NATIONAL CONFERENCE ON PEER TUTORING IN WRITING 2017
in collaboration with the
HOFSTRA CULTURAL CENTER
present

Reaching Out

Revising Writing Center Spaces and Identities

Thursday, Friday, Saturday
October 12-14, 2017

Conference Program
#NCPTW17

HOFSTRA UNIVERSITY

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Reaching Out:
Revising Writing Center Spaces and Identities

Thursday, Friday, Saturday
October 12-14, 2017

Conference Chair

Andrea Rosso Efthymiou
Assistant Professor, Writing Studies and Rhetoric
Writing Center Director
Hofstra University

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NCPTW 2017 CHAIR'S WELCOME LETTER

Welcome to Hofstra University! Our theme, "Reaching Out: Revising Writing Center Spaces and Identities," reflects our commitment to exploring the many ways our centers support tutors, students, faculty, staff, institutional locations, and communities.

Hofstra's unispans, the footbridges that connect our North and South Campuses, have become visual representations of the way we understand *reaching out*. The bridge logo throughout our conference program is our rendition of Hofstra's unispans. As visual markers of the work we do with writers every day, bridges connect people and places that otherwise may not come into contact. Our centers, like bridges, bring together diverse populations, demands, and needs, offering us opportunities to work together to negotiate goals in writing, research, and administration.

For many of you, this conference may be your first. I encourage you, over the course of this conference, to *reach out* of your comfort zone by attending a session that may seem beyond your wheelhouse, asking a question during a workshop discussion, and introducing yourself to new colleagues. As writing center practitioners, we are accustomed to the workings of our own centers; this conference is designed for us to *reach out*, putting us in contact with writing center colleagues who can help us reflect on our work with students, grow our own research, and develop new plans.

All of our conference activities are intended to facilitate connections that enact *reaching out*. Thursday's Pre-Conference Research Workshop will bring together writing center researchers at all levels in an effort to help attendees reach new places in their research projects. Our Creativity Event and Friday the 13th Bash are spaces for us to playfully engage with each other, possibly reaching unexpected conclusions about our writing center work. Our keynote speakers, Lauren Fitzgerald and Melissa Ianetta, also reflect our conference theme in that they have committed themselves to fostering undergraduate research, helping writing center tutors reach audiences beyond their centers.

NCPTW is a conference with a history of *reaching out.* This year's conference at Hofstra University is committed to extending NCPTW's legacy by reaching peer tutors and writing center administrators from across the country (and the world!). With the generous support of the Hofstra Cultural Center, this year's NCPTW brings us together through our shared interest in teaching, research, and administration. I look forward to making connections with you over the course of the NCPTW conference here at Hofstra.

Andrea Rosso Efthymiou
Assistant Professor, Writing Studies and Rhetoric
Writing Center Director
Hofstra University

ACKNOWLEDGEMENTS

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NCPTW 2017 is made possible by the support of the Hofstra Cultural Center

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IWCA/NCPTW 2019, October 2019, Columbus, Ohio, Mike Mattison, NCPTW Chair

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KEYNOTE SPEAKERS

Melissa Ianetta

Director of the Writing Center and Professor of English
University of Delaware
Incoming editor of *College English*

Dr. Melissa Ianetta received her BA and MA from Bridgewater State College (1995, 1998) and her PhD from The Ohio State University (2002). Her research focuses in writing studies, with a specialization in research methods and undergraduate research. With Lauren Fitzgerald (Yeshiva University), she is the author of *The Oxford Guide for Writing Tutors: Practice and Research* (Oxford University Press 2016; 2nd ed. forthcoming 2018). Her essays have appeared in journals such as *College Composition and Communication*, *College English*, *PMLA* and *Rhetoric Review*. She co-edited *Writing Center Journal* (2008-2013) and serves as editor of *College English* (2017-2022).

She led the University of Delaware's composition program (2005-2014) and has directed the University Writing Centers since 2005. As a teacher, she has focused on writing and pedagogy by offering undergraduate classes in first year writing and peer tutor pedagogy and graduate classes in empirical research methods and writing program administration. She is beginning a new book project on the intellectual work of peer tutors in writing, and with Kelly Ritter (University of Illinois Urbana-Champaign), she is editing the forthcoming *Landmark Essays in Writing Program Administration*.

Lauren Fitzgerald

Director of the Wilf Campus Writing Center and Professor of English
Chair, Department of English
Yeshiva University, where she chairs the Yeshiva College English Department

Dr. Lauren Fitzgerald has been the director of the Wilf Campus (formerly Yeshiva College) Writing Center since 1997, where she has prepared hundreds of student tutors and dozens of faculty consultants to work with thousands of writers from the YU community—students, faculty, staff, and alumni. In the Yeshiva College English department, she teaches courses on academic writing, digital and multimodal composing, writing research and pedagogy, and Romantic-period British literature. Her Yeshiva College Core courses address the history of authorship and English as a global phenomenon. She has served as the Chair of the Yeshiva College English Department since 2015.

SCHEDULE AT-A-GLANCE

All events take place in the Sondra and David S. Mack Student Center, North Campus, unless otherwise noted in this program.

Thursday, October 12

12-5 p.m.	Registration, Multipurpose Room West
1-4 p.m.	Pre-Conference Research Workshop, Multipurpose Room East Coffee and Cookie Service
4-5 p.m.	Welcome Reception and Hors d'oeuvres, Multipurpose Room West
5-6:15 p.m.	Creativity Session, Hofstra University Museum, Emily Lowe Gallery
6:30-7:30 p.m.	Steering Committee Meeting, Hofstra University Writing Center Mason Hall, Room 102

Friday, October 13

8 a.m.-5 p.m.	Registration, Multipurpose Room West
8 a.m.-9:30 a.m.	Continental Breakfast, Multipurpose Room West
9:30 a.m.-12:15 p.m.	Concurrent Sessions Session 1 | 9:30 a.m.-10:45 a.m. Session 2 | 11 a.m-12:15 p.m.
12:15-1:30 p.m.	Taco Bar Lunch, Main Dining Room
3-5 p.m.	Coffee Service, Multipurpose Room West
1:45-6 p.m.	Concurrent Sessions Session 3 | 1:45-3p.m. Session 4 | 3:15-4:30 p.m. Session 5 | 4:45-6 p.m.
6-7 p.m.	Use your **Food Voucher** to grab dinner on campus!
7-9 p.m.	Friday the 13th Bash! Ice cream social, live entertainment, and prizes! Pride Den, Mack Student Center
10:30 p.m.	Hofstra Division of Student Affairs presents Friday Flix Flim Screening: *The Rocky Horror Picture Show*: *LIVE** Guthart Cultural Center Theater, Axinn Library, South Campus ***Please note you are on your own for return transportation to hotel.***

SCHEDULE AT-A-GLANCE

Saturday, October 14

8 a.m.-5 p.m.	Registration, Multipurpose Room West
8-9 a.m.	Breakfast, Main Dining Room
9:15-10:45 a.m.	Keynote Presentation & Awards Ceremony, Student Center Theater
12-2 p.m.	Grab-n-Go Box Lunch, Multipurpose Room West
3-5 p.m.	Coffee Service, Multipurpose Room West
11 a.m.-6:15 p.m.	Concurrent Sessions Session 6 | 11 a.m.-12:15 p.m. Session 7 | 12:30-1:45 p.m. Session 8 | 2-3:15 p.m. Session 9 | 3:30-4:45 p.m. Session 10 | 5-6:15 p.m.

THURSDAY, OCTOBER 12, 2017

12-5 p.m.

CONFERENCE REGISTRATION
Multipurpose Room West, Mack Student Center, North Campus

1-4 p.m.

PRE-CONFERENCE RESEARCH WORKSHOP
Multipurpose Room East, Mack Student Center, North Campus

Yvonne Teems-Stephens, Hofstra University
Randall W. Monty, University of Texas Rio Grande Valley
Mary Tripp, University of Central Florida
Jessica Heffner, The State University of New York, Potsdam

Participants will work in small groups led by researchers who will provide individualized guidance on participants' research projects. The intimate setting allows for question-and-answer with the mentor and discussion among group members. Coinciding presentations will be offered in focus groups, participant observation, surveys, and discourse analysis. Presentations will include instruction in the research method, an interactive activity that engages participants in practicing the method, and a list of resources to take home.

4-5 p.m.

WELCOME RECEPTION
Multipurpose Room West, Mack Student Center, North Campus

5-6:15 p.m.

CREATIVITY SESSION
Hofstra University Museum, Emily Lowe Gallery
Behind Emily Lowe Hall, South Campus

6:30-7:30 p.m.

STEERING COMMITTEE MEETING
Hofstra University Writing Center, Room 102
Mason Hall, South Campus

FRIDAY, OCTOBER 13, 2017

8 a.m.-5 p.m. **CONFERENCE REGISTRATION**
Multipurpose Room West, Mack Student Center, North Campus

8-9:30 a.m. **CONTINENTAL BREAKFAST**
Multipurpose Room West, Mack Student Center, North Campus

9:30-10:45 a.m. **CONCURRENT SESSIONS 1**

1A **Room 141, Mack Student Center, North Campus**
NAVIGATING DISAGREEMENT: THE DISCUSSION ON CONTEMPT AND THE IMPORTANCE OF ACTIVE LISTENING (Workshop Session)

Samuel Bloom, *Grand Valley State University*
Sometimes, words fail us. A consultant's job is to provide students with an environment where they can practice expressing their thoughts in the written word without fear of judgement or disapproval. Often, disapproval doesn't need to be overt or verbal, but insinuated through gestures, questions, and tone. In this workshop, we'll explore the concept of contempt, emphasizing themes of active listening, charitable interpretation, and empathy in cases where words may be failing a student.

1B **Room 142, Mack Student Center, North Campus**
INFLUENTIAL FELLOWSHIPS (Roundtable)

Paxton Beck, Nancy Zola, and **Sharlene Gilman,** *Bloomsburg University of Pennsylvania*
How can student tutors influence not only other students' learning but professors' instruction? How can professors influence tutoring programs? Bloomsburg University's Enrichment Fellows program allows undergraduate tutors and professors to have an interactive relationship to help basic writers through a required writing course. In 3 years, our program has affected and been affected by our cooperating professors and their teaching styles. This relationship has altered our program and our cooperating professors' curriculum and instruction.

1C **Room 143, Mack Student Center, North Campus**
THE GLOSSARY OF THE WRITING CENTER: HOW DO WE DESCRIBE THE KEYWORDS OF WRITING? (Workshop Session)

Laura Leavitt, *Earlham College*
This workshop will be space to work on an interactive exercise first envisioned in a writing center tutor training session; by asking students, tutors, and faculty how they describe certain key terms of writing studies, we get a new vision of both how students understand writing and how they understand tutors/consultants who are trying to help them. After, we'll have a meta-discussion about ways to carry out such an exercise in one's own writing center.

1D **Multipurpose Room East, Mack Student Center, North Campus**
DIGITAL APPROACHES TO STAFF EDUCATION (Individual Presentations)

Writing Centers as Preventative Care vs. Emergency Service: Embedded Interactive Writing Center Resources
Aisha Wilson-Carter, *Hofstra University*
The consensus among most writing center administrators and consultants is to encourage the process-over-product model. Where this agreement usually ends is the implementation of the process. Despite best efforts, many students still see writing centers as a "fix it" shop. Recently, at Empire State College, a team of content experts, academic support, and educational technology professionals, cultivated targeted open educational resources (OERs) aimed at developing core academic skills in the disciplines. This session will present an overview of the purpose and function of specific OERs, allow participants to explore each OER and facilitate a discussion to address the probability and necessity of implementation at their own institutions.

Educating a Large Writing Center Staff through Online Blackboard Learning Modules: Planning, Implementation, and Assessment
Kevin Dvorak, Michaela Greer, Emalee Shrewsbury, and **Jacquie Lytle**
Nova Southeastern University
This presentation examines how a writing center's sudden growth created a need for a new staff education and training program. The director, two graduate assistants, and an undergraduate writing fellow co-created online Blackboard learning modules, used them with staff members, and collected data on their effectiveness. Presenters will share the steps they took, what the data showed, and how they plan to improve in the future. They welcome feedback from audience members.

1E **The Greenhouse, Mack Student Center, North Campus**
WRITING BEYOND THE CENTER: WHEN WRITING BECOMES AN ACT OF SERVICE (Workshop Session)

Elizabeth Hopta, Rana Mohamed, and **Karen-Elizabeth Moroski**
The Pennsylvania State University
Writing, despite its portrayal as a “luxury,” represents a crucial component of civic, professional and personal life: literacy is liberation, a link to livelihood, and not everyone in our communities is free. How can we use our writing expertise in the service of others? This workshop focuses on connecting tutors-as-resources to local nonprofits and organizations whose served communities would benefit from literacy support. How can we empower others through writing?

1F **Plaza Room East, Mack Student Center, North Campus**

WRITING IN THE SCIENCES: THE EFFECTS OF WRITING ADVISOR OUTREACH ON THE UTILIZATION OF THE CWLT BY BIOLOGY AND CHEMISTRY STUDENTS (Panel Presentation)

Tiare Elaine Gill, Isabelle Anderson, and **Jordan Fonseca,** *University of Puget Sound*

Previous research within the University of Puget Sound's Center for Writing, Learning, and Teaching (CWLT) has shown that only a small portion of the writing center's appointments are scheduled for students working on scientific papers. Our panel uses a range of research methods to explore how to improve outreach and tutoring in the sciences at a multidisciplinary writing center.

1G **Plaza Room West, Mack Student Center, North Campus**

REEVALUATING TUTOR AND STUDENT PERCEPTIONS (Individual Presentations)

Moderator: **Tyler Thier,** *Hofstra University*

What Exactly Is "Master's-Level Writing" and Why Does It Cause So Many Problems?: Reconsidering the Causes of Writing Insecurity and Challenges Among Graduate Students

Christopher Hartley, *Silberman School of Social Work*

A fair number of students struggle with producing what their professors often term "master's level" writing. This paper proposes several reasons why students who have not previously had their writing abilities challenged now find themselves struggling to keep up, chief among them the way that poorly defined expectations create student anxiety and, consequently, inadequate performance on written assignments. It proposes several solutions to this problem, including the use of specific grading criteria and rubrics.

Yours, Mine, and Ours: Crossing Thresholds with Threshold Concepts in Mercer's Marginalia Project

Deneen Senasi, *Mercer University*

We speak of students as "yours," "mine," occasionally "ours," reflecting the pedagogical relationships and spatial arrangements within which writing instruction unfolds. Mercer's Marginalia Project reaches beyond such boundaries. Revising senses of place and possession through which writing instruction is defined at a liberal arts college without either a Writing Center or a faculty with strong preparation in writing studies, the Project brings together shifting discourse communities of students, embedded tutors, and faculty working outside such spaces.

On Edge: Tutors at the Limit of Their Knowledge

Nick Cenegy, *Texas A&M University*

Undergraduates who tutor graduate students are familiar with the anxieties of reaching out beyond their knowledge and experience. This presentation compares the practices of undergraduate and graduate tutors recorded in a collection of 20 audio transcripts. Findings are compared to session notes from approximately 500 consultations. Preliminary analysis indicates that there are important differences between the two groups, particularly in how they prioritize goals in a session, use planning instruments, and deploy a directive/non-directive tone.

1H **Room 145 Mack Student Center, North Campus**

BECOMING THE MOD POD SQUAD: FLUIDITY IN SPACE AND IDENTITY AT A SMALL LIBERAL ARTS COLLEGE (Panel Presentation)

Katrina Bell, Roy Jo Sartin, Eviva Kahne, Sophia Pray, and **Anika Grevstad**
Colorado College
At our small liberal arts college, writing center relocations during library and learning commons renovations have heralded a movement away from closed-door tutorials towards open spaces, conversational collaboration, and positive help-seeking behaviors. This panel features the reflections of three peer consultants on theory and practice as they pertain to our campus spaces and identities, with an opening and closing by professional staff members who have persisted through transitions in practice and location.

11 a.m.-12:15 p.m. ## CONCURRENT SESSIONS 2

2A **Plaza Room East, Mack Student Center, North Campus**

EMBRACING TRANSLINGUALISM: BRIDGING THE GAP BETWEEN MONOLINGUAL AND MULTILINGUAL WRITERS (Panel Presentation)

Sophia Younes, Glenn Hutchinson, Sarah Medina,Elizabeth Di Charles Donate, and **Elizabeth Diaz,** *Florida International University*
This panel will expound on the importance of multilingual inclusivity in writing centers, and how such inclusivity can be tangibly incorporated into center practices. The panel will support the notion that tutors should see beyond ESL writers' sentence-level concerns and focus on cultivating trans lingual writers who are creative and effective rhetors. The panel will also offer insight into multilingual practices that are or will soon be implemented at FIU's diverse writing center.

2B **The Greenhouse, Mack Student Center, North Campus**

YOU CAN DO IT: MOTIVATING AND EMPOWERING WRITING CENTER STUDENTS (Individual Presentations)

Moderator: **Maia Loy,** *Hofstra University*

A Writer's Goal: Is it Being Addressed in Writing Center Tutoring Sessions?
Nimra Sohail, *Drexel University*
This study is attempting to replicate and build upon the research of my peers (Raymond and Quinn) to answer the question: To what extent does the tutor address the goal of the writer in a session? The results answer this question but also shed light on how successful sessions happen.

Empowering Students to Contest and Revise Power
Lydia Mongie, *Utah Valley State University*
This individual presentation will reconsider the expressivist disposition of my 2016 presentation on multilingualism, suggesting a more empowering enculturationist tutoring strategy. It will accordingly draw from composition scholars like Charles Bazerman and David Bartholomae to answer the following question: How might tutors and centers concentrate and strengthen our liberationist goals through enculturationist pedagogy?

Fostering Motivation in the Writing Center
Catherine Broshek, *The Catholic University of America*
My research attempts to answer the question of what motivates students while working with their Writing Center tutor, based on research conducted at The Catholic University of America. After a review of literature, series of observations, and survey, I conclude that rather than lauding one motivational tactic as the "gold standard," it seems the best tactics to motivate students are those that are most comfortable for the tutor/tutee.

2C **Room 145, Mack Student Center, North Campus**
PLANNING FOR NCPTW IN THE RIO GRANDE VALLEY (Workshop)

RW Monty, *University of Texas Rio Grande Valley*
This session is devoted to brainstorming proposals for presentation at NCPTW 2018. Do you have research ideas that you'd like to develop? Have you piloted a project on your campus that you want to share with the rest of the writing center world? This workshop will help attendees get a jump on planning for NCPTW 2018 at the University of Texas, Rio Grande Valley.

2D **Plaza Room West, Mack Student Center, North Campus**
OUTSIDE THE FENCE: UNIVERSITY WRITING CENTERS AND COMMUNITY PARTNERSHIPS (Panel Presentation)

Kasie Bourque, Emma Seely, George Fenton, and **Peter Ferris**, *St. Joseph's University*
University writing centers often focus on outreach within their immediate educational communities, overlooking the larger writing community that includes people outside of campus fences. This presentation will focus on the challenges and successes of writing centers developing relationships with community partners, through the lens of a partnership that the Saint Joseph's University Writing Center established with a local library across from campus.

2E **Room 141, Mack Student Center, North Campus**
ADVOCATING ACROSS CAMPUS: IDENTITY-DRIVEN WRITING CENTER COLLABORATIONS (Round Table)

Erin M. Andersen, Catherine Godlewsky, Mackenzie Kiley, Jon Munoz, Abe Rexrode, Carsen Terry, Steven Underwood, and **Kaitlin Wendt,** *Centenary University*
How can writing centers act as advocates for student writers across campuses? More importantly, how can writing centers focus their collaborations in ways that emphasize the need for inclusivity across campus through broader definitions of literacies? This roundtable discussion, facilitated by a director and peer tutors, will engage with these questions using personal narratives of new partnership-building initiatives in one writing center. After brief presentations, participants will break out into small groups to consider brainstorming questions regarding partnership initiative possibilities.

2F **Room 142, Mack Student Center, North Campus**
NAVIGATING IDENTITIES: REACHING TOWARDS INCLUSIVE WRITING CENTERS
(Individual Presentations)

Moderator: **Ethna Lay,** *Hofstra University*

Revising Writing Center Mythologies
Amira Bakir, *The George Washington University*
This paper will explore the issue of how tutors at the GW Writing Center experience identity mythologies, in the hope of shedding some light on (1) which identities (gender, race, ethnicity, religion, sexuality) are more likely to underlie mythologies (2) how tutors distinguish and respond to inappropriate identity questions (3) and whether certain tutoring styles (directive vs. nondirective) are more effective for managing appointments where clients have false or inappropriate perceptions of their tutors' identities.

Women in Writing: Discussing the Feminization of the Writing Center
Lilian Bengtson, *University of Puget Sound*
Writing centers are characterized by their inclusive presences on campus, but their welcoming atmospheres are often perceived as a particularly feminine space within the traditionally male-dominated university system. Does this reversal of gender dominance increase students' comfort within the center, or create yet another barrier to accessibility? This presentation will discuss the phenomenon of the feminized writing center and propose strategies to ensure that the writing center remains an inclusive space for all students.

Identifying and Addressing "Everyday Oppression" in the Writing Center
Lakshmi Bisram, *Fashion Institute of Technology, SUNY*
As writing centers, we strive to make our center an inclusive environment; therefore, we have a responsibility in allowing tutees to express their ideas freely. However, there are instances when a tutee's ideas exhibit prejudiced beliefs. Sometimes a tutee holds stances that run counter to our own, and may even belittle aspects of the tutor's identity. This presentation offers tutors strategies for responding to "everyday oppression" in the writing center.

2G **Room 143, Mack Student Center, North Campus**
APPROACHING LITERACY THROUGH DIFFERENCE (Individual Presentations)

Moderator: **Daisy Miller,** *Hofstra University*

English through Latin and Am I Getting It Right: How Can Literacy Programs be Evaluated Without Traditional Data?
Isaac Hoffman, *Hofstra University*
Utilizing Georganne Nordstrom's methodology of Practitioner Inquiry in combination with other writing center scholarship, this study intends to analyze, using RAD methods, an after-school literacy program, called Aequora, in order to improve the program and to highlight some best practices which might be transferable to other literacy programs and writing center situations. The unique goal of the program, to promote English literacy through Classical Latin, could provide equally unique insight into writing center programs.

Linguistic Insecurities in the Writing Center
Tyler-Alexis MacDonald, *Youngstown State University*
Grammar is a common concern among students and Writing Center tutors. Studies show that grammar is a subject that most students want help with and many tutors do not feel comfortable addressing. This presentation details the presenter's experience with providing grammar training to Writing Center staff. The presenter will share their secret with other writing center staff to make more tutors comfortable with helping and explaining these concepts.

Bigger than Blood: HIV Testing & Counseling Methodologies as Applied to Writing Center Practices
Alicia Mountain, *University of Denver*
Though their contexts differ, HIV testing and counseling and writing tutoring share the common goals of supporting, educating, and empowering participants. Writing Center scholarship has yet to reach out to the practice of one-on-one HIV counseling as a source for peer tutoring techniques. My paper addresses how HIV counselors develop trust, navigate difficult emotions, and encourage return visits. I examine these methodologies to illuminate opportunities for enriching short-term emotional connections between tutors and writers.

2H **Multipurpose Room East, Mack Student Center, North Campus**
APPLYING FEEDBACK TO STAFF DEVELOPMENT (Individual Presentations)

Moderator: **Andrea Rosso Efthymiou,** *Hofstra University*

Developing a Hybrid Tutor Training Delivery Model
Loren Kleinman, *Drew University*
This presentation outlines Drew University's blended tutor training program from development to implementation, and shares our key takeaways, lessons learned, stakeholders involved, and tutor training feedback based on this new model.

It's Up to You!: Practicing the Art of Giving and Receiving Feedback
Julia Bleakney, Ryan Probst, Jamie Angle, Sawyer Parker, Jennifer Ryan, and **Shane Harris,** *Elon University*
Of the strategies writing center tutors use to engage students in their writing, providing direct feedback is one of the most useful and the most challenging. This presentation describes an exchange between two writing centers designed to prepare tutors to deliver written feedback. What were our experiences like as readers, responders, recipients, and writers? What did we learn about receiving feedback and responding to writing that we have incorporated into our work as tutors?

Intuitive Tutoring: The Importance of Body Language
Breeze Leal, *Clovis Community College*
Research continues to prove the importance of body language in one-on-one sessions. This presentation focuses on the gap of knowledge in meanings of body language across cultures, the roles that body language plays in online tutoring sessions, and the importance of training tutors to become perceptive and adaptable.

Plaza Room Middle, Mack Student Center, North Campus
FRIDAY POSTER SESSION

Reaching Out by Looking Within: Reflexivity, Character, and the Coevolution of Consultant Scholarship and Client Growth in the Writing Center
Jason Hoppe, Reilly Kissinger, Jaqueline Parker, and **Danny Nguyen**
United States Military Academy
Our poster outlines a variety of specific consulting practices developed by Cadets who tutor at West Point's Mounger Writing Center. The poster also contextualizes their practices—all of which in some way link the Academy's emphasis on character development to pedagogical commitments to metacognition and reflexivity—within the Center's progressive approach to consultant education and pressing methodological and curricular debates in the field.

"What kind of paper are you writing?": Writing Centers Address the Prompt
Courtney Werner and **Jessica Heffner,** *Monmouth University*
In this poster, the authors explore the practice of helping students read an instructor's prompt and write for that prompt. Through a qualitative survey of writing center administrators and staff, they examine what it takes to help student-writers read prompts when brief handbook sections just aren't enough. They ultimately make suggestions for improving the practice of tutoring prompt reading and offering workshops to faculty who seek assistance writing accessible prompts.

Positive Feedback in the Catholic University of America Writing Center
Elena Perkins, *The Catholic University of America*
This interactive presentation explores the type and number of different feedback methods used by tutors in the Writing Center at the Catholic University of America. Through observational research, I found that on average only a third of feedback techniques used in the CUA Writing Center are positive feedback strategies. My poster examines larger-scale studies that yielded similar results, exploring the reasoning behind this ratio and the effect it can have on tutees.

Building a Welcoming Environment for ESL Students
Macey Holland, *Cottey College*
Almost every university in the US has students that speak English as a second language (ESL). When it comes to tutoring ESL students, inexperienced tutors can be struck by how different these tutoring sessions are from ones with native English speakers. The language that writing tutors usually use is not always easy to crack by ESL students. This presentation delves into the question of how to prepare writing tutors to work with them.

Understanding Deaf Writers: Linguistic Differences between Standard English and American Sign Language
Kitty Geoghan, *Stetson University*
American Sign Language is a language distinct from English, with its own grammar and syntax rules. Children born Deaf who grow up using ASL may experience difficulties with learning to read and write English. The goal of this project is to examine linguistic differences between ASL and English to better accommodate students in Writing Center tutoring sessions. Understanding the struggles faced by students who use sign language can enable writing tutors to better assist them.

An Effective Strategy to Motivate Students
Jerreme Wade, *Florida International University*
Writing can be a brutal and challenging process. If students are unaware of the writing process, how can a tutor start a forty-five minute session? A tutor should encourage students to engage in open dialogue. This can lead to the right habit of mind. A student won't participate without an open mind. I would like to discuss how tutors can motivate students during sessions. Furthermore, I want to inform and explain an effective strategy to motivate students.

An Examination and Research Proposal: Online Synchronous Tutoring
Victoria Macera, *Loyola University Maryland*
The online synchronous tutoring space offers a new environment for tutors and tutees to utilize. Although the online tutoring environment can have many benefits, there are still many factors that must be considered to ensure its success. A research experiment can help to develop a way in which other universities can apply their own RAD research project to evaluate their own online tutoring space.

12:15-1:30 p.m. **LUNCH—TACO BAR!!!**
Main Dining Room East, **Mack Student Center, North Campus**

1:45-3 p.m. ## CONCURRENT SESSION 3

3A **Room 145, Mack Student Center, North Campus**
REACHING OUT TO STUDENTS WITH DISABILITIES IN THE GRADUATE WRITING LABORATORY (Workshop)

Annelies Andries, Jennifer Schmidt, and **Elena Kallestinova**
Yale University, Graduate Writing Laboratory
We will address three major questions: (1) how to increase accessibility and inclusiveness for graduate writers with disabilities; (2) how to train consultants to work with students with disabilities; (3) what strategies could be used to work across learning and physical abilities. Speakers will present how graduate consultants created online resources to increase accessibility of the Graduate Writing Lab and developed training materials for future consultants to learn about best-practices when working with students with disabilities. Presenters will also facilitate a guided activity encouraging participants to brainstorm ways to reach out to students with disabilities.

3B **The Greenhouse, Mack Student Center, North Campus**
PRIVILEGE WALK (Workshop)

Robert Roy, Abigail Sweetman, and **Dominique Rolle**, *Saint Joseph's University*
Unconsciousness to one's privilege in the writing center can easily harm the interpersonal relationships necessary for the work done there. We will teach you how to recognize and discuss privilege with your writing center tutors using an adapted "Privilege Walk" exercise. By targeting and discussing the problems of intersectional privilege of staff in academic settings, writing centers can be a more accepting place for writers to work and learn.

3C **Room 143, Mack Student Center, North Campus**

SHIFTING TIMES, SHIFTING IDENTITIES: THE EVOLUTION OF THE WRITING CENTER FROM THE 80S TO THE PRESENT (Roundtable)

Kathleen Cain, Rachel Silsbee, Rob Koch, Sandra Hovsepian, and **Caitlin Saad**
Merrimack College

This roundtable will facilitate discussion of reasons for the gradual evolution of Writing Center missions and identities in order to address the latest iteration of Writing Center identity, namely that of one component in a unit combining multiple centers under a single umbrella. Our goal is to develop strategies for dealing with imposed changes, identifying means by which stakeholders can be engaged in managing change, and projecting future directions for the evolution of Writing Centers.

3D **Room 142, Mack Student Center, North Campus**

FROM CHAOS TO CLARITY: HELPING WRITERS IN PREWRITING STAGES (Workshop)

Rita Shelley and **Melanie Seitzer,** *University of Nebraska at Omaha*

This 75-minute interactive workshop will focus on the topic of helping writers who are struggling to move from the researching stage into the drafting stage. This in-between stage can be particularly difficult for consultants to help writers navigate. Workshop participants will draw comic panels of their own prewriting processes and consider hypothetical scenarios in order to jumpstart a conversation about helping writers articulate their goals and form a plan.

3E **Plaza Room East, Mack Student Center, North Campus**

(R)EVALUATING GRADUATE SUPPORT IN AN UNDERGRAD WRITING CENTER (Panel Presentation)

Kayla Grimm, Erin Strickland, and **Destiny Brugman,**
Montana State University, Bozeman

Providing for graduate writers, many of whom are multilingual learners, in a writing center model based on undergraduate peer tutoring is an opportunity for programmatic growth and examination of our practices. This panel presents our findings from an IRB-approved survey, our experience launching cross-disciplinary graduate writing groups and bootcamps, and our inquiry into issues of authority in an undergraduate peer tutor writing center reaching out to graduate writers.

3F **Room 141, Mack Student Center, North Campus**

PREPARATION PROGRAMS MAKE EFFECTIVE WRITING CENTER TUTORS (Roundtable)

Alexander Dieguez and **Glenn Hutchinson**, *Florida International University*
Many studies on Writing Center pedagogy focus on the ideal interaction between tutor and student, rather than that between a veteran tutor and a new tutor, a relationship which can serve to bolster the development of new tutors into effective Writing Center representatives. This discussion will serve to emphasize the positive influence of a highly interactive relationship between fresh and seasoned tutors on improving the techniques and attitudes of the new tutors in an expeditious manner via weekly staff meetings as well as mentorship-styled interactions between coworkers. In addition to increasing employee cohesiveness, the new tutors will be able to quickly learn much from the experiences of their more seasoned counterparts, and thus increase their tutoring effectiveness.

3G **Multipurpose Room East, Mack Student Center, North Campus**

COLLABORATIVE STRATEGIES FOR STAFF EDUCATION (Individual Presentations)

Moderator: **Aisha Wilson-Carter,** *Hofstra University*

Connect Four: The Components of a Successful Embedded Tutoring Program
Alexander Markle and **Isaiah Trujillo,** *Clovis Community College*
Colleges continue to push for initiatives to improve student success. Clovis Community College is addressing this need through a communication-driven embedded tutoring program. This panel will discuss how using the tutor as a conduit for communication amoung four negotiating parties (the tutor, the instructor, the student, and the tutorial center) has led to a successful program.

Collaborative Tutoring Sessions: Reaching Beyond Our Own Practices
Nicole Green and **Shelby Saxon**, *Texas A&M University*
Many writing centers use co-sessions—consultations involving two tutors—as a training method for new consultants. This collaboration, if continued, could allow tutors to regularly exchange strategies that diversify and refine their skills. We implemented frequent co-sessions at our writing center and surveyed participating consultants to gain insight into the valuable learning that occurs when tutors collaborate. We used these responses to determine how to broadly implement effective and successful co-sessions.

To Whom Are We Reaching?: An Analysis of the Varied Rhetorical Situations of Session Notes
Dale Grauman and **Jillian Grauman**, *Iowa State University*
Tutors write session notes, but to whom? Previous studies show that tutors spontaneously generate new types of session notes, but none have explored how tutors adapt their notes to different rhetorical situations. Therefore, we analyze session notes sampled from a mid-western, land-grant university. We describe different types of session notes and analyze whether tutors consistently wrote different note types in response to different situational variables, such as session topic and audience.

3:15-4:30 p.m. **CONCURRENT SESSION 4**

4A **Room 143, Mack Student Center, North Campus**
REACHING OUT TO MULTILINGUAL STUDENTS (Individual Presentations)

Moderator: **Jessica Day,** *Hofstra University*

¿Me Puedes Ayudar? Reaching Out to Foreign Language Programs on Campus
Donald Prunty, *Southern Utah University*
Can a tutor mentor a writer whose work is in a language the tutor cannot read? The answer is yes, but the tutor needs strategies. The key lies in communication. Writing tutors are often mistakenly seen as English tutors. However, writing principles cross language borders. Case studies and empirical data support the theory that tutors can effectively mentor language students with writing assignments. This presentation offers practical strategies that can help tutors cross language borders.

Reimagining Standard Language in Writing Center Spaces
Lauren Danielowski, *The George Washington University*
This project focuses on language hierarchies in writing center spaces: one in which English is regarded as the "gold standard" for academic writing. In conducting research with consultants and clients in my writing center at George Washington University, I aim to intersect practical data and theories about writing to locate new spaces in which multilingual writers can succeed in an English driven learning environment while also having their voices be valued.

Breaking Barriers and Building Bridges: Multilingual Tutors as "Literacy Brokers" in the Global University
Christopher Williams and **Amy Wan**, *Queens College, CUNY*
This presentation argues that the increasingly multilingual student bodies of colleges and universities can be utilized as unique resources within peer tutoring structures. Multilingual tutors can function as “literacy brokers” between the academic language of college and the home languages of multilingual writers, especially within non-centralized tutoring spaces. Such rethinking of the hiring and training of tutors - and the spaces for peer tutoring - is crucial in dismantling the enforced linguistic homogeneity in higher education.

4B **Room 145, Mack Student Center, North Campus**
THE DESK PERSPECTIVE: INCORPORATING AND DEVELOPING WRITING CENTER OFFICE STAFF (Panel Presentation)

Xavier Royer, Callie Olson, Olivia Zeman-Renner, and **Elizabeth Dressler**
University of Nebraska at Omaha
Neither tutor nor administrator, office staff are a unique writing center population that often goes underrepresented in writing center research. This presentation will provide a detailed look at office staff positions covering areas included but not limited to training and specialization of office staff in writing centers, as well as the impact a versatile and enabled office staff can have on a writing center.

4C **Plaza Room West, Mack Student Center, North Campus**

WRITING CENTER IDENTITIES AND THE RISE OF THE ONE-STOP MODEL: HOW TO SURVIVE AND THRIVE (Panel Presentation)

Maggie Herb, Felicia DeLibero, Lillian Inglut, and **Jillian Custodi**
SUNY Buffalo State College
In this panel we will focus on the rise of the "one-stop" student service model in higher education, particularly the impact of this trend on writing centers. We will discuss our own center's move into an "academic commons," detailing how this change may problematize, but could also improve and enhance, our work. We will invite our audience to share their experiences with consolidation, working together to identify common problems, solutions, and opportunities.

4D **Plaza Room East, Mack Student Center, North Campus**

PEER MENTORING: CONNECTING STUDENTS AND CAMPUS RESOURCES (Panel Presentation)

Tricia Foster, Janie Raghunandan, and **Devin Tibor**, *Florida International University*
This panel will discuss the unique opportunity tutors have to connect with students and serve as mentors, modeling positive academic behaviors and connecting students with other resources throughout the campus. Speakers will address the needs of at-risk students, how to build rapport, and the benefits of collaboration, articulation, and interdependency. Through peer mentoring, writing tutors can help students transition and integrate into the challenging, yet rewarding world of higher education.

4E **The Greenhouse, Mack Student Center, North Campus**

WRITING "RIGHT" AND RIGHTS TO WRITING: WHEN TUTORS ARE EDITORS OF PUBLICATIONS (Panel Presentation)

Karen-Elizabeth Moroski, Dani Fruehan, Veronia Garis, and **Christie Lui**
Penn State University
Is there a right way to write? Who has the right to say? These questions inform peer tutoring as a collaborative enterprise, separating tutoring from practices such as grading or strict revising. But how do we engage these questions when we talk about publications, and student-led editing? Writing Center values resonate when tutors work in editorial capacities: curating submissions and responding to writers activate collaborative learning, too! Here, several tutors who edit share their experiences blending the worlds of Editor and Collaborator.

4F **Room 141, Mack Student Center, North Campus**

MEMOIRS BY NOBODY IMPORTANT: IMPOSTER SYNDROME AND OUR STAFF (Workshop Session)

Lindsey Allgood, *University of California at Irvine*

Imposter Syndrome (IS) experienced by tenure-track professors and graduate students is widely discussed. This presentation explores IS among academic professionals in other roles in writing centers and outside academic departments. Drawing on Knights and Clarke's three insecurity types in the workplace—"imposters aspirants, and existentially concerned ruminators"—a writing center specialist and former adjunct instructor discusses her IS experience and how staff and mentors can address it.

4G **East Multipurpose Room, Mack Student Center, North Campus**

BEYOND "INCLUSIVE" SPACES AND TOWARDS SOCIAL JUSTICE CULTURES: HOW TO BUILD RADICAL COMMUNITY IN SPEAKING AND WRITING CENTERS (Roundtable)

Laura Greenfield, Yijie Zhu, Alizae Wineglass, Ivy Skinner, Judy Ha, Bailey Fernandez, and **Adin Buchanan,** *Hampshire College*

How do community-building strategies differ between writing centers with traditional missions as compared to those with explicit social justice aims? What does a radical community look like and what does it take to build and sustain one? This roundtable discussion will provide space to share stories of trials, errors, and successes and to collectively devise practical strategies for cultivating cultures in our centers that are both humanizing and disruptive to systems of oppression.

4H **Room 142, Mack Student Center, North Campus**

ENGAGEMENT INSIDE AND OUT OF THE WRITING CENTER (Individual Presentations)

Moderator: **Yvonne Teems-Stephens,** *Hofstra University*

The Birth of Peer Tutoring Writing Centers at Brooklyn College 1970-1975

Sean Molloy, *William Paterson University*

In 1970, Kenneth Bruffee launched a new collaborative writing pedagogy at Brooklyn College-- just as the entire City University system entered its historic Open Admissions Era. As part of Bruffee's new pedagogy, he developed a peer-tutor writing center and peer tutoring pedagogy. This presentation will examine archival documents from Brooklyn College to trace the birth of Bruffee's collaborative, student-centered pedagogy and how it informed his new writing center.

Temporary Membership: Writing Center Outreach and Discourse Communities

Jennifer Finstrom, *DePaul University*

Peer tutors who are engaged in writing center outreach often work closely with other university discourse communities. Frequently, these tutors must learn the terminology of other communities to understand how and why other discourses use the genres and communication practices that they do in order to best help them reach their goals. Taking on the communication practices and lexis of a group can also lead to temporary membership in communities outside of the writing center.

Handoffs, Signouts, and Referrals: Cooperation and Modular Systems between Peer Tutoring Services
Kahler Sweeney, *Grand Valley State University*
As the peer tutoring movement continues to expand from writing to other facets of academic success, how do we ensure cooperation between services? I review the current cooperative efforts between the four different services found at GVSU's Knowledge Market, including writing, research, speech, and data centers, as well as other library resources. A focus is placed on effective transitional measures and sign-out information that is available between services.

4:45-6 p.m. **CONCURRENT SESSION 5**

5A **Plaza Room West, Mack Student Center, North Campus**
UNFORESEEN COLLABORATIONS: A WRITING CENTER/WRITING PROGRAM RESPONSE TO THE INSTITUTIONAL MAINSTREAMING OF BASIC WRITERS (Panel Presentation)

Mark McBeth, Livia Katz, Tim McCormack, Roxanne Sejarto, and **Eddie Lopes**
John Jay College, CUNY & The Graduate Center, CUNY
From varying stakeholder perspectives of an urban public campus, these panelists describe the complicated but successful relationships between the Writing Center and the FYC program. While responding to constant bureaucratic pressures, these writing program change-agents show how to best serve the students with the most pressing composing needs. They analyze how writing center/writing program collaborations can overcome obstructionist university policies and support the learning needs of developing writers.

5B **Room 145, Mack Student Center, North Campus**
EMBRACING A DIGITAL WORLD: ADAPTING TO STUDENTS' NEEDS THROUGH ONLINE PLATFORMS (Individual Presentations)

Moderator: **Cristina Migliaccio,** *Hofstra University*

In-Person Appointment Versus Virtual Tutoring
Hinda Barlaz, *Adelphi University*
With the increase in online writing tutoring services, students very often have a choice between synchronous and asynchronous instruction. This presentation will seek to answer the following questions: Why do some students who can attend an in-person appointment opt for virtual tutoring? Is virtual tutoring sometimes better suited for certain student concerns? How can virtual tutoring spaces achieve their optimal value?

Theoretical and Practical Considerations for Online Synchronous Tutoring
Cynthia Pengilly, *Central Washington University*
A quick perusal of tutoring handbooks such as the Oxford Guide for Writing Tutors and St. Martin's Sourcebook for Writing Tutors reveals that little attention is paid to synchronous tutoring (usually one chapter or less). Thus, this proposal calls attention to the shortage of formal publications specific to the unique context of online synchronous tutoring, and it seeks to provide a set of heuristics for reaching out to students by way of online synchronous tutoring.

5B continued

Reaching Our Students: Using Online Scheduling to Meet Student Needs
Emily Behnke and **Katherine Matuszek,** *Manhattanville College*
We see it time and time again: a student wanders into the writing center, sees that the tutor is busy, and walks back out again. While Manhattanville College's drop-in system works for some students, those with hectic schedules or seeking longer sessions might have trouble reaching out to meet with a tutor. Manhattanville College's Writing Center is conducting research to see if a hybrid model of drop-in session and scheduled sessions would allow us to reach more students.

5C

Room 143, Mack Student Center, North Campus
THE PARADOXICAL ADVANTAGES OF MARGINAL SPACE: HOW WRITING CENTERS ARE UNIQUELY SITUATED TO FORGE BONDING AND INFLUENCE CULTURE (Roundtable)

Joseph Gansrow and **Victor Montemurro**, *Suffolk County Community College*
This roundtable discussion will draw upon Tinto's theories of retention, Wehlage's research on school membership, and the experiences of a writing center director and tutor in order to facilitate a discussion about the space in which writing centers operate and impact the campus community. We hope to show the many opportunities afforded writing centers to forge bonds, encourage school membership, develop innovative and welcoming pedagogy both despite and because of their marginal status and location in institutions of higher education and the ongoing debate about the role of the tutor.

5D

Multipurpose Room East, Mack Student Center, North Campus
METHODS FOR STUDENT ENGAGEMENT (Individual Presentations)

Moderator

Tina Iemma, *St. John's University*

Innovating the Written Word: Creating Online Writing Support Groups for Grand Valley State University Students
Meredith Szerlag, *Grand Valley State University*
Writing centers are entering a primarily digital world, but are we prepared for it? As part of an Honors Senior Project at Grand Valley State University, I created a pilot program for freshman honors students that allow for face-to-face consulting while also looking at and editing a document through BlackBoard Collaborate Ultra. I will dive into how this program was created for an underserviced population and how writing centers need to innovate their online services to keep pace with the evolving digital world.

Reaching Out to First-Year Students: Does our Liaison Program Invite First-Year Students into the Center?
Sophie Myers, *University of Puget Sound*
We have limited research on our liaison program at the University of Puget Sound's Center for Writing, Learning, and Teaching (CWLT). This research will conduct interviews and surveys to determine if there is a correlation between first-year student engagement with the CWLT and writing advisor engagement with first-year seminars. Should we grow or alter the liaison practice at our university, or is it indeed an effective program that could be implemented elsewhere?

Writing Centers Are a Place to Develop Voice: Promoting Writers to Confront Audience
Eduardo Mabilog, *Nevada State College*
Through the use of letter writing, writing centers can be a place to help writers develop voice in their work across the curriculum. Letter writing allows the explicit contemplation of audience in a form that helps writers develop their voice to speak with in their writing. The voice writers develop can help them increase their intrinsic motivation and can further allow them to take ownership for their writing.

5E **Room 142, Mack Student Center, North Campus**
WHAT ARE YOU? WHERE ARE YOU FROM? CAN YOU HELP ME? (Roundtable)

Tom Philipose, Preetica Pooni, and **Sohayla Eltahlawy,** *St. John's University*
Brown-skinned writing center staff are often reached out to based on identity. The questions we face from our title are loaded with judgment, anticipation, and fear. Our nation's political climate has turned these once "only" ignorant questions into weapons of separation and exclusion. Two writing center consultants and one director (self-described "Muslim woman," "South Asian woman," and "racially-ambiguous brown man," respectively) will lead a discussion on which parts of identities writing center staff share with clients/colleagues, when/why we do this, and where change comes from.

5F **Room 141, Mack Student Center, North Campus**
EXTENDING THE WRITING CENTER: BUILDING & ENCOURAGING A LOVE OF WRITING (Workshop)

Rebecca Perez, Elizabeth Ogunloye, Daniel Tehrani, James Noguera, and
Marcos DeJesus, *Bronx Community College*
Often writing centers are categorized as "fix it shops" or places to which only people who need help go. Our presentation will share how the BCC Writing Center took steps to expand by creating and discovering a community that enjoys and explores writing, and that shares their work. We will explore the different categories of writing we touched upon and how they are taught, and show examples of events held to share students' work.

5G **The Greenhouse, Mack Student Center, North Campus**
NOT YOUR TYPICAL WORKSHOP: WORKING WITH OUR CREATIVE WRITERS (Individual Presentations)

Moderator: **Nick Rizzuti,** *Hofstra University*

From There to Here: Reaching Creative Writers
Charlotte Kupsh, *University of Wisconsin, Eau Claire*
Many writing centers struggle to reach creative writers. We know these writers are there, but they are not here in our centers. When creative writers work with writing tutors, both sides benefit—but how can we reach out? This session proposes revising how we present our writing center identities by engaging with off-campus communities. Only after we meet creative writers there, in spaces they already occupy, will they come here to our writing centers.

5G continued

Going the Distance: Creating an IRB Study to Better Understand Your Creative Writers
Megan Fairbanks and **Allison Borzoni,** *Southern Utah University*
By creating an IRB approved study for their own programs, other writing centers can better understand the concerns that their creative writers face when bringing work to a writing center. Through the use of a survey, tutors can gain the knowledge they need to more successfully tutor creative writing and help students take their writing the extra mile.

Ungagging the Author: How Writing Center Pedagogy Subverts the Traditional Creative Writing Workshop
Amanda Miller, *Youngstown State University*
Taking a creative writing workshop theory put forth by Adnot-Haynes and Mellas (2012), I subverted the workshop status quo. Instead of silent, inactive creative writing participants, I take their methods and apply it to a small creative writing group. Within the space, I combine my knowledge of writing center pedagogy to focus on craft of creative writing. I infiltrated the traditional workshop model and made a space that fosters dialogue and process.

5H

Plaza Room East, Mack Student Center, North Campus
REVISING OUR ROLES, STORIES, AND SPACES (Individual Presentations)

Moderator:

Kristopher Lotier, *Hofstra University*

What I Really Want is to Direct! Revising Identity from Tutor to Writing Center Administrator
Margaret Mika, *University of Wisconsin, Milwaukee*
Thinking about revising your identity from writing center tutor to administrator? Those who have contemplated writing center "management" may have little information or unclear expectations about the process of hiring and the scope of professional assistants' and directors' work. Focusing on a large public university, this is a candid look at writing center administration so that aspiring administrators might make a more informed decision should they choose to revise their identities.

Preserving Organic Institutional Knowledge through a Digital Medium
Dylan Willard and **Stephen McGuire,** *Texas A&M University*
Organic institutional knowledge is a commodity within writing centers due to the brevity of the average tutor's job duration. A digital medium would maximize and simplify the transfer of information between writing center staff. This presentation reviews and applies an annotated index of Texas A&M Writing Center's online consultation comments to serve as a rudimentary model of how a staff can communicate and preserve their professional experience, while simultaneously developing institutional knowledge in greater increments.

6-7 p.m.

BREAK (Use your **food voucher** to grab dinner on campus!)

7-9 p.m. **The Pride Den, Mack Student Center, North Campus**
FRIDAY THE 13TH BASH! – ICE CREAM SOCIAL, LIVE ENTERTAINMENT, AND PRIZES!

10:30 p.m. Hofstra Division of Student Affairs presents
Friday Flix Flim Screening: *The Rocky Horror Picture Show*: *LIVE**
Guthart Cultural Center Theater, Axinn Library, South Campus
Please note you are on your own for return transportation to hotel.

#NCPTW17

SATURDAY, OCTOBER 14, 2017

a.m.-5 p.m. **CONFERENCE REGISTRATION**
Multipurpose Room West, Mack Student Center, North Campus

8-9 a.m. **BREAKFAST**
Main Dining Room, Mack Student Center, North Campus

9:15-10:45 a.m. **Student Center Theater, Mack Student Center, North Campus**
KEYNOTE PRESENTATION & AWARDS CEREMONY

Welcome
Andrea Rosso Efthymiou
Conference Chair, Hofstra University

Benjamin Rifkin
Dean, Hofstra College of Liberal Arts and Sciences

Presentation of NCPTW Ron Maxwell Leadership Award
Mike Mattison
Wittenberg University

The NCPTW Ron Maxwell Leadership Award is given annually to a professional in the NCPTW organization who has contributed with distinction to undergraduate student development through promoting collaborative learning among peer tutors in writing. The award recognizes an individual for dedication to and leadership in collaborative learning within writing centers, for aiding students in taking on more responsibility together for their learning, and thus for promoting the work of peer tutors. Its presentation also denotes extraordinary service to the evolution of this conference organization.

Such leadership is demonstrated in a variety of ways, including

- Fostering leadership skills among peer tutors
- Showing evidence of leadership in collaborative learning on the home campus
- Developing innovative peer tutoring programs
- Welcoming and meeting new challenges in leading a center guided by a collaborative learning philosophy
- Building a record of bringing peer tutors to present at the conference
- Giving service to the NCPTW

An awards committee consisting of past award recipients chooses the recipient. A plaque and a cash prize are funded by the Maxwell family. Nominations each year are due by August 31. See the NCPTW website for details http://ncptw.chicagolandwritingcenters.org/maxwell-award/.

Bobbi Olson, 2017 Ron Maxwell Leadership Award Recipient
Director of the Grand View University Writing Center

Dr. Bobbi Olson, Director of the Grand View University Writing Center, has won the 2017 Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing.

A former Student Director described how Olson "created a place where tutors could talk and help each other, but she also created a place where we could talk to her. Despite her relatively new status as a professor at Grand View, she maintained her professorial authority while showing us that she's a human being too." Olson's leadership "forever changed" the way this Student Director viewed the role of a supervisor. "When asked now about what the perfect supervisor or boss looks like, I think of Dr. Olson. She was kind, firm, compassionate, determined and unwavering in her support for me and my fellow tutors. She sought out opportunities for us to grow through scholarly articles, research projects, conference presentations and campus outreach—all while teaching her own classes and improving the educational experience for others."

One member of the Maxwell Award Selection Committee shared with the other members the "profound effect" he observed in his peer tutors' conversations after they read Olson's 2013 article on ethical and responsible approaches to working with multilingual writers. "The piece challenges tutors to think critically about language. . . and also teaches tutors how to be better and more sensitive collaborators," he wrote. "It's articles like hers that truly do enhance the collaborative learning practices of peer tutors, and I think that makes Bobbi Olson an ideal recipient of the Maxwell Award."

Congratulations, Dr. Olson!

Presentation of Student Travel Grants
Chris Ervin, *Oregon State University*
Travel Grant Committee Chair

Burkean Parlor Award Recipients ($400)
Lillian Bengtson, University of Puget Sound
Destiny Brugmen, Montanta State University
Elizabeth Diaz, Florida International University
Peter Ferris, St. Joseph's University
Jordan Fonseca, University of Puget Sound
Tiare Gill, University of Puget Sound
Amanda May, Florida State University
Lydia Mongie, Utah Valley State University
Sophia Rizzolo, Pitzer College
Jennifer Ryan, Wittenburg University
Tayler Veltkamp, Montanta State University
Dylan Willard, Texas A&M University

La Beca Award Recipients ($400)
Sarah Medina, Florida International University
Alicia Mountain, University of Denver
Hunter Sidel, Pitzer College
Kahler Sweeney, Grand Valley State University
Sophia Younes, Florida International University

Registration and Grub Award Recipients ($125)
Emily Behnke, Manhattanville College
Samuel Bloom, Grand Valley State University
Allison Borzoni, Southern Utah University
Kasie Bourque, St. Joseph's University
Felicia DeLibero, SUNY Buffalo State College
Alexander Dieguez, Florida International University
George Fenton, St. Joseph's University
Tricia Foster, Florida International University
Shane Harris, Wittenberg University
Brendan Hoar, Keene State College
Elizabeth Hopta, Pennsylvania State University
Charlotte Kupsh, University of Wisconsin—Eau Claire
Jenna Kwak, University of Notre Dame
Jacqueline Lytle, Nova Southeastern University
Victoria Macera, Loyola University Maryland
Amanda Martinez Veloz, Manhattanville College
Katherine Matuszek, Manhattanville College
Tyler-Alexis MacDonald, Youngstown State University
Brandon Morris, Clovis Community College
Sophie Myers,University of Puget Sound
Ryan Probst, Wittenberg University
Janie Raghunandan, Florida International University
Robert Roy, St. Joseph's University
Emma Seely, St. Joseph's University
Veronica Spadaro, Keene State College
Devin Tibor, Florida International University
Jerreme Wade, Florida International University
Nancy Zola, Bloomsburg University of Pennsylvania

9:15-10:45 a.m. **Student Center Theater, Mack Student Center, North Campus**

Keynote Address:
TUTORS FRONT AND CENTER:
HOW THE WRITING CENTER WORKS

Melissa Ianetta
Director of the Writing Center and
Professor of English
University of Delaware
Incoming Editor of *College English*

Lauren Fitzgerald
Director of the Wilf Campus Writing Center
and Professor of English
Chair, Department of English
Yeshiva University

Melissa Ianetta and Lauren Fitzgerald have published on writing centers, writing center scholarship, writing program administration, rhetoric, teaching writing, and undergraduate research in journals such as *Writing Center Journal, Writing Lab Newsletter, WPA: Writing Program Administration*, *College Composition and Communication*, *College English, Composition Studies, PMLA,* and *Rhetoric Review* and in the recent edited collections *A Rhetoric for Writing Program Administrators* (2016)*, A Critical Look at Institutional Mission: A Guide for Writing Program Administrators* (2016), *Writing Stories: Composition and Rhetoric in High Schools and Normal Schools, 1839-1969* (2015), and *How to Get Started in Arts and Humanities Research with Undergraduates* (2014). They have both served as IWCA Summer Institute leaders and on the Council of Writing Program Administrators Executive Board and the CCCC Executive Committee. Together, they wrote *The Oxford Guide for Writing Tutors: Practice and Research* (2016) and, from 2008 to 2013, edited *The Writing Center Journal*. Perhaps most impressively, between them, they have worked in a total of eight writing centers for a combined 50 years.

11 a.m.-12:15 p.m. **CONCURRENT SESSION 6**

6A **Plaza Room West, Mack Student Center, North Campus**

WHO HAS THE POWER: NAVIGATING HIERARCHIES AND AUTHORITY IN THE WRITING CENTER (Panel Presentation)

Branden Naccarato, Shannon Kelly, and **Adrianna Moyer,** *University of Pittsburgh*

Do we trust our hierarchical positions within the writing center or do we choose to subvert them in favor of a more feminist approach? Presenters will explore how to use power and authority to effectively help students, how power dynamics could be more harmful than helpful within the center, and how to avoid marginalizing other students within the community by avoiding exclusionary language.

6B **The Greenhouse, Mack Student Center, North Campus**

EXPANDING OUR REACH: TEAMING UP WITH SPEAKING, COMMUNICATION, AND MULTILITERACY CENTERS (Roundtable)

Brian Fallon, Sarah Blazer, and **Lindsay Sabatino**

Fashion Institute of Technology, SUNY and *Wagner College*

This roundtable invites other writing center, communication center, or multiliteracy center people to discuss where our work intersects and connects. Whether your focus is writing, speaking, multimodality, presentation, or visual communication, this conversation needs your perspective. The goal of this discussion is develop key values that help us engage our institutions on a deeper level when it comes to teaching and learning how to communicate.

6C **Room 143, Mack Student Center, North Campus**

IT TAKES A VILLAGE: COLLABORATING ACROSS DISCIPLINES IN THE TRAINING OF WRITING TUTORS (Panel Presentation)

Megan Titus, Amy Atkinson, and **Ali Wolfskehl,** *Rider University*

This presentation argues for the importance of a multidisciplinary approach to tutor training. We will present strategies for encouraging faculty participation from across the disciplines in tutor training, and invite discussion as to the benefits of faculty as part of tutoring training. We will also present the tutor's perspective on the impact of that training for their pedagogy, both in the classroom and in the tutoring center.

6D **Plaza Room East, Mack Student Center, North Campus**

ACKNOWLEDGING WRITING (CENTER) IDENTITIES: RACE, AGE, AND TUTOR PROFILES (Panel Presentation)

Rebecca Hallman Martini, Ali Shirazi, Pam Leavey, and **Alec Connell**

Salem State University

In direct response to Fitzgerald and Ianetta's (2016) call for the inclusion of tutor, writer, and student voices in writing center (WC) scholarship, this panel reports on the findings from four empirical research projects conducted by a writing center director, a graduate tutor, and two undergraduate tutors. Although pursued separately, each project is rooted in a sense that WCs routinely function without acknowledging how intersectional identities influence (the tutoring of) writing.

6E **Room 142, Mack Student Center, North Campus**

WIRED WRITING, WIRED SPACES: REACHING OUT IN CYBERSPACE (Roundtable)

Amanda May, *Florida State University*

This roundtable discussion explores how writing centers are utilizing social media to reach out to other centers, other departments on campus, tutors, and students. Using several open-ended questions, participants will build connections by discussing approaches to social media. To extend connections and to bridge the physical and digital spaces, this session will also feature a simultaneous #wcchat. Participants will consider new approaches and build on current understandings of reaching out in digital spaces.

6F **Room 145 Mack Student Center, North Campus**

PRACTICING PARTICIPATORY HOSPITALITY: A FOUR-YEAR UNIVERSITY WRITING CENTER REACHES OUT TO WRITERS WITHIN AND COMMUNITIES BEYOND OUR UNIVERSITY (Panel Presentation)

Michelle Miley, Tayler Veltkamp, and **Elaina Juedeman,** *Montana State University*

In seeking to practice "participatory hospitality" (Eodice, n.d.), our university writing center has reached out to include those both within and beyond our institutional walls. We offer three examples of how we have widened our community: a study of Native American student perceptions of the writing center, tutor outreach to our community college with whom we share campus resources, and a case study of a local high school with whom we've partnered for tutor development.

6G **Room 141, Mack Student Center, North Campus**

HELPING OTHERS TELL THEIR STORIES: APPLICATION MATERIALS IN/AND THE WRITING CENTER (Workshop Session)

Taryn Okuma, Lindsay Myers, and **Matthew Capdevielle**

The Catholic University of America

This session focuses on storytelling in the context of personal statements and job applications. We will explore two sides of the issue: helping students with personal statements and helping tutors talk about their tutoring experience when entering the job market. Guided writing activities will suggest methods for helping students and tutors to move beyond cliches and find compelling ways to tell stories about why their experience has prepared them to succeed in a new context.

6H **East Multipurpose Room, Mack Student Center, North Campus**

INNOVATIVE RHETORIC FOR TUTOR EDUCATION (Individual Presentations)

Moderator: **Barbara Bengels,** *Hofstra University*

Writing on Screen: Multimodal Consulting, Student Videos, and Becoming More than Writing Centers

Patrick Anderson and **Florence Davies,** *Texas A&M University*

Writing centers are constantly adapting to the changes in modern communication, and multimodal consulting provides strategies for writing centers to engage new modes of communication, especially video. Our presentation provides one model for cultivating multimodal skills in our writing centers. Drawing on our own experiences, we show that writing centers can learn to help students with video projects by having consultants create their own videos, translating practical learning into consulting know-how.

Refresher Sessions
Janie Raghunandan, *Florida International University*
This presentation will delve into innovative learning strategies for peer tutors within their respective writing centers. In regards to tutor staff education, preparation, and pedagogy, refresher sessions should be implemented within writing center staff's post-tutor education for ongoing training to be more inclusive. Refresher sessions are meetings in which tutors and directors could discuss areas of tutoring—particularly in grammar—that tutors are unfamiliar with, have forgotten, or are unaware.

Rhetoric for Empowerment in the Writing Center
Mitchel Poen, *Salt Lake Community College*
This talk is about the power we have as tutors and professors not only to help students pass their classes, but to bring about the intellectual and emotional empowerment that is so desperately needed in our communities. By using a respectful rhetoric with students, we can make a very profound impact. This presentation will offer strategies that work well to change perspectives on writing, schoolwork, and self-motivation through tutoring.

12-2 p.m. **GRAB-n-GO BOX LUNCH**
Pick-up in the Multipurpose Room West, Mack Student Center, North Campus

12:30-1:45 p.m. ## CONCURRENT SESSION 7

7A **Plaza Room East, Mack Student Center, North Campus**
WE'RE MOVING!: HOW LOCATION AND DESIGN MATTERS (Individual Presentations)

Moderator: **Jen Marx,** *Hofstra University*

Moving the Feast: Reflecting on Writing Center Satellites in Residence Halls
Eric Klinger, *University of Boulder*
Universities are developing more learning opportunities outside of traditional classrooms in response to calls for high-impact teaching practices. Writing centers are especially well poised to collaborate in such endeavors. Bonnie Sunstein, alluding to Hemingway's "moveable feast," argues that our state of "in-betweeness" in the institution permits us flexibility to "move the feast" in imaginative ways. This presentation will describe collaborating with campus housing to design, fund, implement, and assess a residence hall writing tutoring program.

Universal Design and Building a Writing Center for All: Theory/Collaboration/Technology
James Truman, *Auburn University*
Writing centers are adopting principles of "universal design" (UD), which is deceptively simple; the principle of "intuitive use" means that the design choices become invisible to users. How do we intentionally engage with the constellation of theoretical, institutional, and practical pressures that push against a universally designed writing center? This presentation will delineate our writing center's triangulated approach to building a UD writing center, including 1) a theoretically-driven approach to professional development focusing on the intersectionality of ability and identity, 2) collaborative work with our institution's Office of Accessibility, and 3) building of base of technological and physical resources.

7A continued

Being Re-imagined: Moving a Writing Center into a Learning Commons
Jack Kenigsberg and **Dennis Paoli,** *Hunter College, CUNY*
The Rockowitz Writing Center at Hunter College [RWC] was recently moved into a learning commons in the library, an increasingly common situation for writing centers. The move, so far, has been disruptive to the practices developed over 30 years in its former space. The RWC found a need to examine the interconnection between space and praxis, so it could begin to adapt its practices while maintaining its principles.

7B

Plaza Room West, Mack Student Center, North Campus
WRITING THE SILENCE: HOW INVISIBLE DIFFERENCES CAN BE ADDRESSED THROUGH CULTURALLY COMPETENT TUTORING (Panel Presentation)

Karen-Elizabeth Moroski, Amanda Snook, and **Genevieve Stafford**
Penn State University
Not all aspects of diversity or difference are visible at a first glance: tutees (and tutors) with processing disorders like dyslexia, or auditory limitations, or various mental and emotional processes enter our writing centers daily: how do we make space for their needs, experiences and contributions? By understanding ourselves as tutors (and our instinctive—and flawed—assumptions about others' learning styles), we can learn how to appropriately and positively interact with tutees and fellow tutors whose needs are nontraditional.

7C

East Multipurpose Room, Mack Student Center, North Campus
WE HAVE TO TALK ABOUT DONALD: A POST-ELECTION WRITING CENTER WORKSHOP (Roundtable)

Colin Hosten, Beth Boquet, and **Alec Lurie,** *Fairfield University*
Can writing centers be immune to politics in 2017? Tutors are human beings with intersectional identities: should they hold those identities at bay during their shifts? Can they? The emotional labor of tutoring remains under-theorized and in many ways compartmentalized. Understanding that our writing centers support the literacy development of students across the political spectrum, we want to use this roundtable to learn how this post-election moment has shaped the work of writing centers.

7D

Room 143, Mack Student Center, North Campus
CLASSROOM WORKSHOPS AS COMMUNITY OUTREACH (Roundtable)

Thadeus Bowerman, *Texas A&M University*
Classroom workshops focused on the practical aspects of academic writing give us a chance to interact meaningfully with students who may not hear of us otherwise. Beyond this primary goal, we can use workshops to establish our ethos with instructors across campus. This roundtable discussion will revolve around the practical considerations of scheduling workshops, preparing materials, managing instructor expectations, and training consultants to best impress both students and instructors.

7E **Room 141, Mack Student Center, North Campus**

BUILDING THE BRIDGE BETWEEN ACCOMMODATION AND TUTORING: READING DISABILITY IN THE WRITING CENTER (Panel Presentation)

Katie Howell, Jeanette Jakupca, and **Vanessa Petion**, *Stetson University*
Reading disability affects writing ability, but currently Stetson's Academic Success Center and the Writing Center are not collaborating on this matter. Our research is directed with three questions: 1) what are reading disabilities and how to they change the tutoring session? 2) how can the tutor detect the presence of a reading disability and how should it be addressed with the tutee? 3) how can the tutor adjust to best accommodate such a tutee? By the end of the study, we hope to bridge the gap between ASC and Writing Center.

7F **Room 142, Mack Student Center, North Campus**

EMBODIED MENTORING: CONNECTING THE SELF, THE OTHER, AND THE EARTH TO RESIST OPPRESSION AND TO SUSTAIN LIFE (Workshop)

Laura Greenfield, *Hampshire College*
Oppression is both a cause and an effect of disconnection: from our own bodies, from one another, and from the earth itself. In this workshop we will explore these three interrelated sites of dis/connection and identify ways in which we can, in our writing centers, more purposefully engage our bodies holistically for greater self-care, transformative community building, and radical revisioning. Participants will be invited to participate in gentle guided physical activities and reflect together about practical applications on their home campuses.

7G **Room 145, Mack Student Center, North Campus**

NON-TRADITIONAL STUDENTS IN COLLEGE WRITING CENTERS: MEETING NEEDS THROUGH STRATEGIC AND SENSITIVE TUTORING PRACTICES AND OUTREACH (Roundtable)

Michelle Cantey and **Sandy Holy**, *Lehman College, CUNY*
Age diversity and multilingualism are salient features among students at Lehman College. Many non-traditional students from diverse age groups and cultures, including parents of young children and learners over fifty, seek writing tutoring. Our roundtable discussion will focus on how writing center practices and outreach can help tutors meet the unique needs and sensitivities of such nontraditional students while additionally addressing the needs of professors.

7H **Plaza Room Middle, Mack Student Center, North Campus**
SATURDAY POSTER SESSION

Strategies for Deaf and Other Multilingual Writers
Ted Roggenbuck and **Hannah Breckinridge,** *Bloomsburg University*
Sharon Deckert notes that languages "such as Chinese, Japanese, and American Sign Language have ways of communicating definiteness or indefiniteness, but this is done without articles." Some characteristics of the writing challenges faced by deaf and other multilingual writers are: knowledge of grammatical terms, limited vocabulary, knowledge of stylistic and rhetorical conventions, or cultural factors that influence their strategies as writers. We are interested in discussing how effective strategies coincide or differ for both groups.

Age Dynamics Within the Writing Centers
Emma Scandole, *The Catholic University of America*
My research focuses on analyzing the effects of age difference between writing center tutors and clients. After observing multiple appointments featuring tutor and client age differences and conducting interviews with the tutors, I concluded that age difference is most notable when the client is older than the tutor and that most tutors who acknowledge the effects of the age difference do so only after the end of a session.

Just One More Thing Before You Go
Nicholas Delgrego, *Tsuru Bunka University* (Japan)
Centers try to provide writers with as much help as possible in a limited amount of time. At the end of a session, writers are often asked to provide constructive feedback through the completion of a questionnaire or exit survey. How much research and planning goes into the creation of these tools? Furthermore, how effective are they? This poster presentation analyzes several different surveys used in international writing centers with suggestions for improvement.

How Writing Fellows Pinpoint Writer Needs with Diagnostic Prompts
Nancy Zola and **Krista Hayes**, *Bloomsburg University*
This session examines Bloomsburg University's use of diagnostic prompts to understand writers' needs in its undergraduate writing fellows program, which embeds an undergraduate tutor in developmental college writing classes. The discussion will present our strategies for using diagnostic prompts to individualize our work for each writer, make our beginning sessions more productive, assess our effectiveness, and identify ways to improve our program.

Process over Product … But How?: Making Better Writers through Fostering a Growth Mindset
Keli Tucker, *Southwestern Illinois College*
Using the case study of how the peer writing tutors of a two-year college revised their preparation and practices, this poster will demonstrate how instructing tutors in the concepts of a growth mindset can better equip them to help writers learn to focus on improving the process of writing, rather than its product.

Recruiting New Members for Writing Center Consulting
Jessica Pupillo, *Bloomsburg University of Pennsylvania*
This poster focuses on how writing centers across the country recruit their consultants and introduce potential consultants to their particular writing center. My purpose is to help educate those who are interested in how to recruit future consultants for your Writing Center.

Writing Centers: Spaces Inside Spaces and How to Define Them
Emily Beck and **Lori Brock,** *Salt Lake Community College*
Writing center spaces: our question is: how do we define our own writing center space and make that space a place students will want to visit and revisit? This presentation will examine the processes of old writing center spaces and the success of new spaces. The use of images will show what was and what is, and how that change has helped obtain a higher retention rate. Through our research, we will ultimately try to define spaces inside spaces.

2-3:15 p.m.

CONCURRENT SESSION 8

8A

Room 145, Mack Student Center, North Campus
REACHING OUT & REACHING IN: NAVIGATING THE PERSONAL IN ACADEMIC WRITING
(Roundtable)

Michael Alcee, *Manhattan School of Music* and
Susan Auger *Ramapo College of New Jersey*
As colleagues and friends, Susan and Michael noticed the need for writing consultants to be better prepared not only to deal with the personal and sometimes emotional content of students' writing, but also to deal with the stress and anxiety that clients were presenting with during sessions. As a result, the two teamed up and provided training and resources to help consultants reach into writing in order to reach out to others.

8B

Plaza Room East, Mack Student Center, North Campus
REVISING WRITING CENTER IDENTITY THROUGH THE USE OF CREATIVE EVENTS
(Panel Presentation)

Beverley Locke, Susannah Devenney, Patricia Jean-Francois, Grace Anger,
and **Emmanuel JeanPierre,** *Nyack College*
The Nyack College Writing Center offers constructive feedback to students during all stages of their writing process. TWC staff desires students to take intrinsic value in their work through an enhanced creative paradigm. This has been achieved by the implementation of Get Creative! Events, during which guest artists present the creative process behind their work. Student surveys have demonstrated that these events have empowered and inspired students to invest in the process of writing.

8C **Room 141, Mack Student Center, North Campus**
IDENTITY AND IMPROVING OUR ABILITY TO REACH OUR PEERS (Workshop Session)

Sophia Rizzolo and **Hunter Sidel,** *Pitzer College*
In our workshop, we will engage critically with how our positionality impacts our practice as both a tutor and writer. We will accomplish this by leading some reflective activities. We hope by the end of our session that participants will become more comfortable in engaging with students who have different identities than our own. Tutors who attend our session should leave with a better understanding of how to successfully "reach out" to all their peers.

8D **Room 143 Mack Student Center, North Campus**
THE APPROACH, PRACTICE, AND DIFFUSION OF DIFFICULT SESSIONS (Roundtable)

Rachael Orbeta and **Glenn Hutchinson,** *Florida International University*
This roundtable will focus on discussions among tutors from various writing centers about techniques, methods, and research as to better prepare tutors for approaching and diffusing difficult sessions. These sessions can involve: poor rapport, a stressed student, or lack of knowledge on the tutor's part. While writing center pedagogy often addresses these situations, there is no single approach to a session, necessitating the need for tutor dialogue regarding approach, practice, and diffusion.

8E **East Multipurpose Room, Mack Student Center, North Campus**
ANALYTICAL TOOLS FOR REVISING WRITING CENTER PRACTICES
(Individual Presentations)

Moderator: **Isaac Hoffman,** *Hofstra University*

Focus on the Forest
Rebecca Fontenot, *Texas A&M University*
Much of Writing Center literature, research, and conversation focuses on the very specific particulars of our theory and practice. This specificity of focus can lead to the primary goal of Writing Centers—helping writers improve—to be obscured; to combat this obscurity, I propose first the establishment of a strong mission statement that delineates the primary goal, and second, strategies to solidify the mission statement as the umbrella focus of Writing Center theory and practice.

Understanding Students' Perception of the Writing Center
Heather Krannich and **Amanda Martinez,** *Manhattanville College*
Two peer writing tutors spy on their peers to explore the student perceptions of their college's Writing Center, diving into what students believe the center is, what students want it to be, and what students think of the Writing Center's true mission. In decoding student perceptions, the tutors contextualize the findings with current marketing practices and tutor theory and hope to use this new knowledge to help revise the Writing Center.

8F **Room 142, Mack Student Center, North Campus**

IMPROV(ING) STAFF TRAINING: SETTING THE STAGE FOR TUTOR TRANSFER (Workshop)

Christopher Petty, Jody Cardinal, Sabrina Colmone, Juliet DeVito, and **Bradley Vonknsky,** *SUNY Old Westbury*

Much in the same way that helping writers develop portable skills is a cornerstone of writing center pedagogy, we also help tutors transfer skills within and beyond the writing center. This workshop will introduce several theatrical improvisation activities that isolate different tutoring skills, and workshop attendees will have the opportunity to participate in these activities and explore how to utilize them in their own writing centers.

8G **The Greenhouse, Mack Student Center, North Campus**

YOU'RE HIRED! (BUT ONLY IF WE LIKE YOU) (Roundtable)

Tom Philipose, Alison Perry, Preetica Pooni, Sohayla Eltahlawy, Ceci Sturman, and **Tina Iemma**, *St. John's University*

Writing Center staff members (directors, experienced consultants, and trainees) will discuss the struggles and successes of our current staff-led interviewing/hiring process, the way we are currently assessing these practices, and our vision for the overhaul we plan moving forward to streamline/stabilize the methods we use to populate our writing center staff. We plan to elicit and incorporate attendees' recruiting, interviewing, and hiring experiences into a larger discussion to build upon our roundtable conversation.

3:30-4:45 p.m. ## CONCURRENT SESSION 9

9A **The Greenhouse, Mack Student Center, North Campus**

HARD AND SOFT SKILLS: HELPING STUDENTS EXPERIENCE THE WRITING CENTER AS BOTH A TECHNICAL SKILL AND A PEOPLE SKILL ENHANCEMENT (Roundtable)

Allie Funk, Paul Gordon, Michael Heiss, and **Ashley Grief**, *Hofstra University*

Studies by Harvard University, Carnegie Foundation and Stanford Research Center all conclude that only 15% of job success comes from technical skills; 85% comes from people skills. A student's visit to a writing center is our opportunity to increase both skill sets. By our helping students own the tutoring hour, direct the session and author their content, they deepen their rapport-building skills as well as appreciate more fully the prompt's demands and their audience's expectations.

9B **Room 142, Mack Student Center, North Campus**

SEXISM, CUSTOMER SERVICE, AND TRAUMA DYNAMICS IN THE WRITING CENTER (Roundtable)

Annabelle Miller, *Grand Valley State University*

Most of us have experienced sexism and male aggression in or outside of the Writing Center. With heightened rates of sexual assault for college-aged students and the overwhelmingly feminine space of the Writing Center, issues of sexism and male aggression begin to have detrimental effects on consultants. This roundtable will discuss sexism in tutoring dynamics, the customer-service nature of Writing Centers, and sexual assault, and how this manifests in trauma in consultations.

9C **Room 141, Mack Student Center, North Campus**

REACHING NEW LEVELS: TUTOR TRAINING AND PROBLEM BASED LEARNING STRATEGIES (Workshop)

Emily Standridge, *University of Texas, Tyler*

This workshop focuses on problem based learning (PBL) and its usefulness for continuing professional development for tutors. The focus is on how PBL work nicely with writing center approaches to and beliefs about learning while also being a time-efficient adaptive approach for the continued training of tutors.

9D **Room 143 Mack Student Center, North Campus**

TAKING IT TO THE CAMPUS AND CURRICULUM: EXPANDING WRITING CENTER OUTREACH (Panel Presentation)

Paula Harrington, Ghada Gherwash, Jacob Hyatt, and **Eliza Adams**
Farnham Writers' Center, Colby College

This panel will discuss four ways the Colby College Farnham Writers' Center is rethinking its use of space and redesigning its curriculum to open its program to campus-wide conversations about writing, tutoring, and teaching. They include revising the tutor training course to connect tutors-in-training with our new multilingual specialist, inviting faculty to weekly staff meetings to "talk writing," a new first-year bridge course taught by our multilingual specialist, and finally, an informal "Writers' Center Cafe," held at a coffee house on campus.

9E **Plaza Room East, Mack Student Center, North Campus**

CROSSING THE BOUNDARIES OF TUTORING IDENTITY: GTAs TUTORING FIRST-YEAR STUDENTS WRITING RESEARCH (Panel Presentation)

Mary Tripp, Rachel Street, and **Isabelle Lanthier,** *University of Central Florida*

Generalist writing tutors are encouraged to be writing experts without being disciplinary experts; yet graduate teaching assistatnts (GTAs) are encouraged to become disciplinary experts in preparation for teaching their own classes. We report findings from a RAD study of identity, suggesting that tutors with disciplinary knowledge often embody a "teacher" role, contradicting traditional writing center practices (Bruffee, Harris, Thonus). We also present experiences of four GTA writing tutors, highlighting issues of shifting roles and emerging expertise for GTAs.

9F **Student Center Theater, Mack Student Center, North Campus**

GOING OUTSIDE THE BOX: THE WRITING CENTER OUTSIDE OF TRADITIONAL SPACES (Individual Presentations)

Moderator: **Julie Christoph**, *University of Puget Sound*

Writing Without Walls: Redefining the Boundaries of Academic Spaces
Beth Sara Swanson, Neva Lozada, and **Kurt Wagner,** *Monmouth University*

Utilizing a recently established multi-purpose area within Monmouth University's Library, our Writing Collaborative creates a cooperative space where students refine their writing outside the traditional classroom. Synthesizing the support of research

librarians, Writing Services staff and faculty, this reimagined space offers an immersive and at-the-point-of-need experience, forming an essential partnership vital to the higher education ecosystem, one that aims to transcend the physical parameters of these separate entities into a fully actualized, cohesive intellectual space.

Community Writing Centers: Tutoring Beyond the College Campus
Valerie Saturen and **Geneva Fucci,** *William Paterson University*
While campus writing centers provide invaluable resources to college students, some have extended their missions to support development for the larger community. Community writing centers serve English language learners, assist in job-related writing, help with admissions essays, foster creative writing for youth and adults, and more. This presentation shares the experiences of students who have benefited from writing coaching both within and beyond the classroom, while exploring the vanguard of organizations re-envisioning writing centers for the entire community.

Learning Communities: A Peer and Learning Support Network
Brandon Morris, *Clovis Community College*
Student success is continually pushed by colleges. Here, at Clovis Community College (CCC), we are addressing this paramount need through a peer and learning support network program that heavily influences how our spaces evolve and are utilized. In short, this panel will discuss how support networks make mandated tutoring work on our campus, and it will accentuate how learning communities have been an effective program for increasing student success.

9G **East Multipurpose Room, Mack Student Center, North Campus**
REACHING OUT AS RECIPROCITY: HOW INSTITUTIONAL OUTREACH CAN IMPROVE WRITING CENTER PRACTICE (Panel Presentation)

Jennifer Albanese, Eleftherios Mastronikolas, Tiara Hess, Angela Broderick, and **Rebecca Zimmerman**, *Stony Brook University*
At a university without a formal WAC/WID program, our Writing Center faces increased pressure to collaborate with faculty who “reach out” when the support for contextualized disciplinary writing seems inadequate in their home departments. In this presentation, we argue that “outreach” is often reciprocal and that centers and tutors benefit from these collaborations. In this panel, we examine three particular instances of outreach and argue that “reaching out” energizes and strengthens tutor practice.

9H **Room 145, Mack Student Center, North Campus**
THERE’S NO PLACE LIKE HOME: CREATING A SENSE OF IDENTITY AND COMMUNITY WITHIN A WRITING CENTER (Panel Presentation)

Anna Cairney, Tina Iemma, and **Cristen Fitzpatrick,** *St. John’s University*
This panel will focus on the various literacies that comprise a writing center. Presenters will draw on their individual ethnographic research to discuss a sense of place within the writing center. We will explore the importance of the physical space, the sense of self that tutors bring to the center, and the creation of a new writing center identity in facilitating collaborative literacy. The goal of each presenter is to explore the sense of community brought to and within writing centers.

9I **Plaza Room West, Mack Student Center, North Campus**
CONNECTING AND COLLABORATING (Individual Presentations)

Moderator **Marilyn Buono,** *Hofstra University*

Reaching Out: In-Class Peer Review Workshops
Patricia Egbert, *University of the Sciences*
In courses where the primary instructional focus is not on writing, instructors may question whether the benefits of peer collaboration and peer review are worth the time, planning it requires, and allocation of valuable class time. In 2015, our writing center tutors began "reaching out" to non-writing instructors about conducting in-class workshops on effective peer review techniques. These workshops have been very successful and instructors outside of the humanities now understand the importance of peer review. This has been a major culture shift at our institution. These workshops provided visibility of the writing center support services, enhanced collaborations with departments and disciplines outside of the Writing Programs, and boosted the chances of implementing a vertical writing program across campus.

Collecting to Pay It Forward: Data Collection to Establish Connections and Credibility
Zachery Koppelmann, *Wabash College*
All Writing Centers collect data for their own use, and all Writing Centers want to build stronger connections at our institutions. Sharing the data we collect is one way to build those connections and to build greater credibility within our institutions and fields. This presentation examined how one Writing Center combined data collection with institutional outreach to turn their Writing Center into a resource for faculty development and programmatic enrichment.

From Quiet Control to Genuine Collaboration: (Re)Evaluating the Journey of a Long Night
Paige Hall, Adam Ward, and **Jessie Swinney,** *Nevada State College*
Long Night Against Procrastination (LNAP) is an event providing late night or all-night access to student support services typically available exclusively during the day. In developing LNAP, Nevada State College has increased our collaboration with other departments. This presentation will define genuine collaboration, explore NSC's LNAP as an example of growing towards genuine collaboration, and discuss ways to productively collaborate in your centers by extrapolating lessons learned from re-evaluating the journey of a Long Night.

5-6:15 p.m. **CONCURRENT SESSION 10**

10A **Plaza Room West, Mack Student Center, North Campus**

WHAT'S HISTORY GOT TO DO WITH IT?: REVISITING OUR PAST TO REVISE WRITING CENTER PRACTICES (Panel Presentation)

Katherine Tirabassi, Cynthia Smith, Veronica Spadaro, Brendan Hoar, and **Rory Carbone,** *Keene State College*

Over the past few years, Keene State College's Center for Writing has faced significant changes, including the founding director's retirement, budget cuts, and institutional restructuring. To understand the Center's origins and evolutions, the staff analyzed archival documents and interviewed former tutors. We also identified past practices that we wanted to reimagine for our present work. Panelists will share key discoveries from their research and invite discussions about broader implications of historical work for writing centers.

10B **The Greenhouse, Mack Student Center, North Campus**

REACHING BACK / REACHING FORWARD: TUTORING FOR TRANSFER (Workshop)

Jody Cardinal, Christopher Petty, Lydia Geevarghese, Josselin Paz Torres, and **Bradley Vonknsky,** *SUNY Old Westbury*

Writing centers play a crucial role in facilitating transfer of learning by helping students take what they already know about writing and assess what can be transferred to a new task. This interactive workshop will engage participants in a variety of activities designed to foster what Rebecca Nowacek (2013) calls "transfer talk" (as cited in Hill, 2016), talk that helps writers reach back to prior learning and reach forward to future writing tasks.

10C **Room 141, Mack Student Center, North Campus**

TRANSLANGUAGING IN PEER TUTORING (Panel Presentation)

Jonathan Hall, Winnie Yan, Raquel Coy, Charlotte Thurston, and **Milushka Elbulok-Charcape,** *York College, CUNY*

Rather than seeing students' languages as radically separate and prioritized into "native" and "second" languages, translanguaging envisions a single communicative repertoire from which language users select appropriate resources for negotiating particular situations or projects. In the tutoring process, the repertoires of both tutor and tutee are in play. Our project explores how our tutors already experience translanguaging in their sessions and surveys both tutors and tutees about leveraging language proficiencies to negotiate academic projects.

10D **Plaza Room East, Mack Student Center, North Campus**

RELATIONSHIPS ACROSS SPACES: LIBRARIES AND WRITING CENTERS NEGOTIATING POLITICS AND PEDAGOGY (Panel Presentation)

Yi Peng Yap, Maria Rothenberg, Veronica Tripodi, and **Kayla Renshaw**
Fashion Institute of Technology, SUNY
The successful merging of two separate academic spaces, such as the library and the writing center, can often stem from the interpersonal relationships found within each unit. This presentation examines the politics involved with one particular writing center and library partnership in terms of ideological differences, power dynamics, and learning relationships. Speakers will discuss how collaboration and communication within these new relationships can lead to safe and productive teaching and learning spaces.

10E **Room 145, Mack Student Center, North Campus**

BEST PRACTICES IN TUTORING SCIENCE WRITERS (Individual Presentations)

Moderator: **Lisa DeTora,** *Hofstra University*

Shared Process, Shared Language: Writing and Science
Elizabeth Bailey and **Catherine Kirch,** *Columbia University*
Ultimately, both writing and science value process and the pursuit of high-quality ignorance. Yet, there is a perception that writing and science lack common ground. Through interviews with students across these disciplines, our study identifies varying levels of process thinking and explores the untapped opportunity to develop a shared language for the writing center.

Peer-Professional Cross-Mentoring at a STEM-Institution Writing Center
Catherine Siemann and **Aisha Khan,** *New Jersey Institute of Technology*
At our STEM-centered university, we've historically relied on professional writing consultants but knew that peer tutors would strengthen our writing center program. STEM curricula do not leave room for semester-long tutor-training classes, so we developed a program of cross-mentoring, where through seminar meetings, shadowing, and ongoing mentoring, peers work with professionals learning best practices. Our peer tutors, in turn, educate the professional staff with their subject knowledge, understanding of science writing conventions, and shared student experiences.

10F **East Multipurpose Room, Mack Student Center, North Campus**

USING THEORY TO BETTER SERVE OUR STUDENTS (Individual Presentations)

Moderator: **Kirsten Rickershauser,** *Hofstra University*

Recognizing Isocrates in the Writing Center: Working to Better Serve Our Mission(s)
Mandy Olejnik, *Miami University*
By walking through key parts of Isocrates' educational paideia, pulling out and examining various writing center mission statements, and looking at published research on writing center mission statements, this presentation explores the connections between Isocrates and the writing center. Ultimately, it argues that writing centers may already be Iscocratean in nature and that a further look at the (possible) connections between Isocrates and writing centers could better help writing centers achieve the more civic elements of their mission statements.

Revising Our Theoretical Orientation: How a Therapeutic Framework Unifies Tutor Identities with Grounded Communication

Tucker St. John and **Paula Ramirez,** *Nevada State College*

Writing tutors encounter a diverse population of writers, each with their own specialized needs. This diverse nature of writing center work, combined with the changing national climate, increases the possibility of tutors facing challenging sessions. Applying Carl Rogers' Person Centered Approach to writing center spaces provides concrete tenets and techniques to achieve effective communication between tutors and writers. This theoretical orientation will better prepare tutors for all types of sessions, especially more challenging ones.

Consultants in Carrels Getting Clever: Incongruity Humor Theory and Consultations

Dylan Willard and **Stephen McGuire,** *Texas A&M University*

Humor can be an effective educational tool, especially in instances where the primary mode of communication is verbal, such as face-to-face writing center consultations. However, the introduction of a language barrier between consultant and client may reduce the benefits of verbal humor as a pedagogical resource. By being mindful of the incongruity theory of humor, consultants can adapt universal consulting techniques that will be accessible to all levels of proficiency with the language.

10G **Room 142, Mack Student Center, North Campus**

DIVERSITY IN THE WRITING CENTER STAFF (Roundtable)

Jenna Kwak, Victoria Erdel, and **Rongxin Wang**

University of Notre Dame

This roundtable will address the question of the role that "diversity" should play as a hiring consideration in writing center staffing decisions. While much has been written about issues of diversity in hiring in the writing center, this session addresses the question in terms of the concrete application of values concerning diversity at the moment of the job interview. At the University of Notre Dame's writing center, one of the questions asked to an interviewee seeking a position as a tutor is: how will you contribute to the diversity of the staff? This roundtable explores whether "diverse" staff in a writing center is especially important. Why or why not?

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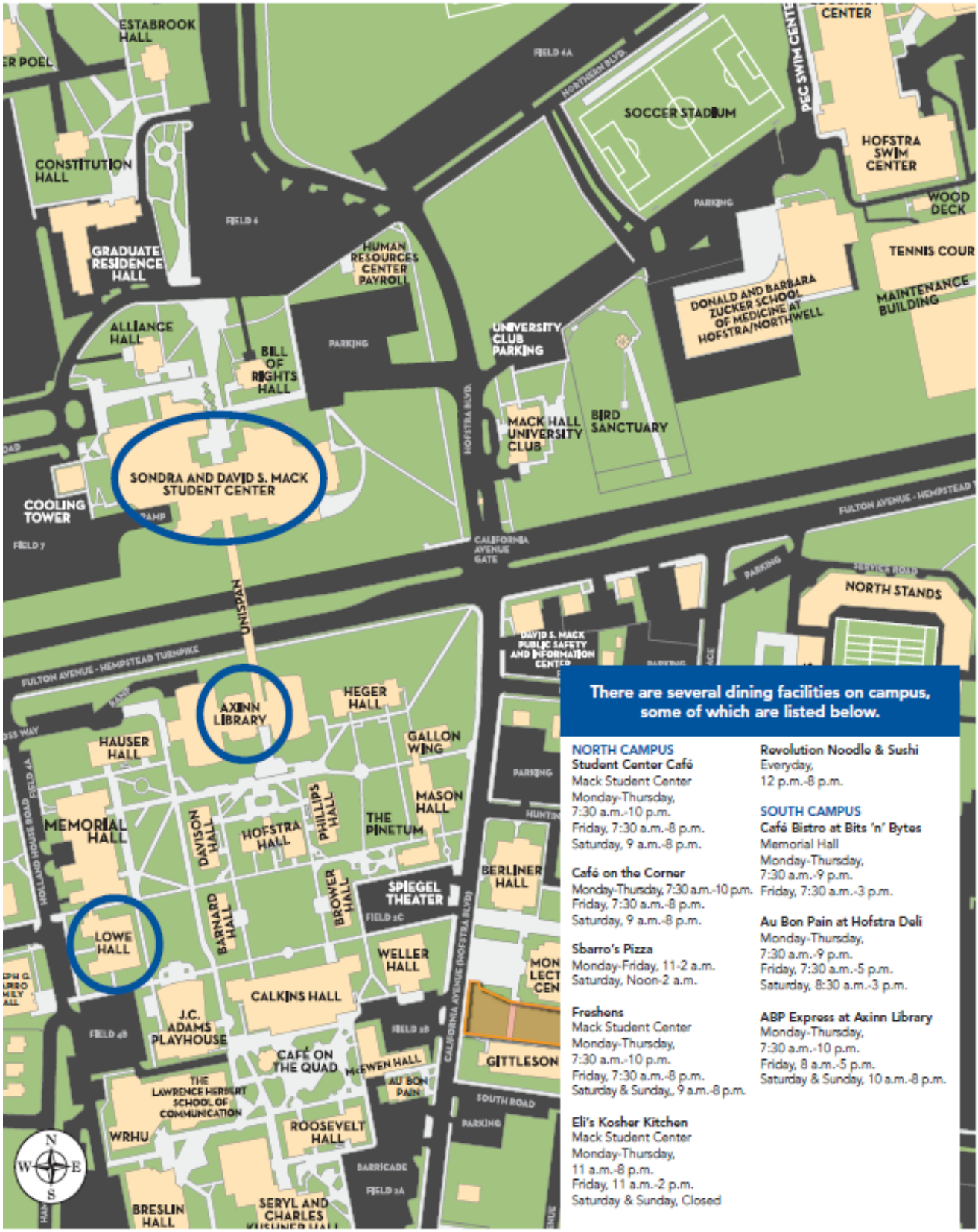


There are several dining facilities on campus, some of which are listed below.

NORTH CAMPUS

Student Center Café
Mack Student Center
Monday-Thursday,
7:30 a.m.-10 p.m.
Friday, 7:30 a.m.-8 p.m.
Saturday, 9 a.m.-8 p.m.

Café on the Corner
Monday-Thursday, 7:30 a.m.-10 p.m.
Friday, 7:30 a.m.-8 p.m.
Saturday, 9 a.m.-8 p.m.

Sbarro's Pizza
Monday-Friday, 11-2 a.m.
Saturday, Noon-2 a.m.

Freshens
Mack Student Center
Monday-Thursday,
7:30 a.m.-10 p.m.
Friday, 7:30 a.m.-8 p.m.
Saturday & Sunday,, 9 a.m.-8 p.m.

Eli's Kosher Kitchen
Mack Student Center
Monday-Thursday,
11 a.m.-8 p.m.
Friday, 11 a.m.-2 p.m.
Saturday & Sunday, Closed

Revolution Noodle & Sushi
Everyday,
12 p.m.-8 p.m.

SOUTH CAMPUS

Café Bistro at Bits 'n' Bytes
Memorial Hall
Monday-Thursday,
7:30 a.m.-9 p.m.
Friday, 7:30 a.m.-3 p.m.

Au Bon Pain at Hofstra Deli
Monday-Thursday,
7:30 a.m.-9 p.m.
Friday, 7:30 a.m.-5 p.m.
Saturday, 8:30 a.m.-3 p.m.

ABP Express at Axinn Library
Monday-Thursday,
7:30 a.m.-10 p.m.
Friday, 8 a.m.-5 p.m.
Saturday & Sunday, 10 a.m.-8 p.m.

HOFSTRA UNIVERSITY

THE UNIVERSITY

- **Location:** Hempstead, Long Island, 25 miles east of New York City. Long Island Rail Road stops less than two miles from campus; John F. Kennedy and LaGuardia International Airports are within 30 minutes.
- **Founding Date**: 1935
- **President:** Stuart Rabinowitz, JD
- **Character:** A private, nonsectarian, coeducational university.
- **Accessibility:** Hofstra is 100 percent program accessible to persons with disabilities.
- **Alumni:** More than 134,000

ACADEMICS

- **Colleges and Schools:** Academic Health Sciences Center (Donald and Barbara Zucker School of Medicine at Hofstra/Northwell; Hofstra Northwell School of Graduate Nursing and Physician Assistant Studies; School of Health Professions and Human Services); Frank G. Zarb School of Business; Fred DeMatteis School of Engineering and Applied Science; Hofstra College of Liberal Arts and Sciences (Peter S. Kalikow School of Government, Public Policy and International Affairs; School of Education; School of Humanities, Fine and Performing Arts; School of Natural Sciences and Mathematics); Honors College; Lawrence Herbert School of Communication; Maurice A. Deane School of Law; Hofstra University Continuing Education

- **Faculty:** There are 1,181 faculty members, of whom 489 are full-time. Ninety-three percent of full-time faculty hold the highest degree in their respective fields.

- **Degrees:** Bachelor's degrees are offered in approximately 160 program options. Graduate degrees, including the PhD, EdD, PsyD, AuD, JD, MD, advanced certificates, and professional diplomas, are offered in approximately 165 program options.

- **Accreditations:** 25 academic, 28 total

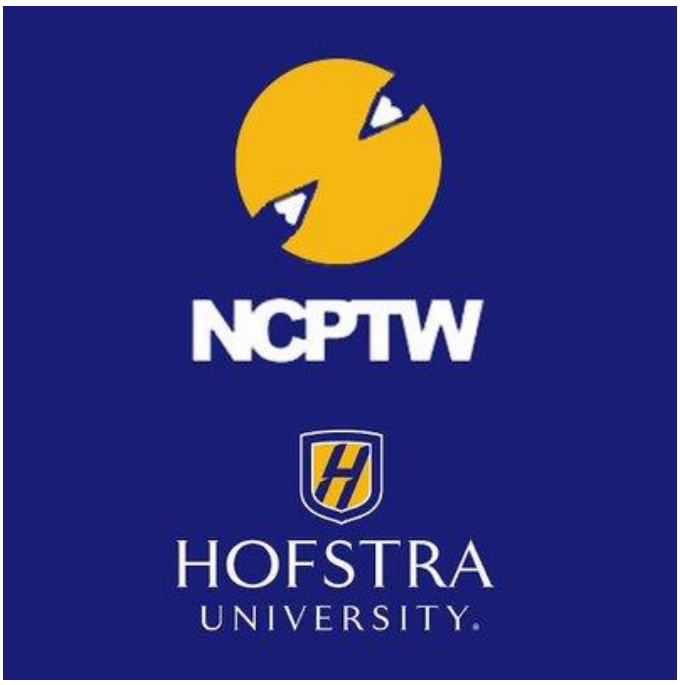
- **Class Size:** Average undergraduate class size is 21 students. Student-faculty ratio is 14-to-1.

STUDENTS

- **Student Body**: Full-time undergraduate enrollment is 6,913. Total University enrollment, including graduate, School of Law and School of Medicine, is 11,240. Undergraduate male-female ratio is 46-to-54.

- **U.S. States/Countries:** Undergraduate students come from 45 U.S. states and territories and 66 countries; nearly 50 percent of first-year students are from outside of New York state.

- **Academic Level of Undergraduate Student Body:** Hofstra is a selective institution seeking to enroll those students who demonstrate the academic ability, intellectual curiosity, and motivation to succeed and contribute to the campus community.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