marginalized groups. This presentation will explore the unique context of faith-based liberal arts institutions: How do their writing centers attend to important issues of inclusion, while pushing against complex ideological boundaries? The common response to questions of balancing cultural-religious identities and diversity is “It’s tricky.” While these centers uphold inclusion, compassion, and support; their institutional constraints can create unique injustices and tensions. The presentation, grounded in the research of Grutsch McKinney (2013), Denny (2010), and others will include perspectives from several institutions that experience these tensions.

#IWCA185K

*Keeping Faith with the Writing Center: Empowering Students through Critical Reflection on Religious Identity*

**Adam Larson, Weill Cornell Medicine—Qatar**

Academic culture is often ambivalent to the religious identities that students bring to college. Despite growing interest in contemplative approaches like mindfulness, writing centers have yet to seriously engage students’ religious beliefs and values, and how these beliefs and values shape the discourses they bring. This presentation argues that writing centers should acknowledge and value religious identity, and promotes a critically reflexive approach to writing center work that scrutinizes assumptions and biases, and opens space for listening to students and understanding their faith positions. In this way, writing centers can encourage critical reflexivity and support students’ social and educational empowerment. #IWCA185K

GEORGIA 11

*Getting the Student to Talk: Rethinking Silence in Writing Center Tutorials*

**Jenna Bradley, University of Delaware**

Rethinking the resistant, uncooperative, silences that Jeff Brooks depicts in his description of Defensive Minimalist Tutoring strategies, the speaker discusses current perceptions of student silences, collected through an IRB approved study. Through a description of the interpretations of and interventions into student silences, this presentation offers new methods to utilize silence in writing center tutorials and new ways that Writing Center leadership can teach tutors to engage with student silences. #IWCA185L



## *Rethinking the Read-Ahead: Negotiating Agendas and Empowering Graduate Student Writers*

**Tyler Gardner**, Cal Poly San Luis Obispo | **Eric Lewis**,  
University of Notre Dame

Taking up Lori Salem's charge to reconsider whether our tutoring practices are properly structured to meet the needs of those choosing to visit the writing center, our recent assessment of the read-ahead service we offer graduate students raised a perplexing concern: graduate student writers aren't telling us what they need and our current procedure is not encouraging them to do so. In this presentation, we will share data on the last six years of our read-ahead service and detail some of the recent structural changes we have made to foster more independent writers and facilitate effective agenda negotiations. **#IWCA185L**

## *How Can We Use Tools More Effectively in both Tutoring and Centership?*

**James Howard**, University of North Georgia

How can tutors use current and prospective tools in a session? How can these tools also be applied to events, meetings, and other centership activities? This presentation presents the results of researching and using tools available at both the Communication Center at Georgia Tech and at the Gainesville campus Writing Center at UNG. Its primary goal is to encourage tutors and administrators to think of their existing tools in new ways and to make sound decisions about new technology they acquire. **#IWCA185L**

### GEORGIA 10

Minority-Serving Inst.  
Social Justice

## *Have Dog, Will Tutor: An Autoethnographical Account of Tutoring with a Service Animal*

**Ellen Cecil-Lemkin**, Florida State University

Extent research on disabled tutors is slim, which means there is much that we do not know about the experiences of disabled writing center tutors. To address this gap, this presentation will discuss my autoethnography account of being a disabled tutor with a service animal. Further, it will provide insight on how tutoring with a service dog is similar and different from other writing center sessions, detail what a service animal is according to the Americans with Disabilities Act, and provide guidance on how to support disabled tutors. **#IWCA185M**

## *The Citizen Bodymind*

**Rachel Herzl-Betz**, Nevada State College

Our hiring decisions define what it means to be a Writing Center citizen. If we agree that our citizenry ought to reflect the intersectional diversity of our larger institutions, where does disability fit in the conversation? Thus far, it hasn't been framed as a valuable identity in recruitment scholarship or praxis. This presentation draws upon current disability studies scholarship to argue that we must recruit, hire, and systematically foreground disabled tutors. Together, we will use a pilot study of one Writing Center to explore what it means to design and assess an accessible recruitment process. **#IWCA185M**

## *Disability Studies Frameworks for Tutor Education*

**Brenna Swift**, University of Wisconsin—Madison

This presentation builds on recent scholarship bridging disability and writing

center studies, focusing in depth on how disability studies insights might inform tutor education. I argue that knowledge of disability studies can position tutors as institutional allies of disabled students and transform writing centers into sites of disability activism. But along with this potential comes the challenge of helping tutors, who may be unfamiliar with disability studies, negotiate the complex relationships between individuals and systems that are highlighted by the field. Here, I posit directions for tutor education and further research that foregrounds the lived experiences of people with disabilities. #IWCA185M

ATLANTA 4

*Meet the IWCA Officers*

GEORGIA 12

Multilingual/Translingual

*Inclusion: Welcoming, connecting with, & meeting the needs of multilingual writers*

**Warren Christian**, University of North Carolina at Chapel Hill | **Percival Guevarra**, University of California, Irvine | **Stephanie Liu-Rojas**, **Jenny Thomas**, Pomona College

Writing Centers are rightly turning focus to inclusion in their approaches and professional development. Multilingual writers are a core demographic in WCs, yet research suggests their needs may be mismatched with “orthodox” WC practices (Salem, 2016). With a dual focus on assessment and training, this panel will explore practical shifts to build a framework for increased sensitivity to linguistic and cultural diversity. Speakers 1 and 2 will probe how data informs programming decisions, consider limitations, and explore best practices. Speakers 3 and 4 will present paradigm-shifting training models, one geared toward multilingual tutors and the other toward WC staff generally. #IWCA185O

## Affiliate Meetings

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Thursday, October 11 | 6:30pm - 9:00pm

GEORGIA 2	Mid-Atlantic WCA
GEORGIA 3	Northeast WCA
GEORGIA 4	Southeastern WCA
GEORGIA 5	Midwest WCA
GEORGIA 6	East Central WCA
GEORGIA 7	Rocky Mountain WCA
GEORGIA 8	South Central WCA
GEORGIA 9	Colorado and Wyoming Writing Tutors Conference
GEORGIA 10	Southern California WCA
GEORGIA 11	Northern California WCA
ATLANTA 1	Pacific Northwest WCA
ATLANTA 2	Middle East/North Africa Writing Centers Alliance
ATLANTA 3	Canadian Writing Centres Association / l'Association



an evening of quiet music with

# stamp + ink

scott whiddon of transylvania university  
graham stowe of canisius college

**album release show**

**friday**

**october 12**

**georgia 8**

**7:00-8:00 PM**

**free/all ages**

ATLANTA 4  
ATLANTA 5

Canadienne Des Centres de Rédaction  
European WCA  
La Red Latinoamericana de Centros y Programas de  
Escritura

## Keynote 2

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Friday, October 12 | 8:45am - 10:00am



### *Learning from/in Middle East North-Africa Writing Centers: Active Citizenship and Social Justice*

**Amy Hodges** is an Instructional Assistant Professor of English and WAC Coordinator at Texas A&M University at Qatar, where she teaches reading, first-year writing, and technical writing. She has worked as a writing tutor and director in the US, Singapore, and Qatar. Her current research is on transnational WAC/WID programs and their relationship with local communities. Amy currently serves as president of the Middle East North Africa Writing Centers Alliance, an affiliate of IWCA.



**Lynne Ronesi** is an Associate Professor in the Department of Writing Studies at the American University of Sharjah (AUS) in the UAE where, since 2006, she has been training the AUS undergraduate writing center tutors. Prior to that, she trained undergraduate tutors to support multilingual classmates at the University of Rhode Island in the USA, and directed the writing center at Al Akhawayn University in Morocco. Her publications on tutor training, writing fellows, and writing-in-the disciplines appear in the *Writing Center Journal* and *Across the Disciplines* as well as in a number of edited collections. Most recently, she co-edited *Emerging Writing Research from the Middle East-North Africa Region* (The WAC Clearinghouse / University Press of Colorado, 2017).



**Amy Zenger** is a graduate of Portland State University and the University of New Hampshire. She is an associate professor of English at the American University of Beirut, where she directed the writing center for many years. Her research interests include critical race theory, vision and visuality, and transnational writing administration. With Bronwyn Williams, she co-authored *Popular Culture and Representations of Literacy and New Media Literacies and Participatory Popular Culture Across Borders*.

## Session 6

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Friday, October 12 | 10:30am - 11:45am

ATLANTA 1 & 2

### *Womanism as Antiracist, Decolonial WPA/WC Practice* **Alexandria Lockett**, Spelman College | **Jacqueline Jones Royster**, Georgia Tech

In this session, Dr. Royster and Dr. Lockett begin a conversation around campus-community connections related to issues of social justice work and practices of womanism, antiracist, and decolonial practice that shape administrative/academic work. Participants will actively engage in the conversation. #IWCA186A

GEORGIA 3

### *SIG: Mentor Match*

**Julia Bleakney**, Elon University

This SIG is an opportunity for current participants to meet and check in, as well as for future potential participants to learn more about the program.

**#IWCA186B**

ATLANTA 5

Social Justice

### *Active Citizenship and the Intersections of Belonging in Writing Centers*

**Eva Hoenigess, Abigail Johnson, Marcus Meade, Asher Morse** University of Virginia

Aimee Carrillo Rowe asks scholars to consider the relational nature of “agency, experience, and consciousness.” Writing centers are well positioned to support active citizenship because they personify Carrillo Rowe’s notion of relational belonging. Many individuals come together in these spaces and influence each other—developing literacy skills, conceptual thinking, and creativity. In order for writing center studies to understand how centers might help develop active citizens, scholars must address the relational and intersectional nature of centers and their capacity to influence through activism, advocacy, and instruction. Our panel examines the institutional and habitual means by which writing centers, as relational spaces, develop active citizens. **#IWCA186D**

GEORGIA 6

Anti-Racist  
LGBTQ  
Social Justice

### *Empirical and Sociopolitical Intersections in Writing Center Research*

**Harry Denny**, Purdue University | **Rebecca Hallman Martini**, Salem State University | **Beth Towle**, Purdue University | **Travis Webster**, Pace University

Pairing the empirical and the sociopolitical through discussions of labor advocacy, civic engagement, and queer identity, this panel examines relationships between conducting qualitative and quantitative writing center research and sustaining just, equitable spaces. **#IWCA186E**

GEORGIA 5

LGBTQ

### *Workshop: Inclusivity in Writing: An LGBTQ+ Safe Zone Course*

**Jessica Deters, Jennifer Lawrence, Adam Masters**, Virginia Tech

In the fall of 2018, the Virginia Tech Writing Center will develop and pilot a Safe Zone course for the Virginia Tech campus that will focus on respecting student voices and fostering inclusive responses to student writing. This workshop will invite participants to experience our Safe Zone course, as well as present the process of its creation and plans for future development. **#IWCA186F**

GEORGIA 12

Minority-Serving Inst.  
Social Justice

### *Workshop: Workshop in Using Activity Theory in Writing Center Research*

**R. Mark Hall**, University of Central Florida | **Rebecca Nowacek**, Marquette University

In this workshop, attendees will engage in active learning to explore the ways that cultural historical activity theory can be used to analyze writing center

work. Drawing on R. Mark Hall's recent book, *Around the Texts of Writing Center Work: An Inquiry-Based Approach to Tutor Education*, this workshop will explain activity theory and then engage participants in using this frame to explicate the activities of tutoring. Participants will also generate their own ideas about the ways activity theory might be used to forward active citizenship and social justice research in their own writing centers. #IWCA186G

**GEORGIA 7**

Anti-Racist  
Minority-Serving Inst.  
Multilingual/Translingual  
Social Justice

*Roundtable: From Brief Classroom Visits to Course-Based Tutoring: Engaging Models of Centership and Social Justice across Campus and Curriculum*

**Steven Corbett**, Texas A&M University—Kingsville | **Teagan Decker**, University of North Carolina-Pembroke

This roundtable discussion invites participants to share their experiences and thoughts on the centership work they do when they engage with students and instructors outside the center. Do tutors feel a responsibility to acknowledge students' rights to their own language, while at the same time staying true to providing fellow students with helpful writing advice and strategies for success? How do tutors handle the balancing act between helping students meet the instructor's expectations, and intervening too much in the students' learning processes? Participants are invited to explore these sorts of tough and important questions of engagement and social justice. #IWCA186H

**GEORGIA 8**

*Roundtable: Teamwork Makes the Dream Work: Expanding Communities and Social Engagement in the Writing Center*

**Josh Green**, **William Jones**, Northwest Mississippi Community College | **Jeanine Rauch**, The University of Mississippi

This roundtable discussion will focus on how two institutions, Northwest MS Community College and the University of Mississippi, work collaboratively in a shared writing center. In an ideal writing center, a director establishes a sense of community within the space and fosters engagement with the broader community. This discussion will examine how the writing center works collaboratively and how services are extended to other communities both within and outside the respective institutions. #IWCA186I

**GEORGIA 9**

Social Justice

*Roundtable: Religious Identity and Active Citizenship: Exploring Silence and Alternatives to Silence in Faith and Tutor Education*

**Andrea Efthymiou**, Hofstra University | **Lila Naydan**, Penn State Abington | **Anna Sicari**, Oklahoma State University

In the field of writing center studies, very few scholars have focused on faith as a social identity feature that intersects with race, class, gender, and nationality in sometimes tenuous ways and that plays a role in social justice work and activism that our centers engage in. Conversations on faith and religious identity need to happen in our spaces if we are to better include a diverse body of voices in our spaces. This roundtable explores the current silence around issues of faith and religion in our centers, both nationally in the field and institutionally in our spaces, and aims to start a much needed interfaith dialogue about religion and writing center practice. #IWCA186J

## *Assessing the Manhattanville Faculty and Student Perceptions of the Writing Center*

**Morgan Ericson, Waed Hasan, Manhattanville College**

In this session, two peer writing tutors will share research about faculty and students' viewpoints of the purpose of the Writing Center at Manhattanville College and pinpoint any misconceptions about the Center's mission. The aim of the session is to share the results of this research, identify the source of any misconceptions, and provide strategies for writing centers to improve the advertisement of their services to faculty and students. The session will provide IWCA attendees with marketing techniques that aim to correct misconceptions and reimagine the writing center as a community for all citizens of the college. Come learn from our experience as peer writing tutors. #IWCA186K

## *I Get It!: Using Rapid Assessment to Gauge Writers' Understanding*

**Elaine Gunn, The University of Tennessee—Chattanooga**

Given the time constraints of a writing consultation, strategies to rapidly discern a student's learning style are necessary to foster an atmosphere that quickly assesses and engages differentiated learning and, as a result, improves a writer's confidence. Inspired by Rebecca Block's argument for including rhetoric scholar Barbara Sitko's "point-predict" method in the writing center, this paper proposes strategies from both Sitko and Block, and articulates a new method of "rapid assessment." Equipped with this practice, tutors can better scaffold their instruction with writers of all three major learning styles: auditory, kinesthetic, and visual. #IWCA186K

## *Responsible Centership in the Contact Zone: Transfer as Bricolage*

**Katherine Bridgman, Texas A&M University—San Antonio**

This presentation examines transfer within the contact zones of Writing Centers "where cultures meet, clash, and grapple with each other" (Pratt). As students negotiate the literacy practices they bring into the center, transfer becomes a process of bricolage through which students negotiate their literacy practices to innovate in ways that may be "cunning" (Farmer), resistant to "law[s] of place" (de Certeau), or "defiant and inventive" (Wilson) within the context of the university. #IWCA186L

## *Facilitating Transfer in Writing Center Contexts: What Writing Tutors Need to Know*

**Kara Poe Alexander, Baylor University**

This presentation considers the question of how to train tutors to teach for transfer in diverse composing environments. In particular, I explore the interrelationships between transfer and multimodal composing by outlining four approaches that foster transfer in multiliteracy contexts: charting, inventorying, coordinating, and literacy linking. By equipping directors and consultants with rhetorically-sound approaches to teaching for transfer, this approach can better equip writing center directors and consultants to help others adapt and reuse literacies, skills, and knowledge in a range of contexts. In doing so, writing centers can be seen as a storehouse for social justice work. #IWCA186L

## *Assessing the Equity of Writing Center Outcomes*

**Kathy Evertz**, Carleton College | **Carol Trosset**, Independent

Research following one entry cohort for two years showed that regular use of the Writing Center contributed significantly to student performance in writing-rich courses, and that it mitigated the effects of several demographic factors otherwise associated with weaker writing skills. Students' reasons for not visiting the Writing Center were based on their perceptions of the writing process and the nature of the services provided, not on any sense of feeling unwelcome. #IWCA186M

## *Why Say No to The Writing Center? An Investigation into Non-Visits*

**Loren Roberson**, University of Memphis

At the end of Lori Salem's "Decisions...Decisions: Who Chooses to Use the Writing Center and Why," she proposes new research investigating "non-visits" and "non-visitors." This area of inquiry is unexplored by researchers who have focused primarily on the people who visit the writing center and why they choose to attend. The assumption within writing center theory is that non-visits happen either because students don't have information about the center's services or they view the center as purely remedial. This research investigates whether those assumptions are true, or whether there are larger institutional or socioeconomic concerns keeping students from seeking assistance. #IWCA186M

## *Who Is Using Our Writing Centers?: Replication and Analysis of Writing Center Data*

**Susanne Hall**, California Institute of Technology | **Holly Ryan**, Penn State University—Berks

This session will present results from a replication study of the work presented in Lori Salem's IWCA award-winning article "Decisions...Decisions: Who Chooses to Use the Writing Center." The results of our study are drawn from two research sites: a small, private, highly competitive, science-and-technology-focused university and a small branch campus of a large state institution. Our talk has two goals: (1) presenting an analysis of the benefits and challenges of doing replication studies in writing center studies and (2) sharing our findings about who does, and doesn't, choose to use the writing center in two different types of institutions. #IWCA186M

## *Writing Anxiety and the Prescriptions of Mindfulness*

**Thadeus Bowerman**, Texas A&M University

In the writing center, we often work with people struggling with writing anxiety, and this anxiety presents a greater obstacle to them than anything inherent in their writing. Helping students work past this anxiety offers us a way to engage in active citizenship. Mindfulness has been shown to reduce anxiety, and writing center staff can use it to train tutors to ease the anxieties of clients during consultations. We can show consultants how best to model the mindsets that clients can use to accomplish their writing goals. #IWCA186N

## *Working With, Not Against, Mental Illness: Fostering Discussion, Training, and Support for Writing Center Staff with Mental Health Concerns*



## **Brittnea Holland**, Georgia Southwestern State University

This session will focus on mental health and writing center staff, a topic that has been overlooked heavily by the current literature. Data collection will be a primary point within the session, and will focus on how writing centers currently handle mental health. From there, these results can foster discussion of mental health as something that writing center staff struggle with, and how training and discussion can be made more inclusive and can be used to support individuals with mental health concerns even if they have not disclosed them.

**#IWCA186N**

## Session 7

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**Friday, October 12 | 12:00pm - 1:15pm**

**ATLANTA 1 & 2**

Anti-Racist

### *Anti-Racism SIG*

**Talisha Haltiwanger Morrison**, University of Notre Dame |  
**Keli Tucker**, Southwestern Illinois College

The IWCA SIG on Antiracist Activism supports writing center practitioners in working to undo racism at multiple levels: in the immediate context of the writing conference and local writing center, and more widely through systematic cross-curricular and cross-institutional initiatives. In continuation of the work already accomplished by the SIG through previous conference sessions and the WCActivism listserv, this session will be formatted as a workshop through which new and returning SIG members can learn from others' actionable anti-racism work. **#IWCA187A**

**GEORGIA 3**

### *Workshop: Universal Design in WOnline: Exploring the Hidden Biases of Appointment Scheduling Systems and Their Effect on Writing Center Work*

**Jenelle Dembsey, Brenda Tyrrell**, Miami University

Appointment scheduling systems in our field are not impartial: they have been designed based on assumptions about what writing centers could or should look like. They can shape the pedagogy and practice of a writing center, contribute to the exclusion of students, and even exclude entire writing centers who do not fit their narrative. In this workshop, attendees will consider the scheduling needs of their students/staff and reflect on who is being excluded. The presenters will share the results of their usability research on WOnline and analyze these results through the frameworks of accessibility and Universal Design. **#IWCA187B**

**GEORGIA 4**

### *Part Deux or Part Two?: The Status and Obligations of Research Replication in Writing Center Studies*

**Giselle Cole, Melody Pujola, Sabrina Sanchez, Michael Turner**, Pace University

The validity and reliability of writing center research hinges almost entirely on our replication practices. This panel will help to assess the field's commitment to replication—and assess, to some degree, whether that commitment is appropriate—by providing an overview of the RAD research imperative in writing

center studies, a quantitative analysis of publishing practices as they relate to replication, and an overview of how concerns about replication are playing out in the social sciences. #IWCA187C

ATLANTA 5

*Creating Safe(r) places: The Writing Center as Advocate for Student Voice in University Policy Making*

**Chrissine Cairns, Melody Pickle, Amy Sexton**, Purdue University Global

Writing centers often help students learn about ethical use of research and possible plagiarism issues in their writing, and in doing so, help them discover their own unique voices and contribute to academic conversations. What happens though, when the Writing Center is given the opportunity to do more and become a voice for student writers? In this presentation, our Writing Center staff discuss how our work with student writers has moved beyond our tutoring roles to become authors and shapers of institutional policies in ways that have enabled us to be allies and advocates for students across the university. #IWCA187D

GEORGIA 6

Social Justice

*Workshop: Slow-cial Justice in the Writing Center: A Beginner's Framework for Active Centeriship*

**Beth Carroll, Lauren Coldiron, Julie Karaus**, Appalachian State University

Accounting for institutional and regional history, place, and demographics, this workshop invites attendees to design plans against the silence and privilege that historically allowed writing centers a false sense of neutrality. In this workshop, we explore ways that writing centers can establish new ways of acknowledging and celebrating difference. Such as:

- Revise their internal documents to better support a social justice mission
- Implement an inclusive recruitment model
- Plan community events that make space for a variety of perspectives and experiences
- Present invitational rhetoric to consultants as a method for navigating potentially charged conversations with clients

#IWCA187E

GEORGIA 5

*Workshop: Re)Construction and Conversation: A Reflective Makerspace of Writing Center Identities*

**Mary Hocks, Kenya Taylor**, Georgia State University

When considering the ways in which writing center tutors and administration can engage in active citizenship and make spaces for diverse bodies, voices, and languages, we should take a moment to reflect on the identities that are already present in our writing centers, as well as those that are missing. As a workshop, this panel offers participants a makerspace where they can reflect on—and reconstruct—their identities in a creative, hands-on, and interactive manner. #IWCA187F

GEORGIA 12

Anti-Racist  
Multilingual/Translingual  
Social Justice

*Roundtable: Conversations Approaching the Global Citizen Center*

**R. Neill Johnson, Karen-Elizabeth Moroski**, Penn State University

When working toward the creation of a Translingual Writing Center, administrators must not only collaborate with other campus units but also challenge their own beliefs about what Englishes a Writing Center must embrace. We posit that domestic Englishes require the same support and embrace that international Englishes merit. This presentation will share one Learning Center's pursuit of campus collaborations in support of translingual tutoring, an explanation of anti-racism's role in the development of a Translingual Writing Center, and a showcase of helpful resources that will empower Writing Center professionals to make and explain possible ideological/pedagogical changes regarding translingualism in their own Centers. #IWCA187G

GEORGIA 7

### Roundtable: *Deschooling and Writing Centers, An Invitation to Dialogue*

**Russell Mayo**, University of Illinois—Chicago | **Christine Modey**, University of Michigan | **Zachary Pierson**, University of Minnesota

Join us for a roundtable discussion that explores the fascinating relationship between writing centers and “deschooling,” a critique of institutionalized education proposed by social philosopher Ivan Illich. Our session will begin with a brief overview of Illich’s thought-provoking arguments about (de)schooling, as well as his alternative proposals for the recovery of autonomous, active educational arrangements via participatory “learning webs.” Participants will be encouraged to share and discuss potential connections with their own writing center work. Along the way, we will consider wider ramifications for active citizenship, social justice, responsibility, and engagement in writing centers, schools, and society. #IWCA187H

GEORGIA 8

### *Diversity of Age and Discipline in a Workplace Writing Center*

**Chantel Gerardo**, **Gayle Metzger**, **Jessica Weber**, Federal Reserve Bank of Philadelphia

The Federal Reserve Bank of Philadelphia’s workplace writing center serves a diverse range of employees in an environment that strives for political neutrality. This year, we made Glassdoor’s “13 Companies Committed to Diversity & Hiring Now.” In spite of this, we personally find ourselves wrestling with power dynamics related to age and discipline. In this presentation, we will cover how students can overcome similar challenges upon entering the workplace, how to market writing center experience as a job candidate, how to “feel out” if a workplace values diversity and innovative thought, and how to align everyday work with just causes. #IWCA187I

GEORGIA 9

Anti-Racist  
Minority-Serving Inst.  
Multilingual/Translingual  
Non-US Writing Center

### *Intercultural Rhetoric: A Systematic Approach to Working with Cultural Differences in Writing Centers*

**Clayann Gilliam Panetta**, Christian Brothers University

The numerous studies about the influence of culture on writing center work provide depth to our field, but lack a systematic approach and unknowingly promote prescribed cultural definitions. Our center has developed a different approach to culture through the field of intercultural rhetoric, extending its definition to focus on multiple ways we think about cultural identity. As a result, students and consultants approach communication analysis in ways that

avoid stereotypes and embrace difference. I will show intercultural rhetoric is a necessary springboard to give both consultants and students a new model of how we see culture in our writing centers. #IWCA187J

*Examining Oregon State University's Writing Across Borders and Kaplan's Theory of Contrastive Rhetoric: A New Intercultural Approach*

**Erinrose Mager**, University of Denver

This presentation critiques Robert B. Kaplan's (1966) theory of contrastive rhetoric as it appears in Oregon State University's (2005) film *Writing Across Borders*, suggesting Ulla Connor's (2001) theory of intercultural rhetoric as a more suitable contemporary model within an inclusive pedagogical landscape. This session posits that Kaplan's contrastive rhetoric (from "Cultural Thought Patterns in Inter-Cultural Education") does a disservice to *Writing Across Borders* in foregrounding outmoded graphical representations (or 'doodles') to explain generalized rhetorical traditions. This presentation hopes to generate conversation about Kaplan's theory, its situation within the film, and viable rhetorical alternatives to suit an inclusive learning environment. #IWCA187J

ATLANTA 3

*Running on Empty: Barriers to Active Centership and Job Satisfaction for Administrators at Small Liberal Arts Universities that Have Experienced Ongoing Reform*

**Molly Mande**, Unaffiliated

Often missing from the discussion of Writing Center best practices are the stories of administrators at small liberal arts colleges that have experienced recent or ongoing institutional change. These administrators are often torn between 1) a desire to engage with and support the campus community and 2) the barriers created by limited resources and shifting institutional priorities. This presentation details the findings of a study that examined the institutional barriers faced by these administrators as they tried to make changes that would allow for more community engagement within their center and how that conflict affected their sense of professional satisfaction. #IWCA187K

*Reforming the Center and Training Tutors for Active Citizenship, Active Centership*

**Patricia Morelli**, University of Hartford

Each WC has its unique character, campus profile, and context for both practice and reform. However, we share similar challenges in addressing the primary goal of WCs—contributing to the intellectual curiosity and academic success of both tutors and tutees. If yours is a new or small WC, perhaps restricted by prohibitive finances or departmental space, or if you are a relatively new WC administrator, this session will cover conservative changes in hiring, training, and support service over time, changes that address the institutional mission, particularly heightened focus on retention, and varied needs of diverse students. #IWCA187K

GEORGIA 11

Social Justice

*The Secretary Life: The Writing Center Opens the Door to Community Activism*

**Kate Timmermann**, Marian University

This individual presentation will explore the interconnectedness of writing

center work with service learning and social activism through my experience serving as secretary of the NWAQOL, a community initiative in an underprivileged neighborhood. It will discuss how tutoring is intimately connected with and reflective of the real change that happens in communities when citizens come together to share their skills and perspectives. My work with the NWAQOL has allowed me to meet some truly badass people, and the writing center has prepared me to do my small part in their community project and learn an incredible amount from the experience. #IWCA187L

*Consulting the Community Experts: Reframing Service Learning through the Lens of Intentional Kindness and a Rhetoric of Respect*

**Laura Tunningley**, Oklahoma State University

Utilizing Beth Boquet's (2015) research on using intentional kindness for projects that are already kindness based, and Tiffany Rousculp's rhetoric of respect (2014), I will discuss the reframing of Oklahoma State University Writing Center's community outreach projects. I will give an in-depth snapshot of themes we are beginning to see emerge from interviews with community partners, as well as possible implications for both the Okstate Writing Center and the field. #IWCA187L

**GEORGIA 10**

Anti-Racist  
Social Justice

*Show Us the Money: The Hidden Costs of Writing Center RAD Research*

**G. Travis Adams**, University of Nebraska–Omaha

The absence of financial insight into RAD research may discourage researchers without the financial means to conduct such projects. This presentation explores the professional, methodological, and ethical consequences of our collective omission of the financial costs of writing center research in order to acknowledge and obliterate the economic barriers that make producing writing center scholarship difficult, if not impossible, for tutors and directors not among a financially privileged few. #IWCA187M

*Scattered Speculations on "Citizenship": A New Writing Center Director's Perspective*

**Matthew Drollette**, University of Wyoming

The word "citizenship" is being used as a weapon in national and international politics. It is being used as an excuse to abuse the already downtrodden, to separate parents from their children, to imprison innocent people, and to exploit those who have been historically marginalized. This presentation interrogates the meaning of "citizenship" in a writing center context, arguing that this loaded term has the potential to exclude, divide, and marginalize those who do not identify as citizens in the neighborhoods, cities, and countries that they call home. #IWCA187M

*Citizen, Centership, and Consequences: Understanding the Impacts of Diversity*

**Zaria Bonds, Liz Egan, Adria Walker**, Millsaps College

"Perhaps the most insidious and least understood form of segregation is that of the word." Claudia Rankine, *Citizen: An American Lyric*  
Inspired by Rankine's *Citizen*, undergraduate tutors and the director at a privileged and predominantly white SLAC in Jackson, Mississippi, are taking up Ran-

kine's call for citizenship by evaluating how we enact "centership." If we want to, as Atlanta-based rap group Migos say, "walk it, like (we) talk it," we must peer inside our own and neighboring centers to better understand minority students—the expectations they have from writing centers, and the roles they can play within them. #IWCA187M

#### ATLANTA 4

Social Justice

### *Self-Care as Embodied Social Justice in the Writing Center*

**Elena Goodwin Garcia**, Utah Valley University | **Katie Manthey**, Salem College | **Scott Sundvall**, University of Memphis

Writing centers serve clients as whole people. Denny explains, "In supporting writers, we never just sit side by side with them as purely writers; they come to us as an intricately woven tapestry, rich in authenticity and texture of identities" (103). Writing centers are often spaces of critical pedagogy, where identity work is brought out and discussed, and as a result, self care is needed when engaging in this sort of activism. This panel highlights multiple ways that self care can exist in writing centers, and discusses the tensions inherent in holding this space within a larger institution. #IWCA187N

### *Self-Care as Embodied Social Justice in the Writing Center*

**Elena Goodwin Garcia**, Utah Valley University | **Katie Manthey**, Salem College | **Scott Sundvall**, University of Memphis

Writing center labor is a uniquely \*affective\* academic labor. The inter-personal dimension of writing center labor requires attention to self-care—for both the consultant and the client. This presentation will explore the administrative and pedagogical boundaries surrounding an otherwise necessary attention to self-care in the writing center space. #IWCA187N

## Session 8

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Friday, October 12 | 1:45pm - 3:00pm

#### ATLANTA 3

### *On Fridays, We Wear Purple: Idealized Constructions of University Citizenship and Writing Centers as Sites of Productive Disruption*

**Lynsey Akin**, **Cydney Alexis**, **Lauren Callihan**, **Kait Vincent**  
Kansas State University

Most universities cultivate an image of their ideal student/faculty citizen. In this panel, we discuss our institution's branding of this normative citizen and how our Writing Center's practices challenge and disrupts its figuration. We read centers as sites of resistance against idealized constructions of students, faculty, writing, reading, and community participation. Building on the work of Gee and Geller et al., we argue that active centership involves "thinking critically" and being sites of access, as well as sites for writing. #IWCA188A

GEORGIA 3

### *Mapping Student Perceptions of Writing and Writing Centers Using Institutional Ethnography*

**Juliana Greene, Michelle Miley**, Montana State University

This panel presents preliminary results of an IWCA Research Grant-supported study employing institutional ethnography to map how students understand the work of writing and the writing centers. The study grew out of the 2016 IWCA discussion of Patel's *Decolonizing Educational Research* (2016), which prompted questions about how might we design our research studies to honor our students' cultures and educational desires rather than simply reproducing institutional "hegemonic goals and policies" (Patel 2). Researchers, including undergraduate research assistants, will present survey results and findings from interviews, and will describe how this project has shaped their understanding of writing center work. #IWCA188B

GEORGIA 4

### *Identity-building and Inclusion in Writing Center Online Spaces: Strategies and Research*

**Nicholas Reich**, University of Miami | **Jessica Robbins, Jaclyn Wells**, University of Alabama—Birmingham

This panel presentation raises questions about how writing centers can use their online spaces to perform and deepen their work in identity-building and inclusion. Three presenters will connect two major projects from their writing center. The first promotes queer and trans inclusion via changes made to the center's website, online scheduler, and social media pages. The second is an ongoing research project that uses surveys to investigate client response to consultant online identity. #IWCA188C

ATLANTA 5

### *SIG: Writing Center Administrative Assistants*

**Julie Karaus, Michelle Kizer**, Appalachian State University

This special interest group is devoted entirely to the administrative assistants, executive assistants, and administrative professionals who work to support the goals, objectives, and daily operations of writing center spaces. To be discussed: - What our different roles in the writing center look like - How we delineate tasks for which we are responsible - What types of specific training would be beneficial to assistants - What types of support we need to ensure that we are able to keep up with the changing writing center environment - How IWCA can support writing center administrative professionals #IWCA188D

GEORGIA 5

Anti-Racist  
LGBTQ  
Minority-Serving Inst.  
Social Justice

### *Workshop: What Can Be the Work of the Socially-Just Active Citizen Center?*

**William Macauley**, University of Nevada—Reno | **Nicholas Mauriello**, University of North Alabama

In the CFP for this year's conference, a number of texts are cited that focus on rethinking and reworking the conditions within our centers and within which our centers operate. The call then goes on to discuss writing center professionals engaging in active citizenship, writing centers engaging in active citizenship, and writing centers playing roles in social justice. How does that active citizenship involve writing centers? What does active citizenship do and for whom? What social justice is a writing center best suited to? #IWCA188F

GEORGIA 12

LGBTQ  
Social Justice

*Workshop: The Safe Space and Gray Areas of Writing Center Stewardship: An Action-Planning Workshop for Times of Crisis*

**Caleb James**, University of Arkansas—Little Rock

This workshop session intends to help participants generate responsible strategies for responding to controversy and coercive behaviors in writing centers. Recognizing the situatedness of writing centers in their local contexts, this session's activities will prompt participants to reflect on ambiguity in local policy and forethink ways of responding to controversy in order to meet our ethical and professional responsibilities while protecting our students' rights.

**#IWCA188G**

GEORGIA 7

*Workshop: Reflexive Inquiry, Kaizen, and the Benefit Mindset: Cultivating Responsible, Informed, and Empowered Writers and Responders*

**Justin Bain, Drew Bixby**, University of Colorado—Denver

Move aside, growth mindset. Stand down, traditional workplace power structures. Be gone, passive thinking. Borrowing from psychology, anthropology, business, and sociology, this workshop first makes the case for holistic integration of Reflexivity, Kaizen, and the Benefit Mindset in the Writing Center -- specifically as a means to cultivate more responsible, informed, empowered writers and responders. Participants will then grapple with Why and leave having begun planning for How in their own centers. **#IWCA188H**

GEORGIA 8

Multilingual/Translingual

*Roundtable: Ethical and just practice for multilingual writers: let's talk about translanguaging*

**Nathaniel Chew, Renata Fitzpatrick, Alex Serrurier**, Carleton College

Two undergraduate consultants and one multilingual writing coordinator will facilitate a discussion on translanguaging, a promising way of working with multilingual students. After briefly reviewing the approach, we will engage participants in a discussion about how ethical translanguaging practice might vary according to the individual concerns of writers, including those focused on acquiring fluency in academic or standard American English. In this roundtable discussion, we hope to collaborate with peers to generate ideas and strategies that will enhance our work with multilingual writers. **#IWCA188I**

GEORGIA 9

Social Justice

*Roundtable: Making Transformation Tangible with Tutor Education and Writing Center Assessment*

**Morgan Gross**, Loyola Marymount University | **Kelsie Walker**, Indiana University Kokomo

Lori Salem has argued that writing centers are good at helping students integrate into the university, but they are "not a place where transformation is likely to happen" (in Jacobs). However, the presenters of this roundtable remain optimistic about the transformative potential of writing centers. We briefly frame our perspective with findings from two RAD research studies on tutors' critical consciousness and writing center assessment reports. Then, through discussion with attendees, we hope to develop tangible strategies for tutor education and WC assessment that might actualize transformation in our centers. **#IWCA188J**



## Roundtable: *Shut up and Listen!: Speaking truth to power*

**Wonderful Faison**, Langston University | **Neisha-Anne Green**, American University

This roundtable will engage participants to listen to the stories of racism, misogyny, etc. POC experience in the writing center. It will then ask those attending this roundtable to discuss the ways they have seen these experiences operate/occur in the writing center. After these stories are shared, this roundtable will then engage with audience members to devise plans/strategies they can effectively implement in their writing centers to make the writing center a more open and conducive place for tutoring and learning to those who make use of and work in the writing center. #IWCA188K

### GEORGIA 11

Multilingual/Translingual  
Social Justice

## *Words Matter: Conveying Writing Centers' Commitment to Social Justice through Student Satisfaction Questionnaires*

**Sara Wadle**, Iowa State University

Writing centers often promote themselves as welcoming and inclusive spaces where all students are heard, respected, and accepted. But do international and multicultural students perceive writing centers as socially just spaces? If not, how can writing centers make their commitment to social justice more apparent to these students? Drawing upon the results of a study conducted at a predominantly white institution in the Midwest, I argue that writing centers should consider revising their student satisfaction questionnaires to not only gauge students' perceptions of their spaces and services, but also convey their commitment to diversity, equity, and inclusion. #IWCA188L

### GEORGIA 10

Non-US Writing Center  
Social Justice

## *Constellating Genres and Working Bodies in the Center*

**Brandon Hardy**, East Carolina University

Recordkeeping practices in most writing centers involve an appointment form and a client report form for session notes. These forms are part of everyday practices that administrators, tutors, and students think little about, yet these written genres have been codified into a literacy event that bookends a writing center session even though they are typically thought of as outside the session. This session presents a methodological framework informed by theories of genre, embodiment, performativity, and new materialism to closely examine the interplay between these forms and individuals and their impact on limiting and shaping user response. #IWCA188M

## *Tweeting Connections: Writing Centers and On-Campus Communities in the Twittersphere*

**Amanda May**, Florida State University

This presentation examines a sample of tweets from several writing centers' handles to begin understanding how they interact with different campus communities online. Past publications consider how centers utilize social media platforms like Twitter (McKinney, 2010) or else outline best practices for using social media (Marciniak, 2012; Shapiro, 2013; UcWbLing, 2013). However, little consideration has been given to how these twitter handles contribute to on-campus communities and connections. I consider Twitter's potential role in both by looking at tweet function and responses (likes, retweets, replies). #IWCA188M

## *Multiliteracy Centers: Recommendations, Challenges, and Future Endeavors*

**Lindsay Sabatino**, Wagner College

One of the responsibilities of 21st century writing centers is to invite more multimodal and digital projects into their centers. To better understand how centers evolve to include multimodal and digital composing, I interviewed directors across the country to learn how they are reshaping their centers' practices. In this presentation, I share the participants' experiences, focusing on their recommendations for directors starting a multiliteracy center, the challenges they faced, and the directions they see their centers moving in the future. This presentation aims to provide insight for directors who want to welcome more multimodal and digital projects in their centers. #IWCA188M

ATLANTA 4

### *Workshop: Diversifying Metaphors in Promoting Writing Centers*

**Megan Boeshart**, **Lisa Nicole Elle Tyson**, Old Dominion University | **Molly Wright**, Rainey-McCullers School of the Arts

Extending the research of Peter Carino and Elizabeth Boquet on writing centers and metaphorical representations, three institutions—Columbus State University, Columbus Technical College, and Old Dominion University—investigated the effects of three metaphors on the perceptions of writing center services inclusively to diverse student bodies. In this workshop, the investigators will share the study's survey results and interview research into students' reactions to visual representations of tutoring centers as labs, as gyms, and as clinics. Participants will take part in a live survey and work individually on designing their own approaches to promoting writing support services and surveying students. #IWCA188N

## Session 9

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**Friday, October 12 | 3:15pm - 4:30pm**

GEORGIA 7

### *Roundtable: "You Can't Take the Writing Center Out of the Girl": Writing Center Directors Embark on Retirement*

**Kathleen Cain**, Merrimack College | **Pamela Childers**, The McCallie School | **Leigh Ryan**, University of Maryland

Wendy Bishop titled her keynote at the 1996 Southeastern Writing Center Association Convention, "You Can Take the Girl Out of the Writing Center, But You Can't Take the Writing Center Out of the Girl." Three former writing center directors with decades of experience will lead a roundtable on how they apply their writing center experiences in civic, professional, and personal ways in retirement, then invite other directors and tutors to envision ways of keeping the writing center as an integral part of their own lives after leaving the center. #IWCA189A

GEORGIA 10

*SIG: Cross-Institutional Research: Fostering Empirical Inquiry Across Writing Centers*

**Harry Denny**, Purdue University | **Eric Klinger**, University of Colorado—Boulder | **Sue Mendelsohn** Columbia University | **Eliana Schonberg**, Duke University

In this SIG, writing center professionals will conceptualize a coherent national approach to sharing cross-institutional writing center assessment data. Our community has expressed a sustained interest in collecting and disseminating quantitative data about the traffic, demographics and impact of our units on campus, but conversations about data sharing remain nascent. Four institutions with writing centers have initiated a project to compare their “big data.” Building on insights from this project, we hope to launch new institutional conversations (e.g., 2-year, public/private, SLAC, regional comprehensive, HBCUs, HSIs, faith-based) to foster a national network for data sharing. **#IWCA189B**

GEORGIA 4

Multilingual/Translingual

*The Language of Citizenship: Creating Centers that Resist Monolingualism*

**Meagan Malone**, **Brianny Paulino**, **David St. John**, Georgia State University

The panelists, as administrators, tutors, and composition instructors, respond to questions of translation, untranslatability, and trans-language as they pertain to tutoring multilingual learners of English writing. Drawing from the fields of rhetoric, comparative literature and applied linguistics, the panelists explore interdisciplinary approaches to combating monolingual homogeneity in writing centers. Through theory, assessment, surveys, and case studies, the panelists interrogate the current practices of writing centers and extract tutoring strategies that effectively cultivate literacy while respecting individual voice and cultural difference. In this way, the center provides citizenship for writers operating outside the dominant linguistic discourse. **#IWCA189C**

ATLANTA 5

Anti-Racist  
Multilingual/Translingual  
Social Justice

*Let’s [Not] Leave Politics Out of It: Social Justice Work in the Writing Center*

**Jaime Link**, **Brett Norris**, **Bobbi Olson**, **Carlos Rodriguez** Grand View University

This panel presentation grapples with how to enact social justice in and through the Writing Center. We, like many Writing Centers we suspect, struggle: we seek to honor and value the multiplicity of the writers with whom we work, but we also fear that our work may be functioning to “erase differences” (Grimm) in the face of external pressures such as writers’ concerns about grades or instructors’ unrealistic or out-dated expectations. During our panel presentation, we will explore what it means to enact social justice in the Writing Center as well as why it is essential in today’s political climate. **#IWCA189D**

GEORGIA 6

*Graduate Tutors/Instructors in the Writing Center: Navigating Shifting Identities*

**Madelyn Fox-Defago**, **Melissa Kinsella**, **Nicholas Kirse**, Southern Illinois University—Carbondale

Panelist 1 will present data on how Graduate tutors view their peer collaborative identities within the Writing Center, and how they navigate identities of

both Instructor of Record and peer tutor. Panelists 2 and 3 will offer autoethnographic accounts detailing intersections between identities of the tutor and teaching assistant, and how their identities developed into the instructor identities taken into their doctoral studies. Panelist 4 provides an autoethnographic discussion of her role as a Basic Writing Instructor, and how it informed her navigation between the role of instructor and peer when she became a peer tutor at the Writing Center. #IWCA189E

GEORGIA 5

*Creating knowledge across positions and generations: A study of peer and professional tutors building a writing center community*

**John Chadderdon, Fadly Cherif, Jillian Custodi, Felicia De-Libero, Maggie Herb, SUNY Buffalo State College**

Our research looks to evaluate, explore and discuss the benefits of creating a student friendly atmosphere through a collaboration of peer and professional tutors of various different ages based on experiences in our own writing center at Buffalo State University of New York. #IWCA189F

*Creating knowledge across positions and generations: A study of peer and professional tutors building a writing center community*

**John Chadderdon, Fadly Cherif, Jillian Custodi, Felicia De-Libero, Maggie Herb, SUNY Buffalo State College**

This panel presentation will explore the possibilities that can arise from peer and professional tutors working collaboratively, using our own institution—a public college with a writing center that employs equal numbers of professional and peer tutors—as a subject of self-study. Ultimately, presenters will discuss how peer and professional tutors can form mutually beneficial, collaborative relationships and how these relationships can form the basis for an engaged, active writing center community. #IWCA189F

GEORGIA 12

Multilingual/Translingual  
Social Justice

*Ignite: Giving Agency: Consulting Rhet Comp Rhetorical Analysis Essays in the Writing Center*

**Michale Baca, Texas A&M University**

Because of the way in which instructors scaffold their assignments, writing center consultants must often relearn specific genres at certain times each semester. One of these genres is the rhetorical analysis, and our consultants may not feel that they have the terminology, context, or background to engage with the assignment, and oftentimes, the client may not feel as if they fully understand the assignment themselves. This ignite presentation aims to supply consultants with the contextual tools and terminology to successfully navigate sessions dealing with rhetorical analysis papers and ensuring that each client holds the agency in their own writing. #IWCA189G

*Ignite: Writing in the Economics Discipline*

**Katerina Ganasoulis, Emory University**

When picturing research in economics, people often think of equations and graphs; however, writing plays just as important a role in economics as in any other field. How is economics writing distinct from other writing? How do writing centers effectively mentor economics writing? This presentation tackles

these questions via a three-pronged research approach: a review of published writing in economics identifying core writing conventions; interviews with economists; and surveys of economics students. The presentation concludes with two practical resources—writer-facing and tutor-facing handouts on economics writing—developed by the research that attendees can take and use in their own centers. #IWCA189G

### *Ignite: Writing Center Programming for Diverse Voices*

**Keri Carter, James Hamby**, Middle Tennessee State University

This ignite presentation will discuss the ways in which writing centers can offer different programming opportunities to support the inclusion of diverse voices. These opportunities include conversational English groups, creative writing groups and open mics, academic writing groups, tutor-training strategies, workshops, and more. We argue that writing centers can offer opportunities for academic growth beyond traditional tutoring, and that programs such as these support diverse student populations in different ways, promote cross-cultural conversations, and encourage tutors to take ownership of their workplace. #IWCA189G

### *Ignite: Free-write; ignite! Exposing L2 writer identity through free-writing passages*

**Sarah Kegley**, Georgia State University

Presenter will share methods for using free-writing as not only a writing tool for L2 classes, but also as a tool for unlocking and sharing identity in the classroom. The nature of first-year English Composition courses allows for exposure and exploration of differing backgrounds who sit right beside each other. The presenter will share topics for writing, processes for feedback and sharing, and some of the stories from her class that solidify her ongoing commitment to this practice with L2 and L1 writers. #IWCA189G

## GEORGIA 8

Social Justice

### *Workshop: If Everybody Feels Comfortable, You Aren't Doing It Right: Preparing Tutors for the Contact Zone*

**Sarah Ault, Aisha Bah, Zoya Barker, Benjamin Gross, Sunny Hawkins**, Butler University

This workshop will guide participants in preparing tutors to confront and create “contact zones”—the conflicts between and revisions of cultural, political, and social viewpoints which are a necessary aspect of active citizenship and social justice education. Based on our experience with social justice education, we will ask what political, institutional, and perhaps even personal threats tutors and directors might face when entering contact zones, and what approaches to tutor training, faculty outreach, and community engagement might be most appropriate for participants’ institutions and positions. #IWCA189H

## GEORGIA 9

### *Workshop: Embedding a Commitment to Diversity in our Writing Center Work*

**Leslie Anglesey, Annette Cooper, Maureen McBride**, University of Nevada—Reno

In this workshop, the presenters will provide a brief overview of how they have made a commitment to diversity that includes their mission and values, their training, and their events. The workshop will consist of participants thinking through ways to incorporate diversity in different components of their writing

centers by moving through three activity centers, including a pledge to diversity statement, a training activity, and writing a book description for a human library event. We will conclude the workshop with a brainstorming session of how we can make a commitment to diversity a commitment to our writing center work. #IWCA189I

ATLANTA 3

### Workshop: *Listening to and Learning from Students of Color*

**Bethany Morrison, Mandy Suhr-Sytsma, Emory University**

"How might our research better include diverse bodies?" this year's conference CFP asks. This interactive workshop offer one response: by listening to and learning from students of color on our campuses. The workshop facilitators share findings from their research with students of color at their institution and others. They also engage ethnographic scholarship in writing center and higher education studies. They share how this research is impacting their writing center and provide several opportunities for attendees to reflect on ways their own centers—at any type of institution—might better learn from and serve students of color. #IWCA189J

GEORGIA 11

Social Justice

### Workshop: *Writing Center Diversity & Inclusivity Statements: Putting Words into Action*

**Kyarra Keele, Denise Krane, Kara Tanaka, Santa Clara University**

How can writing centers avoid being bystanders when faced with racist, classist, and sexist power structures? This workshop gives participants tools for drafting writing center diversity and inclusivity statements and emphasizes why such statements are compatible with the main goals of writing centers. We highlight how including specific promises and action items within statements allows centers to take more responsibility for directly challenging social power structures. We will provide background information related to our own writing center's statement and will share what other centers have done. There will be time for participants to draft statements for their own centers. #IWCA189K

GEORGIA 10

### Roundtable: *"What can this writing do for you?" Writing Centers' Role in Helping Student Realize Their Own Personal and Professional Goals*

**Jennifer Follett, University of Delaware | Jennifer Wells, New College of Florida**

Students' emotions affect their motivation, performance, and persistence. Attending to the emotional experience of academia is especially vital for students who identify with populations historically excluded from higher education. Writing centers are widely perceived as sites that attend to affective elements of writing, like self-efficacy. But, the study that inspired this roundtable suggests peer tutors may not consider addressing students' goals for their writing beyond the classroom, despite the importance of goal-setting in promoting positive affect. Participants will explore the idea of writing centers as sites to have conversations about the personal and professional goals of a diverse student body. #IWCA189L

**ATLANTA 4**

Social Justice

**Roundtable: *Engaging with Student Disability Services to Promote Active Centership*****Brianna Hyslop, Andrew Shoemaker, University of Kansas**

The release of *Writing Centers and Disability* (Babcock & Daniels, 2017) coincided with the University of Kansas's writing center restructuring into a larger center including the campus's disability services. Roundtable leaders from a writing center and disability services will briefly address how this new partnership prompted an examination of active centership on campus when it comes to supporting students with disabilities, and all students with writing challenges. Participants will discuss ways their centers engage with student disability services, and how fostering these partnerships can lead to more accessible and effective practices for training, tutoring, and pursuing new research programs.

**#IWCA189M****GEORGIA 2**Anti-Racist  
Multilingual/Translingual  
Social Justice***We Can't Fix Anyone: Confronting Our Historical Love Affair With Deficit Thinking*****Mark Latta, Marian University**

In the 30 years since North declared, "Our job is to produce better writers, not better writing," the number of writing centers incorporating this as a slogan serves as a testament to North's sticky idea. However, if we believe our job is to make better writers, we must also assume that writers need to be fixed. The philosophy that "our job is to produce better writers" is the very definition of deficit thinking, and in order to move toward a critical and liberatory stance, writing centers must confront this deficit-oriented lineage. **#IWCA189N**

***Dare to be Heard: Incorporating Oral Communication Services into an Existing Writing Center Model*****Christopher Volker, University of Delaware**

Since the 1980s, the prominence of communication centers (or speaking labs) has risen to address the growing university responsibility to assist students in becoming skilled oral communicators (Sheckels & Turner, 2015). While writing and communication centers address different aspects of the communication process, such units do not need to be separate; the missions remain: to create stronger communicators in an attempt to allow one to succeed academically, professionally, personally, and civically. This presentation will address the creation of communication consultation services within an existing writing center model. It will discuss the vision, framework, and challenges associated with the expansion of such services. **#IWCA189N**

***Language, Labor, and Leaders: Immigration, Racism, and Writing Centers, 1920-1945*****Kelly Wenig, Iowa State University**

This paper argues that anti-union strategies common during the Roaring Twenties and Great Depression played on racial, ethnic, and religious antagonisms and challenged the notion of citizenship. These antagonisms prevented workers from bonding together under a common language and system of communication and forced the United States to slow its military response to the attack on Pearl Harbor. Ultimately, this paper urges us to put writing centers in the context of major historical events and see our profession's past as a fully integrated in our society rather than something that functioned on an unrelated periphery. **#IWCA189N**

# Session 10

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Friday, October 12 | 4:45pm - 6:00pm

ATLANTA 3

## *Defining Community: Establishing and Reestablishing a Writing Center Program Identity*

**Lisa Bell**, Brigham Young University | **Lucie Moussu**, University of Alberta | **Matthew Nelson** University of California San Diego | **Duane Theobald**, University of West Georgia

Writing centers are dynamic and individual. Our voices, values, and work matter even if they are not always seen or understood. Central, then, to our daily work are issues of identity, negotiation, community, and change (Denny, 2010, Geller, Eodice, Condon, Carroll, & Bouquet, 2007). This panel will offer strategies for establishing or reestablishing a center's identity. Panelists will offer a diversity of perspectives: on establishing an academic and cross-curricular program, reconstructing programmatic identity after a shift in leadership, creating a space for STEM writers and social justice concerns, and establishing a place for writing within a larger learning centre model. **#IWCA1810A**

GEORGIA 3

Social Justice

## *A Tale of Active Centership in Two Writing Writing Centers*

**Jeffrey Austin**, Ann Arbor Skyline High School | **Ann Blakeslee**, Eastern Michigan University

Representatives from a high school and a university writing center share stories of broadening and reconceptualizing their writing centers to make them more community oriented. They chronicle the changes leading to an activist, community approach in their centers and their resulting collaboration. They address the questions raised by such work in relation to our moral obligations to our clients and ourselves, our enactment of literacy in socially responsible ways, and how we define our core social values. They also address how the work of active centership changes our writing centers and the roles and training of those working in them. **#IWCA1810B**

GEORGIA 4

Social Justice

## *Building Citizen Centers: Perspectives from Three New Writing Center Directors*

**Brandy Ball Blake**, Georgia Institute of Technology | **Joy Bracewell**, Georgia College & State University | **Peter Fontaine**, Saybrook University

From their preparation using multiple modes of communication in tutoring and connecting to institutional resources, three new Writing Center Directors discuss the opportunities and challenges they encounter as they work to build citizen centers at their different institutions: a R-1 technological institute, a liberal arts-focused regional university, and an online university offering graduate degrees. Informed by the theoretical implications of each institution's mission, these presenters will connect their work to the research and practical approaches most relevant to the outcomes they seek to achieve. **#IWCA1810C**



**ATLANTA 5**

Social Justice

*Where Do We Draw the Line? Mindful Perspectives on Opposing Viewpoints in the Writing Center***Agnes Fellner, Danyell Luster, Jacquelyn Scott**, University of Tennessee at Chattanooga

This panel explores the role mindfulness can play in balancing the tension between assisting writers with developing controversial ideas and being complicit in the spread of oppressive viewpoints. The first two speakers approximate, from opposing directions, the line we have to place between facilitating the development of a controversial idea and intercepting harmful dynamics. Speakers three and four focus on using mindfulness to discern this line during difficult sessions and offer different strategies for action. **#IWCA1810D**

**GEORGIA 5***SIG: Assessment*

**Jane Delgado, Jack Kenigsberg**, Hunter College | **Matt Moberly**, California State University, Stanislaus | **Dennis Paoli**, Hunter College | **Kelly Wenig**, Iowa State University

In this session you'll hear about findings from two writing center assessment-related research projects and learn what resources the Assessment SIG has available to you on its website. **#IWCA1810F**

**GEORGIA 12**Anti-Racist  
LGBTQ  
Social Justice*Workshop: Getting Out of the Way: Making Vulnerable Spaces for Reauthorizing Writing Centers***Scott Miller, Loriann Negri, Alix Parkhurst**, Sonoma State University

"Getting out of the way" has meant, for us as administrators, the radical recognition and empowerment of citizen leadership among the entire staff. This workshop will share and demonstrate concrete strategies designed to decentralize creative authority in writing centers. We will invite participants to open themselves to the work of evaluating the active citizenship of their own centers (and themselves). We will think deeply about who uses our centers, who staffs our centers, and how we interact with the communities around us. Participants will leave with practical ideas, exercises and activities that they can bring back to their own centers. **#IWCA1810G**

**GEORGIA 7**Anti-Racist  
Minority-Serving Inst.  
Multilingual/Translingual  
Non-US Writing Center  
Social Justice*Workshop: What Da Price?***Elijah Simmons**, Michigan State University

As a studio leader I focus on community building...but What's Da Price to be a Black studio leader at a Predominantly White Institution? As a studio leader at Lyman Briggs College at Michigan State University I practice using community building pedagogy with the hopes of keeping my Blackness and to also invite/collaborate with diverse ideas on writing. In this workshop I will discuss how I use community building in my studio sessions to ensure students feel liberated in sharing their writing with others. **#IWCA1810H**

**GEORGIA 2***Workshop: All Are Welcome Here: Crafting a Diversity and Inclusion Statement***Miranda Mattingly, Tasha Sookochoff**, Walden University

The creation of a diversity and inclusion statement is one small but import-

ant step in modeling active citizenship and publicly acknowledging a writing center's commitment to social change. In this session, we will share how our statement's core principles were developed. Next, attendees will identify themes applicable to the creation or revision of their own statements. Lastly, we will discuss connecting these principles to writing center practice, policy, and training. Attendees will leave the workshop having identified the purpose, core principles, and challenges of drafting a diversity and inclusion statement, as well as next steps for advocating its implementation. **#IWCA1810I**

GEORGIA 9

### Roundtable: *Growth and Growing: Together within the Writing Center Community*

**Aaron Wilder**, Marian University

Writing Center personnel wear a number of hats. As we grow and change in our careers, those hats grow, change, and our relationships are bound to grow change. In cities, where several writing centers might exist in very close proximity, those relationships can become even more intricate. Colleagues are former students, supervisors, community partners, and even friends. Attendees will think about strategies that we use on a daily basis to navigate our complex relationships "betwixt" the complexities of life in the Writing Center community, and "between" the moments that serve to challenge our long-held notions of "best practices" (Nicholas 2008). **#IWCA1810I**

GEORGIA 10

Minority-Serving Inst.  
Social Justice

### Roundtable: *Poetry Corps at Tennessee State University - Fostering Creative Writing at HBCUs*

**Lori Danley, Wilfred Robles**, Tennessee State University

Our presentation will center around our Poetry Corps project, and discuss the utility and social / cultural implications of incorporating creative writing into the work of an HBCU Writing Center. **#IWCA1810K**

GEORGIA 11

Multilingual/Translingual

### Roundtable: *Tutoring International Students: Mastering Transfer Talk and Communicating Cultural Competency*

**Levin Arnsperger, Merry Chen, Natalia Garzon**, Emory University

This roundtable focuses on the idea of transfer as it relates to tutoring sessions with international students. The leaders of the roundtable are undergraduate ESL tutors and the manager of the tutoring program at Emory University (where 17% of the student body are international students). Together with the participants, we hope to identify opportunities for using the concept of transfer in tutoring sessions with non-native speakers of English. How can tutors engage in transfer talk to convey culturally specific skills and concepts that international students might use inside and outside the classroom, as they become active citizens of the community? **#IWCA1810L**

NORTH BALLROOM

### Work in Progress

#### *Planting a Seed: Encouraging Vocal Heterogeneity in the Writing Center*

**Jonathan Barefield, Emmy Dixon**, University of North Georgia

Our writing consultants have observed tensions while assisting multilingual speakers in navigating the homogenizing strictures arising from producing ac-

ademic language; consequently, the UNG Writing Center is collaborating with the College Assistance Migrant Program to publish an online diversity journal, sharing students' personal narratives to highlight their unique styles and validate their heterogeneous voices. This session on promoting diverse voices will follow a works-in-progress roundtable format, identifying the impetus for the project, challenges encountered in implementation, and methods for growing the project with faculty, staff, and student buy-in. Conference attendees are invited to contribute their voices to this timely conversation. **#IWCA1810M**

### *Potential in the Penitentiary*

**Jacqueline Brebeck, Matthew Capdeville, Godsee Joy,**  
University of Notre Dame

The Notre Dame Writing Center would like to present on our collaboration with Westville Correctional Center. We are assisting in running a writing center within the prison as part of the Westville Education Initiative. To our knowledge, the Westville Writing Center is the first writing center in a correctional facility with prisoners themselves acting as peer tutors. We will be conducting research to examine the effects of the tutoring experience on the Westville tutors. This will be done through focus groups and surveys, largely drawing from the Peer Writing Tutor Alumni Research Project framework. **#IWCA1810M**

### *Increasing Student Agency via Rubric-Centered Peer Tutoring*

**Sivan Ben-David, Jaimie Crawford, Aysha Zackria,** NSU University School

Faculty advisor Jaimie Crawford, who has worked as the SWCA independent school representative in the past and has recently written a chapter on cross-curricular collaboration with NSU Writing Fellow Advisor Kevin Dvorak, along with student advisors Aysha Zackria and Sivan Ben-David will discuss research that focuses on student agency via increased transparency in the scoring process and more focus on the rubric in the tutoring process. We will discuss rubric use in peer tutoring and our own initiative to increase transparency and collaboration by creating an environment during which English teachers, students, and writing fellows collaborate on tutor training and on rubric-centered peer tutoring. **#IWCA1810M**

### *Rolling with the (Digital) Punches: Toward a Flexible Online Tutoring Pedagogy*

**Kathryn Dean,** Georgia State University

As we consider the place of writing centers in our changing university contexts, we must ask who our writing center serves and how. As a writing center, how can we actively seek to include students who may not live close enough to make visiting our center a possibility? How can we still demonstrate our purpose in a digital environment? Drawing on my experience with WOnline's tutoring platform, interviews with tutors, and UX focus groups, I will outline common concerns with online tutoring and how we can adjust our practices to serve our diverse student bodies, inviting those who may not be able to share our physical space to reap the benefits of collaborative conversations on writing. At the same time, this research recognizes the role of the tutor in creating an adaptable environment to address the diverse and increasingly digital needs of our students. **#IWCA1810M**

## *Institutional Collaborations: A Metacognitive Approach to Writing Instruction in Political Science*

**Adrienne Deleon**, University of Houston

Undergraduate instructors often face limited time and inadequate resources to work on their students' writing skills, and even WID instructors can feel overwhelmed at the prospect of teaching writing and content in their courses. This session tracks a partnership between a political science instructor and writing center staff which incorporates writing curriculum and writing tutor support for students in undergraduate political science. The course I am tracking centers on blog writing and seeks to (1) engage students with the course material by amplifying their individual voices on relevant political topics, (2) teach them writing as a process rather than simply a product, and (3) make them aware of the rhetorical situation in which they are writing (i.e. audience expectations, medium, purpose). **#IWCA1810M**

## *Legitimizing Imagination in The Writing Studio*

**Giuliana Gazabon**, University of South Florida

I'm planning to provide a workshop where all identities can be expressed by engaging the USF community. Writers can code-mesh or write in whatever form of English they feel their identity(ies) lies in. The workshop will serve as a way to promote individuality, creativity, art, and ultimately, it will legitimize writer's imagination by allowing them to not only imagine their writing but to put those imaginations into action (Rafoth 2016). **#IWCA1810M**

## *Joke and Gesture: Putting Writers and Tutors at Ease*

**Miracle Grant**

**#IWCA1810M**

## *Building a Community of Tutor Researchers: A Cross Institutional Tutor Interview Project*

**Lauren DiPaula**, Georgia Southwestern State University |

**Sipai Klein**, Clayton State University

In this presentation, we will discuss a cross-institutional, tutor education project that aims to help writing tutors take a proactive role in becoming "tutor-researchers," namely tutors who both tutor and also investigate the very field in which they tutor. This research-based approach to educating peer tutors involves two writing centers where undergraduate, peer tutors were asked to either interview or be interviewed by writing tutors outside of their home institution. Such participation ultimately aimed to help writing tutors make connections between the tutors' own acquired knowledge and the writing tutoring practices of other writing tutors at other centers. **#IWCA1810M**

## *A UWC Climate Assessment: A First Step to Cultivating A Healthy and Response(able) Environment*

**Renee Boettner**, **Rachel Meads**, East Carolina University

Constructing a healthy and response(able) climate within our writing centers is essential to cultivating spaces in which writers can explore and adapt writing strategies. As such, this pilot case study seeks to adapt campus-climate assessment models to the writing center context. This model offers a method by which writing center staff (administrators and consultants) can garner information needed to create intentional and responsive program design that sculpts, rather than degrades, a healthy & response **#IWCA1810M**

## *Bureaucracy, Affective Transmission, and the Writing Center*

**Rachel Dunleavy Morgan**, University of Providence

In *The Utopia of Rules*, the anthropologist David Graeber (2015) proposes that bureaucratic structures ensure the powerful need not expend much effort on various sorts of “interpretive” labor. By contrast, those minoritized by bureaucracy must regularly attempt to empathize with the dominant group(s). This work-in-progress uses Graeber’s critique to investigate the bureaucracies in and around writing centers, focusing on the kinds of emotional labor those structures of inequality demand and/or suppress. More particularly, this study asks how emerging theories of affective transmission in the cognitive and social sciences might inform our understanding of emotion and inequality in the writing center. #IWCA1810M

## *What Happens Next?: Understanding the Impact of Required Writing Center Visits for Students Enrolled in a Co-Requisite English Composition Studio*

**Jamaica Ritcher**, University of Idaho

This presentation will introduce our preliminary research into writing center participation in a co-requisite first-year composition (FYC) course model. In 2014, the University of Idaho’s Writing Program replaced previous non-credit-bearing prerequisites for FYC with the co-requisite course, English 101/109, part of which requires students to access Writing Center tutoring at least once during the semester. With the co-requisite course in its fourth year, and many students in the 2014 cohort recently or soon completing their undergraduate studies, we are investigating possible quantitative and qualitative implications of early, compulsory introduction to our center. #IWCA1810M

## *Applying Technology in Writing Centers through Dialogue Bots*

**Judy Sansom, Jessica Shields**, Fort Hays State University

This presentation introduces the emerging bot technology which can serve to expand outreach efforts within writing centers. The traditional face-to-face writing center consultation is an irreplaceable pedagogy; however, with the varying demographics of campuses, the use of this platform would work in conjunction with writing centers to serve writing needs through automated online correspondence. We will offer a brief demonstration of our prototype bot, FIONA (Formulated Interactive Outreach Narrative Assistant), and discuss our current progress with beta-testing. We invite attendees to ask questions and engage in an interactive discussion focused on developing new technology within writing centers. #IWCA1810M

## *To Communities and Beyond: Extending the Writing Center Beyond Campus*

**Candace Chambers**, UNC Chapel Hill | **Allie Sockwell**, University of Tennessee

With similar goals of establishing rural and urban writing centers in sites outside of higher education, these presenters seek explore ways writing centers can empower rural and urban communities and help bridge the gap between opportunities for learning, access, and liberation. Using our personal backgrounds and example theoretical practices as a foundation, we will explore

how writing centers can exit the restraints of the academic ivory tower and contribute to their surrounding communities. We hope to lead conversations with conference attendees and analyze how writing centers can expand their reach outside of academia and become hubs of activism within communities. #IWCA1810M

### *Unlikely Opportunities: Exploring Social Justice Pedagogy in Response to Mandatory Writing Center Appointments*

**Scott Whiddon**, Transylvania University

This work-in-progress explores the strengths and challenges of a recently mandated university-mandated writing center support program aimed at new first year students with lower ACT scores. Many of the students required to take part in this program are minority students on a predominantly white, small liberal arts campus. Unlike the types of “required programs” described by Clark (1985), Gordon (2008), Bielinska-Kwapisz (2015), Wells (2016), and Pfrenger et al (2017), and unlike the work done in course-embedded support programs (often called “writing fellows”), this new initiative is somewhat disconnected from other classes and is specifically aimed at retention. This project in progress attempts to locate the possibilities for social justice pedagogy within a challenging matrix of administrative concerns, student perceptions, and writing center labor. #IWCA1810M

### *Food Justice, Literacy, and Community Engagement: A Writing Center and a Community Food Desert*

**Aaron Wilder**, Marian University

Over the past year, a WC staff member organized a series of data collection, community outreach, and community health canvassing projects in one of the largest food deserts in the U. S. Students and community members surveyed residents on their “meaningful access” to healthy food, and recommendations on food access. The preliminary results are painting a picture not only of life in a food desert, but also solutions straight from those effected. This session will challenge attendees with how literacy, community work, and health are intimately related to the work of Writing Centers. #IWCA1810M

## ATLANTA 4

LGBTQ  
Social Justice

### *Spectrum Sensitivity: Protecting LGBTQ+ Students in Writing Centers*

**Hayley Neiling**, Winthrop University

When students come to writing centers they are already vulnerable; LGBTQ+ students are in a particularly vulnerable position. A lack of information, a history of violence, and negative attitudes may discourage these students from seeking help in writing center. This may make queer students hesitant to ask for help. Research conveys LGBTQ+ students have been overlooked in the education system. To ensure that all students feel comfortable at writing centers, all tutors should undergo safe zones training and learn ways to help LGBTQ+ students. This way tutors can be well informed, sympathetic, and equipped to help students. #IWCA1810N

### *Queer Identity, Embodiment, and Authority in the Writing Center*

**Jordan Ogle**, Wabash College

Pedagogic authority within the Writing Center isn't merely a matter of dis-

tinguishing teacher from student but instead, must account for the identities within that tutor-tutee dialectic. Integral to this question of authority is the hermeneutics of the body; Writing Center tutors bring with them their corporeal identities, which are, then, interpreted by the peer tutee. Drawing on the groundbreaking work of Harry Denny, I will consider what may arise when queer bodies are empowered to participate in the conversation and how that reimagining of the Writing Center as a queer space may create a more effective and challenging learning environment. #IWCA1810N

### *Strategically Queer: The LGBTQ Tutor in the Writing Center*

**Jay Sloan**, Kent State University—Stark

Nancy Grimm once suggested that “a playful, curious ‘what if’ writing center practice” is the best method for tutors and tutees to engage. But many tutors find embodying their own queerness anything but “playful.” To borrow Sondra Perl’s term, just as writer’s develop “felt sense” as they generate text, LGBTQ tutors develop felt sense about the “text” they articulate in their words, actions, and bodies, texts shaped both by the divide between them and tutees, and by their own internal conflicts. This presentation uses interviews with queer tutors to explore what it means to be “strategically queer” in the writing center. #IWCA1810N

## Session 11

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**Saturday, October 13 | 8:45am - 10:00am**

ATLANTA 3

### *Decentralized: Writing Center as Cross-Campus Cultural Literacy Advocate*

**Kristen Bales, Billie Jo Dunaway, Mikael Romo**, Daytona State College

The decentralized nature of our writing center enables us to work with all constituent groups across the campus and specific student cultural groups who are frequently isolated in traditional academic environments (such as adult learners and students with disabilities). Through our tutor training, resource design, social media engagement and work in the classroom, our writing center intentionally cultivates cultural literacy. We are able to address the concerns of disenfranchised groups and use our ethos as an academic support service to design impactful responses that can be utilized by all departments at the college. #IWCA1811A

GEORGIA 3

### *WISE Write-In Series as a Community Builder*

**Ariana Dale**, Principia College / Southern Illinois University, Edwardsville | **Brooke Engel, Ellen Sprague**, Principia College

By partnering with the library to offer an educational workspace with both writing and research staff on hand, our small Center for Teaching and Learning has built a community of writers and scholars who hadn’t sought our regular one-on-one and tutoring offerings. Write-In Series (WISE) workshops create a scholarly environment where previously underserved students realize it’s normal and smart to seek help. We will share the origins of the WISE program, from seeing the need to serve capstone students, to program development,

to marketing. This shared WISE experience empowers writers who previously hadn't realized their place in the academic community. #IWCA1811B

GEORGIA 4

Anti-Racist  
LGBTQ  
Social Justice

*At the Border of Writing Center Nice: De-Privileging our Conversational Standard*

**Logan Frodl, Maria Lynch, Zachary Peterson, Jonathan Rylander**, University of Wisconsin—Eau Claire

To what extent does the very ideological core of our practice—a conversational pedagogy, itself—limit our activist work and even perpetuate systems of inequality? Seeking to address this question, this panel explores new methods of communication (such as a studio approach, among others) beyond polite, conversational discourse—methods more attendant to anger, resentment, and pain students from marginalized backgrounds might face. To do so, panel members draw on disability studies, critical race studies, and queer theory to more critically consider unquestioned norms of participation and activism in writing centers. #IWCA1811C

ATLANTA 5

*Storytelling versus Resumes: A Writing Centers Success with Fellowship Applicants*

**Alan Paul, UCLA | Enrico Sassi, Drew Taylor**, North Dakota State University

The “résumé” approach to fellowship applications works well for students with extensive research and enrichment activities, but non-traditional or disadvantaged students rarely compete effectively. Reviewer comments from National Science Foundation Graduate Research Fellowship applications show that winners are both “loved” and “trusted.” While trust comes from facts in résumés, love comes from personal narratives. Often, disadvantaged students have more compelling narratives than their privileged peers, but they fail to craft effective stories. Our writing center’s storytelling approach to fellowship applications—using plot theory, event-based narrative, and storyboarding—significantly increased applicant success rates and improved our writing center’s status. #IWCA1811D

GEORGIA 6

**SIG: IWCA-GO**

**Rachel Robinson**, Michigan State University

This is the official meeting of the IWCA’s Graduate Organization (GO). This SIG will gather parties interested in learning more about the GO’s current activities and collaboratively outline a plan for the future, including establishing and populating subcommittees. Executive officers will facilitate a discussion of where the GO is heading this year and how to best populate the GO and communicate amongst one another. #IWCA1811E

GEORGIA 5

*Workshop: The Art of It All: A Workshop for the 2019 IWCA/NCPTW Conference*

**Laura Benton**, Caldwell Community College and Technical Institute | **Michael Mattison**, Wittenberg University

Quite simply, this session will allow participants to think and talk through ideas towards the 2019 conference. When the tourism bureau of Ohio adopted its state slogan in 1984, it did so for two reasons: the shape of the state does



resemble a heart, and the bureau believed that the state offered such a wide array of activities and events for visitors—including a good number of museums. As we gather for our 2019 combined conference, we wanted to utilize this slogan to propel our thinking about writing centers, not only as the heart of something—a university, a way of thinking—but also as a place of art.

**#IWCA1811F**

**GEORGIA 12**

Social Justice

### Workshop: *Rebooting Traditional Writing Centers as Citizen Centers*

**Erin Andersen**, Centenary University | **Robert Greco**, The Graduate Center, CUNY | **Sean Molloy**, William Patterson University

In this workshop, presenter/facilitators will briefly outline the challenges we faced as new WC directors and researchers as we rebooted/repositioned two different WCs to be social justice change-agents on our campuses. We will then guide participants through: 1) writing Social Justice Statements; 2) making maps to highlight possible campus collaborations and partnerships; and 3) designing activities to bring back to their tutoring staff. Participants will walk away with the beginnings of a social justice statement draft, with activities to bring back to their tutoring staff, and with a bibliography of useful sources.

**#IWCA1811G**

**GEORGIA 7**

Social Justice

### Workshop: *Managing the Neurodiverse Citizenry of the Writing Center*

**Alice Batt**, **Tristin Hooker**, **Sarah Riddick**, University of Texas at Austin

Given writing centers' long tradition of valuing differences among our clients, it follows that writing center administrators would want to support neurodivergence among our consultants. But even in workplaces that willingly embrace neurodiversity as the norm, problems arise. This workshop is designed to promote effective management of the neurodiverse citizenry of writing centers. It will help writing center administrators recognize neurotypical assumptions that inform workplace practices and policies, and allow them to brainstorm ways to respond responsibly and creatively to conflicts that arise in correlation with the neurodiversity of our consultants. **#IWCA1811H**

**GEORGIA 8**

Social Justice

### Workshop: *Citizen Storytelling and Active Centeriship*

**Keely Mruk**, **Chelsea Murdock**, Georgia Institute of Technology

This workshop considers how we might use storytelling to engage in active centeriship, engaging in social justice within our communities. **#IWCA1811I**

**GEORGIA 9**

### Roundtable: *Beyond the Center: Leading-Edge Engagement in Local High Schools*

**Erin Campbell**, **Jason Schlueter**, Arapahoe Community College

Increasingly, students are arriving at colleges and universities without essential writing skills, and to help address this growing concern, writing centers can consider high school outreach and engagement as a largely unexplored, leading-edge opportunity for early-intervention writing support. Arapahoe Com-

munity College Writing Center staff will present their collaboration experience with a local high school. Speakers will outline the benefits to both students and institutions and share knowledge gained, including strategies to develop and expand engagement and impact, the logistics of implementation on a wider scale, and projected areas for growth and further engagement. Presentations will be followed by an open discussion time. #IWCA1811J

#### ATLANTA 4

### *Roundtable: Activating Identities: What Does it Mean to be a Citizen of Disciplinary Writing Centers?*

**Ann Blakeslee**, Eastern Michigan University | **Allison Hutchison**, Virginia Tech | **Caitlin Martin**, Miami University | **Rebecca Morrison**, Miami University | **Beth Sabo**, Eastern Michigan University | **Melanie Stimeling**, West Virginia University

This discussion will consider what it means to be an “active citizen” in disciplinary writing centers and how that identity challenges, alters, or adapts our work. Led by speakers representing those who support writing in multiple disciplines (business, technical writing, law, and the sciences), our roundtable encourages the audience to discuss the following:

What does it mean to be a citizen especially in a disciplinary space?

How does accepting a disciplinary identity affect the work that we do?

How do we facilitate and get buy-in for change?

How can a disciplinary center support faculty to meet curricular changes?

#IWCA1811K

#### GEORGIA 11

Anti-Racist  
Social Justice

### *“Where the Power Is”: Professionalizing Graduate Students through Political Transparency*

**Jennifer Hewerdine**, University of Tennessee—Knoxville

Writing center directors often write of the power and political struggles they experience and their professional development as they learn how to best navigate power constructs within academia. However, graduate student WPAs perceive themselves not only as being cut off from issues of power and politics, but also as shielded from an understanding of how power and politics work, limiting their professional development. This presentation will discuss the implications of how directors and graduate supervisors may fail to prepare graduate students for future work by shielding them from undesirable aspects of academia. #IWCA1811L

### *Institutional Partnerships that Foster Writing Center Anti-Racist Praxis: Getting Out of the Way through Developing Coalitions*

**Floyd Pouncil**, Michigan State University, Lansing Community College

Writing center practitioners have a storied history when it comes to the ideas of writing centers as inviting spaces that transgress institutional barriers to education. Conversely, many critiques of writing centers suggest centers can be reified bastions of hegemonic institutional systems, such as racism. However, through the use of coalitions, the political capital of the writing center as an institutional agent can be exercised for good. Using Bolman and Deal’s Political Framework, this presentation will discuss how to identify units that hold

power within your organization and how, when similar goals are recognized, writing centers can leverage their positions to meet shared goals of anti-racist praxis. #IWCA1811L

### *Cultivating Community: A Southern Perspective on the California Travel Ban*

**Graham Stowe**, Canisius College | **Stacia Watkins**, Lipscomb University

This presentation expands on a statement the Executive Board of the Southeastern Writing Center Association (SWCA) offered to the IWCA Board in response to the California Travel Ban. Five states affected by the ban are in the Southeast, and we felt the responsibility to raise awareness of the ban's political ramifications. In this session, we will review the main points of the statement: supporting HBCUs, removing derogatory stereotypes of the south, and elevating academic conversation. We will also offer alternate modes of protest and forms of support as potential solutions to improving conferences held in banned-travel states. #IWCA1811L

GEORGIA 10

### *Interactive Organization in a Writing Center Tutorial: Roles of Pointing in Tutorial Strategies*

**Bruce Kovanen**, University of Illinois—Urbana-Champaign

This microanalysis aims to widen the semiotic range of studies on tutorial interactions by focusing on the interactional organization of embodied actions that take place during a tutorial. This study examines how tutors and tutees create the tutorial space, chart a course of action, forge joint attention, and organize their activity using multiple semiotics. In this presentation, I will examine the ways in which the participation framework of the tutorial serves to guide and direct talk during the session, with a particular investment in environmentally coupled gestures (e.g., pointing) that serve to direct gaze and attention. #IWCA1811M

### *Diversity Statements: A Rhetorical Analysis of Writing Center Websites*

**Carmen Meza**, Towson University

This presentation will provide results of a study that features analysis of writing center websites and diversity statements. Previous scholarship has raised questions about diversity at the level of administrators (Valles, Babcock, Jackson, 2017). This study engages with Valles et al. by putting pressure on the representation of diversity and inclusion on writing center mission statements across multiple institutions in the U.S. As such, I raise the following questions: How do writing centers engage with diverse students and writing? What patterns emerge about diversity based on an institutions geographic location? What is the specific construction of diversity in writing centers as opposed to other centers (eg. women's resource centers)? #IWCA1811M

GEORGIA 2

Anti-Racist  
LGBTQ  
Social Justice

### *Workshop: Reflecting, Rethinking, and Strategizing Toward the Intersectional Writing Center Part 1*

**Rachel Azima**, University of Nebraska, Lincoln | **Katie Levin**, University of Minnesota—Twin Cities

In this interactive workshop from 8:45 am to 11:30 am (including a 10-minute

break), participants will think, talk, and write about centering the core value of equity in their own writing centers. Where is your center now? What does racism look like in your center? What do microaggressions look like in your center? What specific structures and practices—in staffing, in policies, in everyday artifacts—can you develop to move your center closer to where you want it to be? #IWCA1811N

## Session 12

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Saturday, October 13 | 10:15am - 11:30am

### ATLANTA 3

Social Justice

#### *Writing Center Pedagogy, Affective Labor, and Fostering Engaged Centership*

**Cassandra Book**, University of Louisville & Old Dominion University | **Layne Gordon**, **Jessica Newman**, **Bronwyn Williams**, University of Louisville

Through exploring the connections between writing center pedagogy, affective labor, and engaged centership, this panel acknowledges the risks that writers and consultants take when entering writer-consultant relationships. The speakers discuss: incorporating the emotional experiences of tutoring into tutor training courses and center ethos, a framework for listening in the writing center, how directive tutoring strategies might foster ownership and agency in marginalized populations, and how consultant vulnerability functions both to build relationships and create barriers to collaboration. The panel demonstrates that paying attention to affective labor can make writing center pedagogies more productive, sustainable, and equitable. #IWCA1812A

### GEORGIA 3

Minority-Serving Inst.  
Social Justice

#### *Creating Equity and Access: Online Writing Centers in the 21st Century*

**Megan Boeshart**, Old Dominion University | **Jenelle Dembsey**, Miami University | **Sarah Prince**, Walden University

The U.S. DOE recently reported that the majority of college students are now classified as nontraditional, suggesting that post-secondary education is becoming more diverse and must provide more adequate institutional support. In this panel, four writing center professionals will share the shape, role, and offerings of their online writing centers, with careful consideration of their varying institutional contexts, student demographics (including nontraditional characteristics), financial support, and staff. Lastly, the presenters will discuss their visions for increasing access for all students and mitigating barriers for 21st century student bodies. #IWCA1812B

### GEORGIA 4

Anti-Racist  
Social Justice

#### *Active Citizenship in Publishing: Evaluating Diversity in Writing Center Scholarship Through Two Exploratory Quantitative Studies*

**Elizabeth Kleinfeld**, Metropolitan State University of Denver | **Sohui Lee**, California State University Channel Islands | **Julie Prebel**, Occidental College

Panelists will share results of two studies of a writing center journal that offer insight into the race, gender, professional status, institutional status, and disability status of those who have already published in the journal and the race, gender, professional status, institutional status, and disability status of those who aspire to publish in the journal. After discussing and comparing the results of the two studies, the presenters will discuss how the research will be used to shape outreach efforts to diversify writing center scholarship. #IWCA1812C

ATLANTA 5

*Disentangling the Tassel: Embedded Tutors Advancing Matriculation through Capstone Course Engagement*

**Anna Boynton, Renee Hayes, Melody Thomas**, Georgia Gwinnett College

While writing tutors generally embed in writing intensive gateway courses, embedding tutors in capstone classes just prior to graduation can assist with matriculation efforts and can foster writing across the curriculum initiatives. In an effort to foster an interdependence with the writing center and to meet students at their level, two professional writing tutors were embedded in criminal justice capstone courses for four semesters and engaged in directive and non-directive tutoring practices. Initial findings indicate that the use of embedded tutors generated a significant decrease in the D, F, W rates, which increased matriculation rates and decreased student debt. #IWCA1812D

GEORGIA 6

*SIG: Student-Athlete Writing (SAW)*

**Alanna Bitzel**, The University of Texas

Participate in the IWCA Student-Athlete Writing (SAW) Special Interest Group. SAW's mission is to (1) foster a community of writing center practitioners—both those housed within athletics departments and those at campus writing centers—who support student-athlete writing; (2) hone best practices and models for student-athlete writing support; and (3) promote research and scholarship. SAW attendees will meet at the Annual Conference as active participants, engaging in lively, purpose-filled conversation; brainstorming; and collaborating on actions to innovate in the field and further the application of writing center pedagogy and practices in working with student-athletes and/or partnering with athletics units. #IWCA1812E

GEORGIA 2

Anti-Racist  
LGBTQ  
Social Justice

*Workshop: Reflecting, Rethinking, and Strategizing Toward the Intersectional Writing Center Part 2*

**Rachel Azima**, University of Nebraska, Lincoln | **Katie Levin**, University of Minnesota—Twin Cities

In this interactive workshop from 8:45 am to 11:30 am (including a 10-minute break), participants will think, talk, and write about centering the core value of equity in their own writing centers. Where is your center now? What does racism look like in your center? What do microaggressions look like in your center? What specific structures and practices—in staffing, in policies, in everyday artifacts—can you develop to move your center closer to where you want it to be? #IWCA1812F

**GEORGIA 12**

Anti-Racist  
LGBTQ  
Social Justice

**Workshop: *First Steps Toward a Citizen Center: Dialogue-Based “Sunday Sit-Down” Sessions***

**Valerie Bond, Alex Brown Melody Denny, Laurel Loyless,**  
Cottey College

The Writing Center at Cottey College, a women’s college in rural Missouri, provides workshop attendees with a model for presenting a series of dialogue-based sessions (called “Sunday Sit-Down” Sessions). In these sessions, students from across campus are invited to participate in democratic discussion of various topics affecting students and society today. Those present for this workshop will participate in a smaller version of a Sunday Sit-Down Session, receive an overview of the initiative, and have the opportunity to add their own perspectives to our continuing project. **#IWCA1812G**

**GEORGIA 7**

Social Justice

**Roundtable: *Scientific Writing and Citizenship: Using Style to Promote Social Justice***

**Candis Bond, Augusta University | Kami Hancock, Saint Louis College of Pharmacy | Josh Hutchison, Logan University**

Scientific writing prioritizes objectivity, concision, and precision. Therefore, scientific writing often appears innocuous, leading students and researchers to overlook language that might be divisive or exclusive. By examining inherent prejudices and biases in scientific research methods, style, and citation systems, presenters hope to begin a discussion of how writing centers can work with scientific writers through a social justice lens. Topics discussed will include: avoiding bias in language; taking a rhetorical approach to citation styles; working to promote ELL scholarship; and encouraging students to be responsible, informed researchers, readers, and writers in the scientific disciplines. **#IWCA1812H**

**GEORGIA 9**

Anti-Racist  
Multilingual/Translingual  
Social Justice

**Roundtable: *All Writing, All Bodies, All Voices: Mapping a Center’s Journey From Vision to Practice, a Roundtable Discussion***

**Celeste Del Russo, Dan DeLuise, Marie Flocco, Donna Mehalchick-Opal, Rowan University**

Our strongest leadership in shaping inclusive writing center missions may not come from the director at all—rather, tutors and our campus and community partners themselves offer unique experiences, talents, and skills that can and should shape our centers’ visions. In this interactive roundtable, we share our center’s ongoing journey from vision—All Writing, All Bodies, and All Voices—to practice, guiding participants in discussions around the challenges and possibilities for writing centers as they move to put their missions into practice. **#IWCA1812I**

**GEORGIA 5**

Multilingual/Translingual

**“My Family is Counting on Me”: Translingualism and the Market of Sentiment**

**Cole Bennett, Abilene Christian University**

Frankie Condon argues that writing teachers don’t engage in translingual pedagogy for two prominent reasons: either we don’t know how, or else we fear our students’ failure “within and beyond the academy” if we promote language diversity at the expense of “gate keeping” for the inherently racist Stan-

ard Written English. I will engage this discussion from a different perspective, one tied to Adam Smith's idea of moral sentiments. I will argue that envisioning contemporary tutoring practices as a mere perpetuation of Anglo-centric oppression ignores the rhetorical access to power and liberty we offer writers who must satisfy real audience demands. #IWCA1812J

### *Tutors' Perspectives on their Work with Multilingual Writers: Implications for Tutor Training*

**Tetyana Bychkovska**, George Mason University

This presentation focuses on tutors' evolving attitudes about working with multilingual writers. As the writing center ESL specialist, I asked new tutors to identify their perceived challenges, the existing types of training they find useful, and additional types of support that will help them in their work with multilingual writers. The survey results indicate that the tutors' perceptions changed as they gained actual experience tutoring. During the presentation, I will discuss the main findings of the study and implications for tutor training and professional development. #IWCA1812J

### *The Conference Summary as a Vehicle for Knowledge-Making: A Threshold Approach to Multilingual Writing in the Writing Center*

**Gita DasBender**, New York University

Using data from an IRB-approved study, this presentation examines 158 tutoring sessions with multilingual writers, discusses three categories of focus that emerge from the analysis of the conference summaries, and opens up a conversation about why tutors choose to represent these aspects of conferencing and the efficacy of such reporting. The presentation then proposes a threshold concept framework to reimagine the conference session and summary report, and offers practical strategies for conferencing with L2 students and methods for composing the conference as a reflective tool that helps tutors develop knowledge of the history, background, and writing processes of multilingual writers. #IWCA1812J

GEORGIA 11

Anti-Racist  
LGBTQ  
Social Justice

### *Mentorship of Active Citizens: Fostering a Community of Tutor-Researchers*

**Carleigh Brower**, Manhattanville College

In this presentation, a director will discuss the development of a tutor education program at a small liberal arts college with limited resources for such an initiative. How do we mentor undergraduate tutor-researchers while navigating administrative roadblocks? We begin by cultivating collaborative relationships with faculty and staff and fostering community in the center. Using qualitative data gathered from tutor interviews and survey responses, the presenter will share insights into supporting the development of active citizens in the writing center through collaborative research and peer mentorship. Additionally, the presenter will discuss how undergraduate tutor-researchers can lead writing centers to become more engaged in their communities and inclusive in their practices. #IWCA1812K

### *Challenging Dominant Discourse in the Writing Center: Consultants and Writers as Active Citizens*

**Allie Qiu, Rachel Whitaker**, Boise State University

Harry Denny (2010) argues that the writing center session should be a site for challenging dominant discourse and ideology through “critical thinking and active learning, both of which lead to stronger, more engaged staff and students, vibrant intellectual communities, and better citizenship.” How do we equip our writing center staff with the resources and strategies to challenge the dominant? In this presentation, we discuss a workshop that we facilitated at our writing center considering the responsibilities that consultants have to address structural oppression and oppressive language, both with writers and each other. #IWCA1812K

### *Creating Community in a Tutor Training Course*

**Tisha Turk**, Grinnell College

This presentation examines the effects of an apparently minor change to a consultant training course: requiring consultants not only to workshop drafts of their first essay assignments but to share the final versions with each other and devote a full day of classroom discussion to them. Placing local consultant experiences, identities, and voices at the center rather than the margins of the course transformed both the classroom community and consultants’ understanding of the research projects they undertook later in the semester. #IWCA1812K

GEORGIA 10

### *Looking Back, Looking Forward: Faculty Accounts of Learning to Write*

**Indigo Eriksen**, GMU

This presentation discusses faculty member accounts of how they become academic writers, drawn from interviews that elicited rich narratives of transformational teaching and learning. The speaker discusses these accounts, focusing on the kinds of teaching and learning faculty experienced as most powerful, and suggests how understanding these perspectives can help writing centers administrators communicate their goals and pedagogies more effectively to this audience. #IWCA1812L

### *Mapping Faculty Attitudes about the Writing Center*

**Elizabeth Leahy**, University of Tennessee—Chattanooga

Using her own institution as a case study, this presenter discusses conducting local research to understand and respond to institutional narratives about the writing center. She shares results from the first phase of a study of faculty perceptions of the role of a campus writing center and identifies how this study creates inroads for engaging faculty in reframing campus narratives about the writing center. She argues that new writing center directors have an opportunity to strategically align scholarship, assessment, and outreach as they conduct the research necessary to become acquainted with their local landscape. #IWCA1812L

### *Users and non-users: What do the attitudes of incoming university students tell us about their eventual use (or non-use) of writing centers?*

**Angela Richard**, Iowa State University

Building on Lori Salem’s (2016) “Decision . . . decisions: Who chooses to use the writing center?”, this study attempts to capture the attitudes and beliefs of incoming freshmen at Iowa State University with respect to academic support services and writing behaviors. In addition, the survey captures in-depth de-



mographic data to elucidate specific attitudes correlated with special interest populations like first-generation students, non-traditional students, English language learners, and international students. #IWCA1812L

## Session 13

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Saturday, October 13 | 11:45am - 1:00pm

GEORGIA 2

### *Campus Partners: Advancing Collaborations between Writing Centers and Libraries*

**Valerie Balester**, Texas A&M University | **Allyssa Bruce**, Kansas State University | **John Holmes**, University of Washington | **Z.Z. Lehmborg**, Northern Michigan University (Respondent) | **Misty Anne Winzenried**, University of Washington (Respondent)

As writing centers and libraries increasingly share space, there is a need to develop best practices for collaborations that recognize the priorities and expertise within each field. Panelists from different backgrounds in libraries and writing centers offer perspectives on partnerships. The first presentation explores entry points for establishing partnerships by aligning writing center and library practices. The second presentation discusses barriers to collaboration and how they can be addressed with specific strategies and negotiation. The final presentation discusses the training approach and pedagogical activities with tutors and library staff at University of Washington. Two writing center administrators offer reflections. #IWCA1813A

GEORGIA 3

Social Justice

### *Terministic Screens and Writing Center Praxis: Seeing, Knowing, and Learning in Liminal Spaces*

**Avree Ito-Fujita**, **Nicole Kurashige**, **Yuka Matsutani**, **Lauren Nishimura**, University of Hawaii at Manoa

Mobilizing Kenneth Burke's concept of terministic screens, the following panel examines how writing centers function as liminal spaces where consultants and clients come in contact with ideologies that may compliment or challenge their ways of seeing, knowing, and learning. In focusing our attention on terministic "screens" operating within our writing center at the University of Hawaii at Manoa, we discuss how the physical and online dimensions of consultant-client interactions cultivate active citizenship and spark conversations concerning social injustices. Collectively, we demonstrate how an intentional examination of our terministic screens can develop more responsible and responsive actions in writing center praxis. #IWCA1813B

GEORGIA 4

Anti-Racist  
Multilingual/Translingual  
Social Justice

### *There is no Center Without the Margins: Social Justice, Vulnerability, and The Responsibility of Writing Center Professionals*

**Jennifer Nicklay**, **Ariana Yang**, University of Minnesota

This panel examines citizenship, centerism, and belonging within the context of social justice work conducted by writing center professionals. This re-

sponsibility to social justice work is understood in the tradition of Civil Rights activists and leaders who interrogated power, exposed vulnerabilities, and created space for, by, and with minoritized communities (Freire, 1970). Using testimonial accounts of various writing sessions, the panelists analyze how interactions with writers often open spaces where vulnerability and humility emerge, subsequently expanding our view of who belongs in the center and what frameworks (beyond citizenship) might be used to claim space (Olson, 2013). #IWCA1813C

ATLANTA 5

Anti-Racist  
Social Justice

*Active Centering and Citizenship at 2-Year Liberal Art Colleges: The Case of ... College*

**Kasey Cervantes, Eva Rothenberg, Rachel Silver, Xiaobo Wang, Oxford College of Emory University**

The situation of WC work at 2-year liberal arts colleges is that we don't possess the same tutoring resources such as graduate and senior students. However, this limitation can also be considered as a gap we can fill in as administrators, faculty, and tutors. We at Oxford think that we are working actively to the end of eliminating "structural oppression" (Grimm, 1999) that our faculty, staff, and student consultants may or may not be aware of. At Oxford College of Emory University, we advocate a campus culture that empowers students who are from diverse ideological and linguistic backgrounds. #IWCA1813D

GEORGIA 6

*SIG: Undergraduate Tutors and Gender: Research and Training*

**Rachel de Rosset, Kevin Rulo, The Catholic University of America**

This SIG is interested in current trends in how gender is addressed by undergraduate research and training in writing centers. Participants will leave this session with ideas for the development of further undergraduate research on gender in the writing center, inspiration to transform research on gender into successful methods of training for tutors, and effective ways to openly discuss issues of gender within their respective writing centers. #IWCA1813E

GEORGIA 5

*Rethinking Asynchronous Online Tutoring*

**Troy Mikanovich, Greer Murphy, Claremont Graduate University | Mark Pedretti, Providence College | Marcus Weakley, Claremont Graduate University**

Asynchronous email tutoring has grown in popularity as an expedient way to reach students in the digital age, but it also challenges conventional writing center pedagogy by altering the dynamic of tutor and tutee co-presence. This panel interrogates some unexamined assumptions accompanying the rise of asynchronous tutoring. Drawing on data, practices, and experiences of one writing center with a robust asynchronous tutoring program, the papers in this panel explore empirical evidence for best practices in this modality, consider challenges and adaptations required to make it effective for L2 students, and propose bold ways of maximizing its multimodal instructional potential. #IWCA1813F

GEORGIA 12

*Using ePortfolios for Access, Inclusion, and Equity*

**Katie Brown, Erin Herrmann, Matthew Pearson, DePaul**

## University

In this panel presentation, we will showcase our department's ePortfolio initiative, which is in its tenth year, to demonstrate how multimodal genres can become opportunities for writing centers to build access, inclusion, and equity into institutional strategic and operational infrastructures. The four presenters will cover how to build department-wide initiatives using democratic processes, how ePortfolios can be used for process-based, learning-focused performance management, how to empower tutors to leverage digital platforms for self-representation and community membership, and how tutors can use public digital platforms to engage with social justice. **#IWCA1813G**

### GEORGIA 8

Anti-Racist  
LGBTQ  
Social Justice

#### Roundtable: *Pride, Prejudice, and Personal Bias*

**Kylynn Hawkins, Shawna Schneiderman, Autumn Whitaker,**  
Renaissance High School

In most professional environments it's important to set aside pride and personal biases to avoid conflict. In a writing center, these biases can potentially affect the outcomes of consultations. This round table discussion will address the question: To what extent does personal bias affect the consulting process? Our research is in a high school environment where pride and prejudice are linked to personal identity. We will discuss how bias against certain communities might affect the way a client and a consultant interact. This discussion will hopefully prompt self-reflection and group discussion about the dangers of prejudice in a writing center and possible ways to overcome our bias.

**#IWCA1813I**

### GEORGIA 9

#### Roundtable: *The Citizen Model: Student Governance in the Writing Center*

**Rachel Carroll, Therese Miller, Kate Timmermann,** Marian  
University

Three student leaders present the structure and function of the Student Governance Model through the Student Leader Board (SLB) and Tutor Coordinators (TCs), and seek to open a conversation around models and advantages of student governance in the Writing Center. The SLB and TCs set an example of active citizenship by taking on many of the tasks that are traditionally the responsibility of the director. The SLB's activities and visibility help encourage leadership among the student employees and all students are expected to take initiative to enact their visions for the center. **#IWCA1813J**

### ATLANTA 4

Multilingual/Translingual  
Social Justice

#### *Race in the Writing Center: Multilingual Tutors' Racial Identities*

**Noof Alshreif,** Indiana University of Pennsylvania

This review examines the existing composition and writing center literature to call for further theoretical and empirical work that investigates how multilingual tutors negotiate their racial identities during tutoring sessions

**#IWCA1813K**

#### *Making Connections: Collaboration between Writing-Center Consultants and TESOL Interns*

**Salena Anderson,** Valparaiso University

This session explores a semester-long collaboration between the Writing Cen-

ter and the TESOL Program at a small comprehensive university, focusing on the professionalization of two TESOL graduate students who completed an internship in the Writing Center. These interns, one of whom identifies as a multilingual writer, took on leadership roles in the Center, leading group discussions of scholarship on tutoring multilingual writers, providing a workshop on best practices, and providing weekly tutoring for a small group of first-year multilingual writers. The interns and consultants shared insights, strengthening their methods in welcoming multilingual writers, and diversifying the Center. #IWCA1813K

### *"I Am Tired of Being Asked to Read Aloud" Rethinking of the Practice of Reading Aloud for L2 Writers*

**Lan Wang-Hiles**, West Virginia State University

Asking a writer to read his/her paper aloud is a widely employed tutoring practice; however, it does not demonstrate its optimal function with L2 writers in tutorials. Most L2 writers dislike this practice for various reasons. This presentation offers a discussion of some reasons why L2 writers do not favor the practice of reading aloud from L2 writers' perspective; it also analyzes the inappropriateness of reading aloud for L2 writers from the L2 learning and culture, L2 writing, and SLA perspectives. This presentation further provides alternatives to assist tutors in better working with L2 writers. #IWCA1813K

## GEORGIA 11

Social Justice

### *Be the Grammar Change You Want to See in the World: Language, Choice, and Responsibility*

**Jennifer Finstrom**, DePaul University

This session looks at how we (both as people in writing centers and people who use language) can take additional responsibility for how grammatical usage changes by intentionally making—and talking about—the changes that we want to see. But it isn't only usage choices that we can promote the change of, but the ways in which we talk about grammar as well. Words like "choices" and "conventions" convey a more accurate description of language as ever evolving and dependent on context than "errors" and "rules" and also do more to empower and validate the writers around us. #IWCA1813L

### *From Deviation to Diversity: Style in Tutor Education*

**Star Vanguri**, Nova Southeastern University

While the current renaissance in the study of style has been widely documented in rhetoric and composition, style's role in the writing center has remained minimal and marginalized. Yet style is an ideal means by which to explain what occurs in writing, as it allows us access to the ideologies and cultural values of a text. This presentation suggests that attending to style more explicitly in tutoring sessions can produce insights about language variety and difference, helping consultants become active citizens engaged at a meta-level with these issues as they play out within larger social, political, and educational settings. #IWCA1813L

### *"That There-ness Aspect": Tutor Embodiment in the Online Writing Center*

**Anna Worm**, Florida State University

This presentation identifies key concerns for embodiment in online writing center work, particularly from the perspective of tutors. I draw from my case study research of tutor embodiment in online audio-visual-textual (AVT) tutoring sessions to argue that attention to embodiment in the design of and

training for online writing center work offer opportunities to interrogate the assumptions and values of a writing center and to address concerns of power and embodied identities, including but not limited to gender, race, and ability. #IWCA1813L

GEORGIA 10

Anti-Racist  
Minority-Serving Inst.  
Multilingual/Translingual  
Social Justice

### *Assisting International Students through Inter-departmental Collaborations*

**Henri Mondschein**, California Lutheran University

In order to assist international students with new campus acculturation, three departments—the Writing Center, Library, and Graduate School of Business—from California Lutheran University have collaborated to create new practices that facilitate strong student learning. Building and assessing policies through the behaviorist, cognitivist, and constructivist learning theories, this new framework advocates for stronger alternative learning styles and integration of cultural literacies for international students. Specifically, this partnership has resulted in better cross-departmental communication, stronger student advocacy, and improved student engagement on campus. This presentation will outline the process, requirements, and best practices of this unique collaboration. #IWCA1813M

### *Decolonizing Metaphor: Moves Towards an Indigenous Writing Center Praxis*

**Isaac Wang**, Purdue University

Writing centers often occupy a problematic position within the university as sites of unwitting acculturation and colonial erasure for Indigenous and minority students who are forced to choose between academic success and maintaining their home discourses. Following calls for decolonial initiatives in writing centers by Bawarshi & Pelkowski (1999) and García (2017), this presentation uses metaphor theory as outlined by Lakoff and Johnson to unearth foundational colonial metaphors in writing center training material and offers a transferable writing center pedagogy grounded in Indigenous metaphor to provide writing center administrators with the tools to better support marginalized tutors and writers. #IWCA1813M

## Session 14

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**Saturday, October 13 | 1:15pm - 2:30pm**

GEORGIA 2

### *Disrupting the Stories We Tell: Emotion, Identity, and Embodiment in the Writing Center*

**Kelly Concannon, Eric Mason, Janine Morris**, Nova Southeastern University | **Devon Fitzgerald Ralston** Winthrop University

Stories shape the work that we do, producing both reassurance and dissonance as we reconcile reproduced lore to lived reality. This panel seeks to disrupt our understandings of how narratives are constructed, circulated, and utilized in writing center scholarship by attending to the affective dimensions of writing center work. Building on the work of scholars such as Nancy Grimm, Harry Denny, and Rebecca Jackson, we will argue for a more complex understanding of writing center narratives that mobilize affect to create more

equitable conditions for teaching and learning. After two brief presentations situating attendees in these conversations, we will engage participants in role-playing activities to help rethink how attending to emotions in writing center administration can alter the work we do. #IWCA1814A

**GEORGIA 3**

Minority-Serving Inst.  
Multilingual/Translingual  
Social Justice

*Finding a Home in Ecotones: Lived Experiences in a Graduate Writing Center Space*

**Taryn Gilbert Howard, Kristin Messuri, Luke Morgan, Texas Tech University**

Writing centers are often framed as “home” for students, a concept that has been problematized by scholars such as Grutsch McKinney (2005) and Webster, Grossi, & Smith (2017). Our panel explores the embodied experiences of clients and staff in the physical location of a Graduate Writing Center (GWC) situated in a larger Graduate Center at a large public southwestern university. We view GWCs as “ecotones” (Krall, 1994) and explore how these shared communities on the institutional and material edges of universities may serve as sites for more critical considerations of what it means to be a “home” for graduate writers. #IWCA1814B

**GEORGIA 4**

*The Electronic Elephant in the Room: Assessing WC Online and its Role in Re-shaping Writing Center Culture*

**Juli Parrish, Geoffrey Stacks, Alison Turner, University of Denver**

After ten years using a locally-developed system, we adopted WCO in 2017. The features and constraints familiar to many are new to us, and in adopting WCO, we are intentionally asking questions that we thought we’d answered: what do we call writers? How do we frame consultant expertise? How do our session notes mediate relationships with students and faculty? In considering how to use WCO to assess our center, we have learned that we are assessing is WCO, its role in shaping our center’s culture. We suggest WCO is not just a mechanism for assessment but a change agent itself. #IWCA1814C

**ATLANTA 5**

Anti-Racist  
Multilingual/Translingual

*Reaching the Margins*

**Allie McConnell, Katie Mitchell, Miriam Murphy-Gary, Brenau University**

How does the evolution of a university lead to the evolution of its Writing Center? How can we reach students who otherwise struggle to feel at home in an academic environment? This presentation by Brenau University Peer Tutors and their Director explores how we can use our centers to reach students who are often marginalized in academics and foster unique spaces of collaboration that help positively shape student identities within the culture of the university. #IWCA1814D

**GEORGIA 6**

*SIG: Writing Fellows*

**E. Mairin Barney, University of Baltimore**

The SIG will focus on programmatic values and assessment of Writing Fellows programs. #IWCA1814E

**GEORGIA 5**Anti-Racist  
Social Justice**Workshop: *Ethos, Pathos, Logos, Migos: A Hip-Hop Approach to Rhetorical Analysis*****Glenesha Berryman**, East Carolina University

Many students struggle with rhetorical analysis. In this workshop, we use hip hop as an intervention to help prepare students to critically analyze texts for rhetorical analysis. Additionally, we use hip hop as a tool for engaging in social critique and activism. The purpose of this workshop is three part: to rethink how we prepare students for rhetorical analysis, to use hip hop culture and its transgressive status as content for teaching rhetorical analysis, and to get at the heart of what we set out to do when create the goal of teaching rhetorical analysis. #IWCA1814F

**GEORGIA 12**

Social Justice

**Workshop: *Drawing on Social Work Approaches to Rethink, Reframe, and/or Redress Writing Center Problems*****Erin Flewelling, Joshua Hudson, Emma Saturday, Sequoia Stone, Kathryn Valentine, Julie Williams**, San Diego State University

This workshop joins efforts to diversify writing centers by exploring how social-identity group theories and practices from social work may be used in writing center tutoring and directing. We invite workshop attendees to explore (stereo)typical problems in writing centers by working in small groups and re-visiting Freire, Grimm and others' attention to how we define problems. We then suggest ways social work concepts which explore intersectionalities of identity might be productively employed in addressing writing center problems, particularly as we seek to imbue our work with attention to social justice. #IWCA1814G

**GEORGIA 7**

Social Justice

**Roundtable: *Academic Privilege and Writing Center Usage: Creating Formal Partnerships With Programs of Academic Excellence*****Maura Avington, Marla Katz, Demia Lee, Hunter Rabinowitz** St. John's University

St. John's University and other academic institutions offer several programs for students who excel academically. As current undergraduate writing consultants and members of exclusive programs, we are aware that students in these programs often do not use Writing Centers as resources. It is necessary for these students to be present in Writing Centers, and to engage with consultants in order to further enhance their educational pursuits and contributions to their respective communities. Drawing from Salem's research, we will discuss strategies for our Writing Center and others, so that more students, particularly those who excel academically, engage with academic center ship. #IWCA1814H

**GEORGIA 8****Roundtable: *Centering the Community: Inclusion in the Tribe*****Khristeena Lute**, SUNY Adirondack

Community colleges are intended to be places of network, connection, and education, and yet many community college students report feeling isolated

or alone on their academic journeys. Writing centers can play a heavy role in providing a physical, social network on campus, quite literally centering the student and the community at large. By including these students in our writing center “tribe,” we create an inclusive environment to which our clients can always return to share, connect, and rebalance. Expanding our role in this way creates inclusion of students from all walks of life. #IWCA1814J

#### GEORGIA 9

Anti-Racist  
Minority-Serving Inst.  
Multilingual/Translingual  
Social Justice

### *Tutors as Social Change Agents: Interventions in Critical Empathy*

**Lydia McDermott**, Whitman College | **Lana Oweidat**, Goucher College

We examine tutors’ understanding and practice of critical empathy to better prepare them for active citizenship and social justice work through their positions as peer tutors. Through a survey at two small liberal arts colleges, we found that tutors have trouble transferring the perception of themselves as social change agents out of theoretical discussions in the classroom and into the writing center. This correlates with research that suggests that any new social context can potentially disrupt transfer. We propose practices for cultivating critical empathy in continued tutor training. #IWCA1814J

### *Shouting Help in a Crowded Classroom: The Role of Self-Advocacy in the Writing Process*

**Cory Elizabeth Nelson**, University of Southern California

In 2016, Lori Salem argued that writing centers should reexamine their preference for “non-directive tutoring . . . [which] is a pedagogy most appropriate for students who have solid academic preparation” (163). This presentation responds to Salem’s ambitious call, arguing that writing centers should expand their pedagogy to include an explicit focus on self-advocacy skills. Thus, rather than assuming a directive role with inexperienced students, writing center staff should coach students to identify their needs in relation to an assignment and to navigate the institution in search of solutions. #IWCA1814J

### *Do Fixed Mindsets Hinder Student Writers, and How Can Writing Tutors Help Cultivate Growth Mindsets?*

**Laura Schubert**, James Madison University

This presentation describes empirical research on the correlations among students’ mindsets, writing processes, performance, and tutoring interactions. The presenter will provide survey, interview, and writing assessment data that investigated the degree to which an embedded tutor influenced students’ mindsets and writing performance. The research has implications for tutor training and assessment efforts, and the presenter will recommend ways of supporting and engaging fixed-minded writers. #IWCA1814J

#### ATLANTA 4

Non-US Writing Center  
Social Justice

### *Life After the Writing Center: Preparing Consultants to Be Workplace Advocates*

**Charlotte Kupsh**, University of Nebraska—Lincoln

When we talk about social justice in writing center work, we often think about engagement in the center or the campus community. But what about life after the writing center? Our writing center tutors can evolve to become powerful advocates for social justice in the workplace, but often, graduates struggle initially to find ways to apply their writing center skills to new professional and



social settings. This presentation will discuss how writing center administrators can mentor and prepare tutors to be effective advocates not only in the writing center, but also in the post-academic world. #IWCA1814K

GEORGIA 11

Anti-Racist  
Minority-Serving Inst.  
Multilingual/Translingual

*Linguistic Identity and Writing Center Citizenship*

**Matthew Nelson**, University of California—San Diego

Students' linguistic identities, the languages they grew up with, were educated in, and use in daily life—are central to their educational experiences. Institutions, however, know precious little about them, often using citizenship or residency status as a crude stand-in. Writing centers likewise often efface the lived complexity of students' linguistic identities, thinking only through the binary of "native/non-native" speakers. This presentation will share a writing center client intake survey intended to better capture writers' linguistic identities, and will explain how the survey has been used to articulate the value of linguistic diversity to the center's host institution. #IWCA1814L

*Exigencies, Realities, and Opportunities: Best Intentions, Best Outcomes in Working with Translingual Writers*

**Beatrice Mendez Newman**, The University of Texas—Rio Grande Valley

Working with translingual writers creates exigencies that aren't always effectively addressed in tutoring sessions: how to really help writers cross bravely into linguistic and rhetorical spaces in their second language. This session will offer specific tutoring responses for translingual writers, adapted from feedback and assessment practices for writing classes and fundamental linguistics (such as false cognates, syntactic patterns, phonological approximations, and other common translingual practices). We will practice applying these responses in several excerpts of writing created by translingual writers. Participants will leave with a list of "types" of responses and examples of their application in real tutoring sessions. #IWCA1814L

*Working with Culturally and Linguistically Diverse Writers: A Linguistic Lens*

**Chelsea Walter**, Colorado College

In our work with student writers, we have a responsibility to help cultivate communities of responsible, informed writers and responders by understanding who our clients are and their cultural and linguistic backgrounds. One way we can do this is by understanding that the work of culturally and linguistically diverse (CLD) writers is mediated by their primary language and culture. We will discuss principles of second language acquisition, specifically first language transfer, how it may be key in understanding CLDs' use of academic English, and best practices for working with CLD writers. #IWCA1814L

GEORGIA 10

*Workshop: Progress from the Ground Up: Publishing in the Writing Center*

**Corey Cummings, Hillary Yeager**, Middle Tennessee State University

This interactive workshop will provide instructive tips on how to create, market, and publish a writing center sponsored journal from your center. We will discuss costs, timelines, necessary skills and software, and the logistics of launching a publication, with tips that can benefit anyone at any stage of

the publishing process. Attendees will walk away with a possible manifesto for their center's future or in-progress publication, along with worksheets for creating budgets, ways to generate capital and methods of production.

**#IWCA1814M**

## Session 15

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**Saturday, October 13 | 2:45pm - 4:00pm**

GEORGIA 4

### *Powerful Personalized Presence: Studying Online Feedback Effectiveness and Community Building*

**Abbe Breiter Fineberg, Melody Pickle, Amy Sexton**, Purdue University Global

Student engagement and effective feedback practices are essential, especially in an online writing center. While our writing center has consistently demonstrated how it builds online community and personalized presence, creating connection through online, asynchronous feedback services, it has struggled to demonstrate the usefulness of this online feedback. In this presentation, we explain the results of our study which surveyed students to determine how and if they were implementing their personalized video feedback. **#IWCA1815C**

GEORGIA 5

Social Justice

### *Workshop: Recognizing and Honoring Client Identities: Culturally Responsive Pedagogy in the Writing Center*

**Katrina Bell, Chelsea Walter**, Colorado College

This interactive workshop for writing center and ESL/CLD (Cultural and Linguistically Diverse) administrators will focus on implementing Culturally Responsive Pedagogy (CRP) in the writing center. The presenters will review a history of CRP and its major tenets, before opening a conversation about writer identity and resistance to CRP. Attendees will reflect on their own contexts through a strengths, weaknesses, opportunities, and threats (SWOT) analysis of CRP efforts, and participate in small and large group brainstorming of implementation strategies. **#IWCA1815D**

GEORGIA 6

Anti-Racist  
LGBTQ  
Social Justice

### *Workshop: Interdisciplinary Conversations on Emotional Labor: Heuristics for Engagement*

**Elisabeth Buck**, University of Massachusetts Dartmouth | **Karen-Elizabeth Moroski**, Pennsylvania State University

This interactive workshop will bring together theorists and a therapist to help create actionable answers to the question: How do we "step up" for our students (and ourselves) in 2018? Participants will leave the session with practical, context-based resources for shaping conversations about emotional labor in their own centers. **#IWCA1815E**

GEORGIA 7

### *Workshop: Inviting Unheard Voices: Building Campus-Wide Connections through Technical Writing Workshops*

**Katie Rieger, Michael Rieger, Oklahoma State University**

Our writing center hosted Technical Writing Workshops during the Fall 2018 semester in partnership with campus academic and student support offices. These workshops expose attendees to the variety of services the Writing Center provides (contrary to student beliefs, we do more than help with grammar), and help build rapport and understanding with the partnered academic and support offices. This presentation will outline the structure of workshops, challenges and successes encountered, and will end with an open discussion about how others can bring this type of partnership to their center. #IWCA1815F

**GEORGIA 9**

*Assessing and Improving Peer Writing Tutor Knowledge Towards Students with Diverse Learning Needs*

**Christina Sappington, Manhattanville College**

As active citizens and peer writing tutors, we have a responsibility to promote inclusivity in the community of students we serve, which may include students with learning disabilities. The goal of our research is to assess and improve peer writing tutor knowledge of diverse learning needs and to introduce strategies to support students with learning differences who visit the Writing Center. Learn how you too can make a difference in your writing center, one unique student at a time. #IWCA1815H

**GEORGIA 10**

Social Justice

*Integrating Ethics into Engineering*

**Sarah Livesay, University of Iowa**

Our engineering students struggle to incorporate active citizenship into their studies. Knowing that the world needs engineers, they presume that what is needed is their technical expertise and take for granted the ethical communication of this expertise. But reading is an ethical act, and reading can promote ethical acts. Using introspective writing about engineering as a base, our center seeks to introduce engineers to the kind of socially aware, justice-minded reading and writing that will help shape the kind of engineers that they can become. #IWCA1815I

*Uncovering the Business Writing Center*

**Bethany Tisdale, University of South Carolina**

Not since 2000, when Shirley Kuiper and Martha Thomas published an account of the development of a business communication center in *Business Communication Quarterly*, has there been a comprehensive account of the business-centered writing center. This presentation discusses recent scholarship about the purpose of business writing centers, who staffs these centers, and how they brand themselves, all with the hope of initiating a vibrant discussion about how business or other discipline-specific writing centers can serve their students. #IWCA1815I





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*Melissa Bugdal, UConn PhD, 2017  
Assistant Professor of English & University Writing Center Director  
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