"The WPA as Worker"

CWPA 2014
Illinois State University
July 13–20
Normal, Illinois

CWPA Workshop: July 13–16 | CWPA Institutes: July 17
CWPA Conference: July 17–20

[President's Welcome and Dedication]

Thanks to all of you for coming to this year's CWPA conference and taking the time to consider WPA work in all its guises. The group of students in the cover photo is suggestive of the nature of much WPA activity: talking, collaborating, thinking things through, making decisions. (Though maybe WPAs don't sit around on the lawn quite as much, or for that matter, quite often enough.) Like the pastoral in general, however, the photo elides the material conditions under which we, and those who teach in our programs, perform our work. For that reason, I'm very excited about the program for this conference: thanks to the intellectual work of our disciplinary colleagues, there are sessions that address all facets of writing program labor. In fact, there are more good sessions than I could go to even if, like Hermione Granger in the *Harry Potter* novels, I used a time-turner. I consider that a good thing.

In the spirit of the theme, this conference is dedicated to someone who exemplified what WPA work should be: Linda Bergmann, director of the Writing Lab at Purdue at the time of her sudden death in January. The discipline lost a number of valued colleagues this year; Linda was, however, probably the most widely known in this generation (these generations?) of WPAs, due to the range of her work for CWPA and her generous spirit. She was Secretary of CWPA when the organizational home was at Purdue, and at the time of her death she was a member of the Best Book Award committee. She was also a committed mentor to the many Purdue graduate students who went on to faculty positions in composition and rhetoric, an untold number of whom flew back to West Lafayette from all over the country to attend her memorial service earlier this year. What many of us knew her best for, however, was her work developing the first WPA Outcomes Statement. She was the Outcomes Group member who kept us all on track, whose voice was always clear and sensible, and whose

From left to right: Michael Day, Shirley K Rose, E. Shelley Reid, Carol Peterson Haviland, and Linda Bergmann at the 2005 CWPA conference in Anchorage.

wit and intelligence and friendship we will all miss. It's appropriate, I think, that at this conference the revised Outcomes Statement is nearing completion and approval.

Of course, the last thing Linda would want would be for her memory to be a drag on the proceedings, so I'll simply exhort you here to do this: when you're finished attending sessions on one of these fine Midwestern evenings, head for one of Normal's gathering places, raise a glass of wine or a beer in Linda's honor, and enjoy being among the friends you've made or will make at what promises to be a fabulous conference.

Rita Malenczyk
Eastern Connecticut State University
President, Council of Writing Program Administrators

[Contents]

[Acknowledgments]

Illinois State University, hosting university

Joyce Walker, Nancy McKinney, and Maegan Gaddis, Illinois State University Writing Program, local co-chairs

Christy Haeffele, Illinois State University, registration

Alisha Jones and Stacy Ward, Normal Marriott

Charles Lowe, CWPA webmaster

Peter Khost, sponsorship and exhibits coordinator

Joseph Janangelo and Michele Eodice, Mentoring Project co-chairs

Brian Hendrickson and Al Harahap, WPA-GO co-chairs

Duane Roen, Immediate Past President, for his experience, advice and mentoring

and last but not at all least,

David Blakesley of Parlor Press for program design, layout, and printing.

Program Photos: Illinois State University

And thanks to all of **you** for coming to the conference!

We also thank the following exhibitors and sponsors for their support of the conference and special events:

Bedford/St. Martin's
Cengage Learning
McGraw-Hill
Oxford University Press
Recursive LLC
Pearson
Stipes Publishing
Utah State University Press
W.W. Norton and Co.
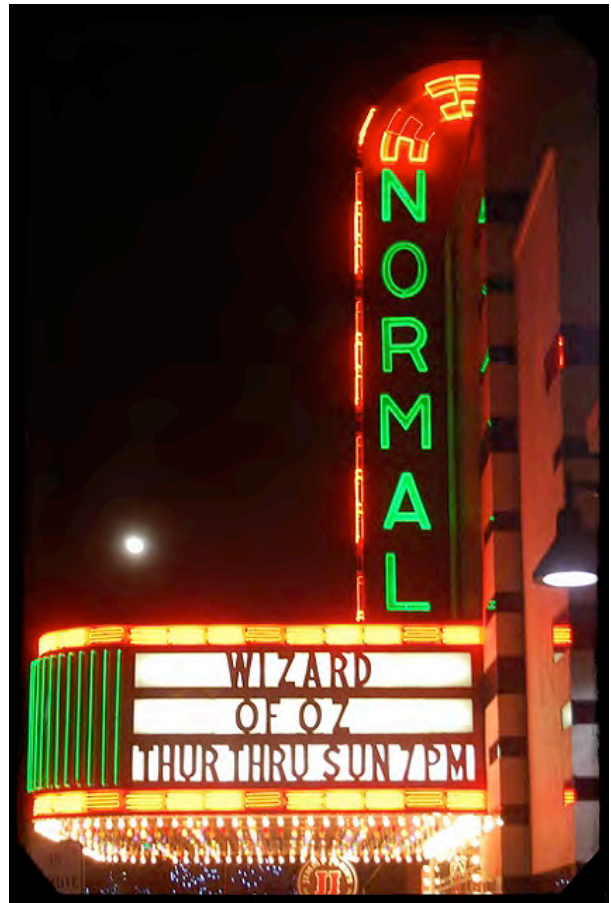
[Conference Planning and CWPA Executive Board]

Conference Program Committee

Brandon Fralix, Christine Garcia, Jill Gladstein, Asao Inoue, Steve Lamos, Mark McBeth, Susan Miller-Cochran, Carol Rutz

Hosting Institution

Illinois State University

Council of Writing Program Administrators Executive Board

Rita Malenczyk, President, Eastern Connecticut State University (term ends 2015; will succeed to Immediate Past President)

Susan Miller-Cochran, Vice President, North Carolina State University (term ends 2015; will succeed to President)

Duane Roen, Immediate Past President, Arizona State University (term ends 2015)

Nicholas Behm, Elmhurst College (term ends 2016)

Mark Blaauw-Hara, North Central Michigan College (term ends 2017)

Heidi Estrem, Boise State University (term ends 2017)

Jill Gladstein, Swarthmore College (term ends 2015)

Peter Gray, Queensborough Community College (term ends 2016)

Amy Kimme Hea, University of Arizona (term ends 2016)

Libby Miles, University of Rhode Island (term ends 2015)

Tracy Ann Morse, East Carolina University (term ends 2017)

Kelly Ritter, University of Illinois, Urbana-Champaign (term ends 2015)

Ex Officio: Michael McCamley, Secretary and Christine Cucciarre, Treasurer, University of Delaware

Consultant-Evaluator Service

Charles Schuster, Director, University of Wisconsin, Milwaukee; Doug Hesse, Associate Director, University of Denver

WPA Journal Editorial Team

Barbara L'Eplattenier and Sherry Rankins-Robertson, University of Arkansas-Little Rock

WPA-GO (Graduate Organization)

Brian Hendrickson, Co-Chair, University of New Mexico; Al Harahap, Co-Chair, University of Arizona

[History of the Conference]

WPA Presidency	WPA Conferences	
Harvey Wiener, 1979–1985	1982: Martha's Vineyard, MA	
	1983: Martha's Vineyard, MA	
Winifred Horner, 1985–1986	1984: La Jolla, CA	
	1985: Durham, NH	
Linda Peterson, 1987–1988	1986: Oxford, OH	
	1987: Logan, UT	
Lynn Z. Bloom, 1989–1990	1988: Newport, RI	
	1989: Oxford, OH	
Ben McClelland, 1991–1992	1990: Portland, OR	
	1991: Saratoga Springs, NY	
Barbara Cambridge, 1993–1994	1992: Breckenridge, CO	
	1993: Oxford, OH	
Charles Schuster, 1995–1996	1994: Oxford, MS	
	1995: Bellingham, WA	
	1996: Oxford, OH	
Theresa Enos, 1997–1999	1997: Houghton, MI	
	1998: Tucson, AZ	
Doug Hesse, 1999–2001	1999: West Lafayette, IN	
	2000: Charlotte, NC	
Kathleen Blake Yancey, 2001–2003	2001: Oxford, OH	
	2002: Salt Lake and Park City, UT	
Chris Anson, 2003–2005	2003: Grand Rapids, MI	
	2004: Newark, DE	
Shirley K Rose, 2005–2007	2005: Anchorage, AK	
	2006: Chattanooga, TN	
Joseph Janangelo, 2007–2009	2007: Tempe, AZ	
	2008: Denver, CO	
Linda Adler-Kassner, 2009–2011	2009: Minneapolis, MN	
	2010: Philadelphia, PN	
Duane Roen, 2011–2013	2011: Baton Rouge, LA	
	2012: Albuquerque, NM	
Rita Malenczyk, 2013–2015	2013: Savannah, GA	
	2014: Normal, IL	July 13–20
Susan Miller-Cochran, 2015–2017	2015: Boise, ID	July 12–19
	2016: Raleigh, NC	July 10–17
Future Conferences	2017: Knoxville, TN	July 16–23

[WPA Awards]

AWARD FOR BEST ARTICLE IN WPA: WRITING PROGRAM ADMINISTRATION

1999–2000: "Constructing Composition: Reproduction and WPA Agency in Textbook Publishing," by Libby Miles (Fall/Winter 2000).

2001–2002: "Using Multimedia to Teach Communication Across the Curriculum," by Mary Hocks (Fall/Winter 2001).

2003–2004: "Politics, Rhetoric and Service Learning," by Candace Spigelman (Fall 2004).

2005–2006: "Combating Monolingualism: A Novice Administrator's Challenge," by Gail Shuck (Fall 2006).

2007–2008: "What's Theorizing Got to Do With It? Teaching Theory as Resourceful Conflict and Reflection in TA Preparation" by Michael Stancliff and Maureen Daly Goggin (Spring 2007).

Honorable mention: "Memoranda of Fragile Machinery: A Portrait of Shaughnessy as Intellectual-Bureaucrat" by Mark McBeth (Fall/Winter 2007)

2009–2010: "Pedagogical Memory: Writing, Mapping, Translating," by Susan C. Jarratt, Katherine Mack, Alexandra Sartor, and Shevaun E. Watson (Fall/Winter 2009)

2010–2011: "Undaunted, Self-Critical, and Resentful: Investigating Faculty Attitudes Toward Teaching Writing in a Large University Writing-Intensive Course Program," by Lori Salem and Peter Jones (Fall/Winter 2010)

AWARD FOR OUTSTANDING BOOK ON WRITING PROGRAM ADMINISTRATION

2000–2001: *Coming of Age: The Advanced Writing Curriculum*, edited by Linda K. Shamoon, Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler (Heinemann-Boynton/Cook, 2000).

2002–2003: *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice*, edited by Stuart C. Brown and Theresa Enos (Lawrence Erlbaum Associates, Publishers, 2002).

2003–2004: *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*, edited by Michael A. Pemberton and Joyce Kinkead (Utah State University Press, 2003).

2004–2005: *Historical Studies of Writing Program Administration: Individuals, Com-munities, and the Formation of a Discipline*, edited by Barbara L'Eplattenier and Lisa Mastrangelo (Parlor Press, 2004).

2006–2007: *Delivering College Composition: The Fifth Canon*, edited by Kathleen Blake Yancey (Boynton/Cook 2006) and *Because We Live Here* by Eli Goldblatt (Hampton Press, 2007).

2008–2009: *The Activist WPA: Changing Stories about Writers and Writing*, by Linda Adler-Kassner (Utah State University Press, 2008).

Honorable mention: Before Shaughnessy: Basic Writing at Yale and Harvard, 1920-1960, by Kelly Ritter (NCTE/CCCC and Southern Illinois University Press, 2009).

2009–2010: *College Credit for Writing in High School: The "Taking Care of" Business*, edited by Christine Farris and Kristine Hansen (NCTE, 2010).

WPA-GO CWPA CONFERENCE TRAVEL GRANTS

WPA-GO's CWPA Conference Travel Grants recognize current graduate students whose accepted presentations for the CWPA summer conference make a significant contribution to the applicant's scholarly/professional development and a significant contribution to the field of writing program administration. These grants are sponsored by generous support from the Council of Writing Program Administrators and Bedford/St. Martin's.

This year's CWPA Conference Travel Grant recipients will be announced and recognized with a certificate during the 2014 conference. Previous winners include:

2013

Dan Bommarito, Arizona State University
Christine Garcia, UniverWsity of New Mexico
Andrew Lucchesi, CUNY Graduate Center
Mary McCall, Purdue University
Jessica Nastal, University of Wisconsin-Milwaukee
Ryan Shepherd, Arizona State University
Carolyn Wisniewski, University of Tennessee
Shane Wood, California State University-Fresno
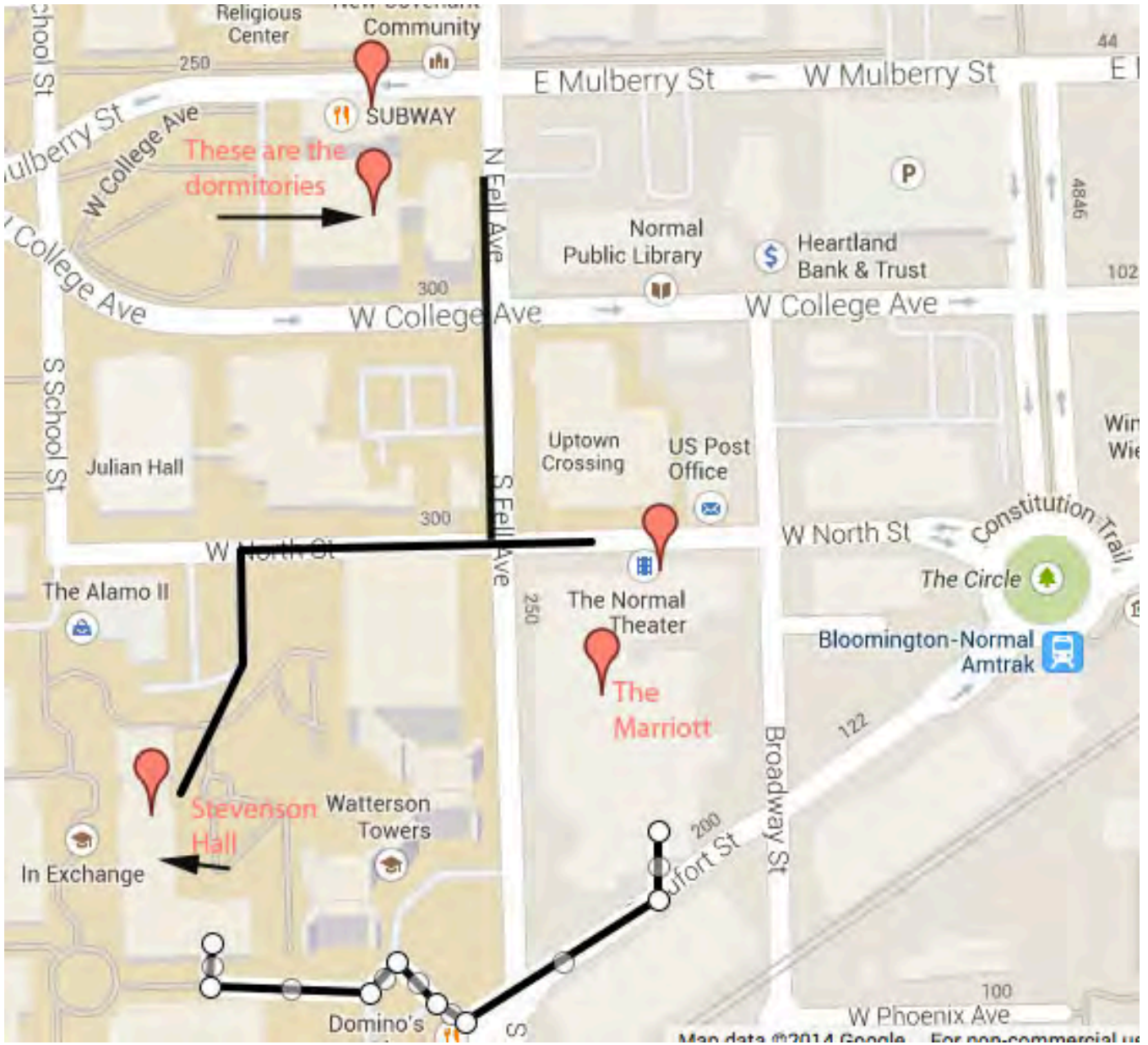Dominique Zino, CUNY Graduate Center

2012

Kacie M. Kiser, Arizona State University
Charlyne Sarmiento, University of California-Santa Barbara
Meghan Sweeney, University of Nevada-Reno
Mary Tripp, University of Central Florida
Courtney Adams Wooten, University of North Carolina at Greensboro

2011

Nancy Benson, University of Massachusetts-Dartmouth
Elizabeth Chilbert, Florida State University
Gabriel Cutrufello, Temple University
Jennifer Dorsey, Saint Louis University
Benjamin Miller, City University of New York
Lara Smith-Sitton, Georgia Southern University
Courtney Stanton, Temple University
Crystal VanKooten, University of Michigan
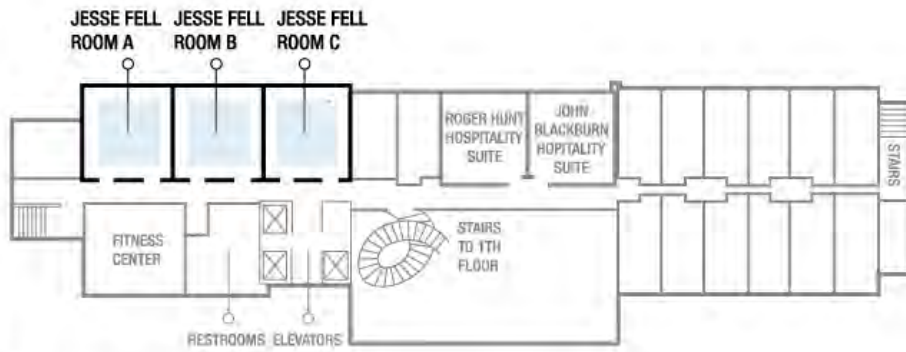Julia Voss, Ohio State University
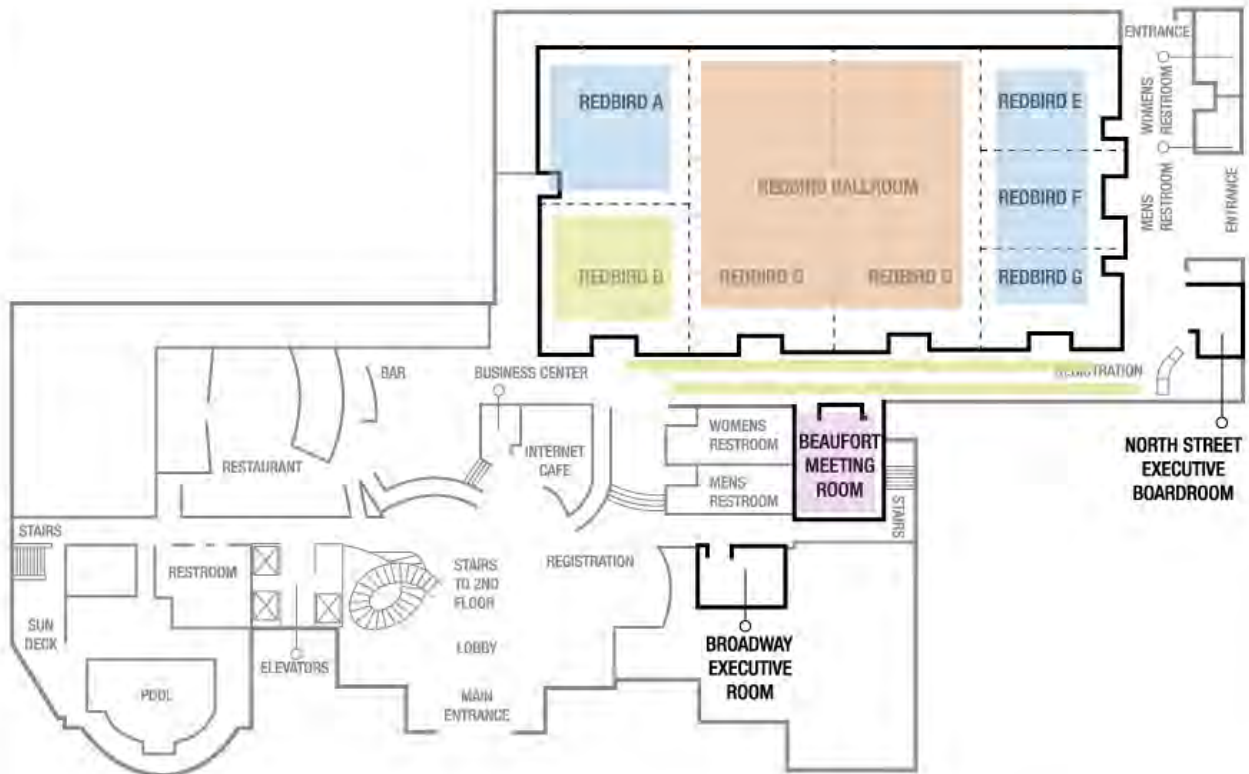
[CWPA Location Map]

Marriott Conference Rooms Map

SECOND FLOOR

JESSE FELL ROOM A JESSE FELL ROOM B JESSE FELL ROOM C

ROGER HUNT HOSPITALITY SUITE

JOHN BLACKBURN HOPITALITY SUITE

STAIRS

FITNESS CENTER

STAIRS TO 1TH FLOOR

RESTROOMS ELEVATORS

FIRST FLOOR

ENTRANCE

REDBIRD A

REDBIRD E

WOMENS RESTROOM

REDBIRD BALLROOM

REDBIRD F

MENS RESTROOM

ENTRANCE

REDBIRD B REDBIRD C REDBIRD D

REDBIRD G

REGISTRATION

BAR

BUSINESS CENTER

WOMENS RESTROOM

BEAUFORT MEETING ROOM

NORTH STREET EXECUTIVE BOARDROOM

RESTAURANT

INTERNET CAFE

MENS RESTROOM

STAIRS

STAIRS

RESTROOM

STAIRS TO 2ND FLOOR

REGISTRATION

SUN DECK

ELEVATORS

LOBBY

BROADWAY EXECUTIVE ROOM

POOL

MAIN ENTRANCE

[Opening Plenary Address]

Douglas Hesse is founding Executive Director of the Writing Program at the University of Denver, where he's Professor of English. Author of some four dozen essays and co-author of four books, most recently *Creating Nonfiction*, co-authored with Becky Bradway (Bedford/St. Martin's), and including the *Simon and Schuster Handbook for Writers*, he's presented over 100 readings, talks, and conference papers, a quarter of them as keynote speaker. A former Chair of the Conference on College Composition and Communication (CCCC), a former President of the Council of Writing Program Administrators and a former editor of *WPA: Writing Program Administration*, Hesse was recently elected Vice President of the National Council of Teachers of English, succeeding to President in 2016. He coordinated the Norman Mailer/NCTE National High School and College Writing Awards in Creative Nonfiction, served on the MLA Contingent Labor Committee, and chaired the MLA Division on Teaching as a Profession. Before coming to the University of Denver, whose writing program has been awarded the CCCC Certificate of Excellence, Hesse was Professor of English for twenty years at Illinois State University, where he directed the Honors Program, the Center for the Advancement of Teaching, the graduate program in English studies, and the writing program. His PhD is from The University of Iowa, where he wrote and wrote about nonfiction. He sings with the Colorado Symphony Orchestra Chorus and enjoys hiking and photography. He's married to a novelist, which may account for two of his children being journalists, though not the third being a professional cellist.

[Friday Plenary Address]

> **July 18**
>
> Melissa Ianetta
> University of Delaware
> **Absence and Action: Making Visible the Work of the WPA**

Melissa Ianetta is Associate Professor of English at the University of Delaware, where she teaches classes in rhetoric and writing and directs the university writing center. Her work has appeared in *College English, College Composition and Communication, PMLA*, *Composition Studies, WPA: Writing Program Administration, The Writing Center Journal,* and *Rhetoric Review* as well as several edited collections*.* Her most recent work, "What Is an English Department?" appears in *A Rhetoric for Writing Program Administrators* (Parlor Press, 2013). With Lauren Fitzgerald, she coauthored the forthcoming *The Oxford Guide for Writing Tutors: Practice and Research* and, from 2008-2013, they co-edited *The Writing Center Journal*.

[Saturday Plenary Address]

July 19

Duane Roen
Arizona State University
Writing Program Faculty and Administrators as Public Intellectuals: Opportunities and Challenges

Duane Roen is Professor of English at Arizona State University, where he serves as Assistant Vice Provost for University Academic Success Programs, Interim Dean of University College, and Interim Director of the School of Letters and Sciences. He is Immediate Past President of the Council of Writing Program Administrators. He formerly served as Secretary of the Conference on College Composition and Communication. Duane's research has addressed writing curriculum, pedagogy, and assessment; writing program administration; writing across the curriculum; family history writing; mentoring; civic engagement; and collaboration. He has authored/co-authored and edited/co-edited nine books; he has authored or co-authored more than 250 chapters, articles, and conference presentations. His most recent books include the third edition of *The McGraw-Hill Guide: Writing for College, Writing for Life* (with Greg Glau and Barry Maid) and *The WPA Outcomes Statement: A Decade Later* (co-edited with Nick Behm, Greg Glau, Deborah Holdstein, and Edward White). His current book project is *A Writer's Goals* (with Beth Brunk-Chavez and Michael Day).
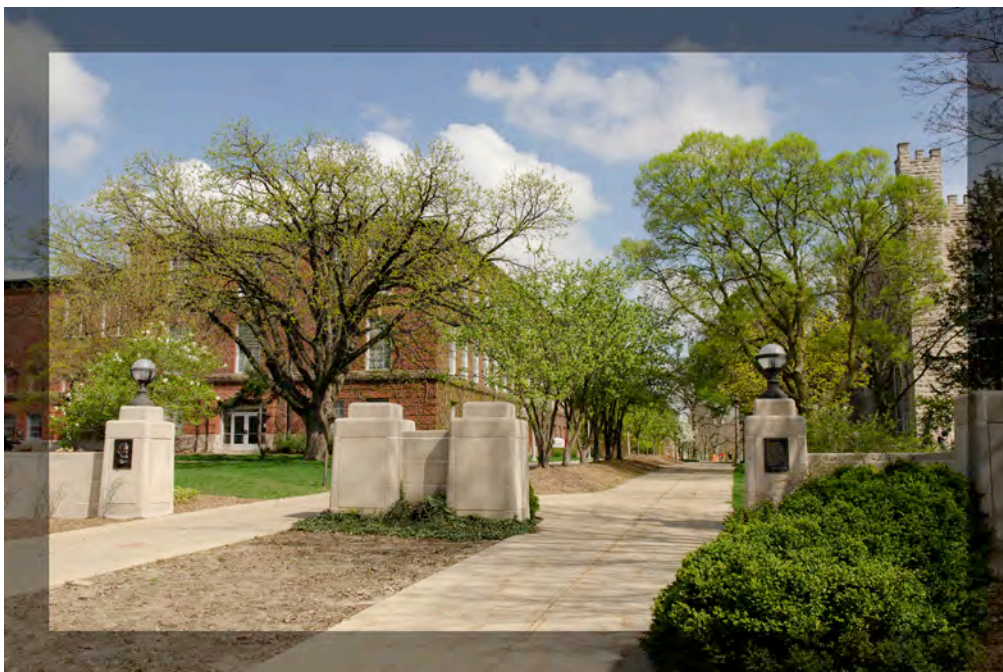
[WPA Workshop]

Join new, prospective, and continuing administrators of all varieties of writing programs—including FYC, writing centers, WAC, ESL, and basic writing—in three and a half days of workshopping and conversation addressing the theoretical, curricular, and political demands of our work.

Topics will include:

- What is a WPA?
- Institutional Relationships and Politics
- Directing Writing Programs at Different Types of Institutions
- Program Design, Outcomes, and Goals
- Hiring Practices, Faculty Development, and Faculty Evaluation
- Student and Program Assessment
- Understanding Budgets
- Developing and Articulating Relationships among FYC, WAC Programs, Writing Majors, and Writing Centers
- Writing Program Research
- Writing Program Outreach and Public Advocacy
- The Council of Writing Program Administrators as a Professional Resource
- Writing as a WPA

Participants will gather Sunday afternoon, July 13, meet daily through Wednesday afternoon, July 16, and will have the opportunity to consult individually with workshop leaders in the evenings. In the workshop, participants will be encouraged to raise issues from their own professional situations, which have in the past included liberal arts colleges, two-year colleges, regional and flagship state universities, and major research institutions.

[WPA Workshop Leaders]

Linda Adler-Kassner, Past President of CWPA, is a professor of writing and director of the Writing Program at University of California, Santa Barbara. Most recently, her research has focused on issues related to writing and public policy, including analyzing policy contexts for writing instruction and helping writing instructors and program directors develop strategies to affect that context. This research extends directly from her experiences as a writing program director and a teacher of first year writing and graduate classes in composition theory. It also extends from her experience with CWPA and with the WPA Network for Media Action. With Peggy O'Neill, she is the author of *Reframing Writing Assessment to Improve Teaching and Learning* (Utah State UP, 2010). She is also the author of *The Activist WPA: Changing Stories About Writers and Writing* (Utah State UP, 2008), which won the WPA Best Book Award. She is also co-author or co-editor of six other books and many articles and book chapters.

Charles Paine is a professor at the University of New Mexico, where he directs the Rhetoric and Writing and Core Writing programs. He served on the Executive Board of the Council of Writing Program Administrators from 2009–2012 and was a local host for the Summer Conference (Albuquerque, 2012). Currently, he serves as Chair of the CWPA Research Grants Committee. He co-founded the Consortium for the Study of Writing in College, a collaboration between the National Survey of Student Engagement and CWPA. He has written, co-edited, and co-written books on the history of writing instruction, teaching with student texts, and textbooks. Still, his most important work is teaching courses across the UNM rhet-comp curriculum, including first-year-writing, rhetorical/composition history and theory, teaching-writing practica, and others.

[Institutes]

"CWPA Assessment Institute and Resource Festival: Valid Assessment = Human Judgments Made in Local Contexts"

Bob Broad, Illinois State University
Diane Kelly-Riley, University of Idaho
Associate Leaders: Kayla Bruce & Laurenn Jarema, Illinois State Univ.; Matt Felumlee, Heartland Community College

This day-long institute offers a hands-on workshop and resource festival for WPAs who want to develop and carry out specific writing assessments and / or program assessments. We welcome writing program administrators from all kinds of higher education institutions, from large public universities to community colleges to small liberal arts colleges. Session leaders and participants will explore current institutional and political forces motivating assessments, and the institute will emphasize the inherent pedagogical and scholarly benefits of assessments. Activities will include small, focused breakout sessions, including these topics:

- Principles of sustainable program evaluation for WPAs
- Stats 101 for WPAs
- Assessing writing and programs with faculty across the curriculum
- Sustainable / "locavore" writing assessment practices
- Assessment of writing processes
- Culture, identity, and writing assessment

Each participant will enjoy time and consulting support for developing an assessment project action plan for her / his writing program. Participants will collaboratively co-author an annotated bibliography on writing assessment and program assessment that can be used and accessed by others.

Bob Broad is a Professor of English at Illinois State University. He teaches graduate courses in writing assessment, pedagogy, rhetoric and composition studies, and research methods as well as undergraduate courses in writing, pedagogy, and English Studies. Bob co-wrote *Organic Writing Assessment: Dynamic Criteria Mapping in Action* (Utah State UP, 2009) and solo-authored *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing* (Utah State UP, 2003). His articles and book reviews have appeared in the journals *College English*, *Research in the Teaching of English*, *Assessing Writing*, *The Journal of Writing Assessment*, *Teaching English in the Two-Year College*, *Works and Days*, and *African American Review*. Bob's book chapters have appeared in a number of collections, most recently Eliot and Perelman's *Writing Assessment in the 21st Century: Essays in Honor of Edward M. White* (Hampton, 2012) and Nickoson and Rabideau's *Writing Studies Research in Practice: Methods and Methodologies* (Southern Illinois UP, 2012).

Diane Kelly-Riley is the Director of Writing and an Assistant Professor of English at the University of Idaho. She edits the *Journal of Writing Assessment* with Peggy O'Neill. She has published in several areas including race and writing assessment, validity issues for college writing assessment, portfolio assessment, critical thinking, writing across the curriculum, and writing program administration. She has been an invited site reviewer for several institutional accreditation visits, and has worked with institutional responses to the Common Core State Standards. She has taught graduate courses in writing program administration, test development and assessment, program evaluation theories and practice, composition pedagogy and practice as well as several undergraduate composition courses.

[Institutes]

"WPAs and Intra-Institutional Collaborations: Conducting Writing-Central Research"

Elizabeth Boquet, Fairfield University
Neal Lerner, Northeastern University

Writing programs and centers are uniquely positioned at many institutions to integrate the localized efforts of individual courses, programs, and departments with the university's broader goals related to academic engagement. While those goals are often articulated in strategic plans, vision statements, accreditation reports and governance documents, their connection to knowledge creation on the ground for WPAs is not always apparent (Note: we include both Writing Program and Writing Center Directors in our use of "WPA"). Nevertheless, WPAs are increasingly expected to report programmatic outcomes on projects that involve significant collaborations with other divisions of the college or university, as well as with potential community partners. We believe that such projects offer WPAs opportunities to engage in intra-institutional research that can expand our methodologies and increase our knowledge-base.

This one-day workshop will address questions and approaches related to intra-institutional writing-central research, by which we mean research that invites WPAs to lead and participate in initiatives promoting university-wide student engagement and academic success: international initiatives, integration across multiple campuses or through online learning, community partnerships, etc. We will consider how to be participant-researchers while working with groups such as university task forces, advisory councils, and strategic planning committees and with programs such as libraries, teaching centers, and student success offices.

The workshop will be divided into three parts. During the first, leaders will offer an overview of frameworks and instruments many institutions are now using as benchmarks for measuring student success. The second section of the workshop will be based on the information provided in participant questionnaires that leaders will send out a week before the workshop. In the questionnaire participants will be asked to describe the kinds of partnerships in which they have been involved or with which they would like to be involved on their campuses. Together, we will consider the research opportunities such partnerships represent. Working in small groups and in consultation with workshop leaders, participants will focus on strategies for:

- identifying key collaborators
- determining and refining researchable questions
- choosing appropriate methods in the context of available literature
- identifying needed resources to carry out the project

The final section of the workshop will focus on communicating information about participants' work-in-progress and on disseminating research outcomes to internal and external audiences, as well as drafting a personal action plan for proposed projects. Participants will also be invited to post their action plans to a workshop website for feedback and periodic updates.

Elizabeth (Beth) Boquet is Professor of English, Director of Writing, and Director of The Writing Center at Fairfield University in Fairfield, CT. She has led numerous workshops on developing writing programs and writing centers, including serving as a leader at the Summer Institute for Writing Center Directors and Professionals. She is the author of *Noise from the Writing Center* and co-author of *The Everyday Writing Center: A Community of Practice*, both published by Utah State University Press. In addition, her work has appeared in *College Composition and Communication*, *College English*, *Composition Studies* and other publications. She is a two-term co-editor of *The Writing Center Journal* (with Neal Lerner) and a two-time recipient of The International Writing Centers Association Outstanding Scholarship Award. She recently completed a 6-year term of service in central administration at Fairfield University, serving as Associate Vice President for Academic Affairs, with a portfolio that included oversight of areas central to academic engagement and student success. She is scheduled to give the keynote address at the 2014 joint conference of the International Writing Centers Association and the National Conference on Peer Tutoring in Writing at Disney World in Orlando, FL, in October.

Neal Lerner is Associate Professor of English and Director of Writing in the Disciplines at Northeastern University in Boston, MA. He has been an invited leader to the first three Dartmouth Summer Seminars on Composition Research, has three times been an invited leader to the Summer Institute for Writing Center Directors and Professionals, and served a term as a member of the CCCC Research Committee. He is a frequent speaker and faculty workshop facilitator both in the US and abroad. His book *The Idea of a Writing Laboratory* won the 2011 NCTE David H. Russell Award for Distinguished Research in the Teaching of English. His is also the co-author of *Learning to Communicate as a Scientist and Engineer: Case Studies from MIT* and of *The Longman Guide to Peer Tutoring*, 2nd ed. He is a five-time winner of the International Writing Centers Association Outstanding Scholarship Award and has published articles and book chapters on the history of teaching writing, the history of teaching science, and administrative and theoretical issues in writing programs and writing centers, particularly on the issue of writing center assessment.

[Conference Features]

As you move through the conference program, keep in mind the following strands and special features:

Mentoring Project Strand

Based on the many helpful suggestions made by respondents to the WPA Mentoring Project Survey—and recommendations and requests received throughout the process of planning and conducting Mentoring Project sessions at the 2010, 2011, 2012 and 2013 conferences—WPA 2014 features mentoring events driven by the needs and concerns of you, our members. All of the conference sessions marked "MENTORING" are part of the Mentoring Project strand. Please come by and share your needs and expertise at one or all of these sessions. We welcome your input, contributions, and advice!

Session/Presentation Prep Room

Free printing, copying, and internet access will be available Thursday-Sunday in Stevenson Hall, room 133.

Quiet/Study Rooms

Rooms for quiet time and studying will be available Friday 8-4 pm, Saturday 8-4 pm, and Sunday 8-12. These rooms will be (at the Marriott) the Beaufort Meeting Room and (in Stevenson Hall) Room 128.

[Program Schedule]

Sessions will be held in the Marriott as well as Stevenson Hall at ISU. All rooms not designated "Stevenson" are in the Marriott.

Sunday, July 13th

2:00pm-4:30pm Stevenson 133

WPA Workshop

6:00pm – 9:00pm REDBIRD E, Marriott

Dinner for Workshop Participants

Monday, July 14th

6:30am – 7:45am STEVENSON 133

Breakfast for Workshop Participants

8:00am – 3:45pm STEVENSON 133

WPA Workshop

11:30am – 12:30pm STEVENSON 133

Lunch for Workshop Participants

Tuesday, July 15th

6:30am – 7:45am STEVENSON 133

Breakfast for Workshop Participants

8:00am – 3:45pm STEVENSON 133

WPA Workshop

11:30am – 12:30pm STEVENSON 133

Lunch for Workshop Participants

Wednesday, July 16th

6:30am – 7:45am STEVENSON 133

Breakfast for Workshop Participants

8:00am – 3:45pm STEVENSON 133

WPA Workshop

11:30am – 12:30pm STEVENSON 133

Lunch for Workshop Participants

EVENING OUTING AND DINNER FOR WORKSHOP PARTICIPANTS

A visit to a local farm-to-table farm, Epiphany Farms, with a locally sourced dinner to follow at Station 220 in Bloomington.

Thursday, July 17th

8:00am-9:00 am REDBIRD BALLROOM, Marriott

Breakfast

12:00pm – 5:00pm Grand Hallway, Marriott

Exhibits

INSTITUTES

9:00am - 4:00pm REDBIRD E, Marriott

*CWPA Assessment Institute and Resource Festival: Valid Assessment = Human Judgments Made in Local
 Contexts*

Bob Broad, Illinois State University
Diane Kelly-Riley, University of Idaho
Associate Leaders: Kayla Bruce and Laurenn Jarema, Illinois State University; Matt Felumlee, Heartland Community
 College

9:00am - 4:00pm REDBIRD F, Marriott

WPAs and Intra-Institutional Collaborations: Conducting Writing-Central Research

Elizabeth Boquet, Fairfield University
Neal Lerner, Northeastern University

12:00pm – 1:00pm

Lunch for institute participants—REDBIRD BALLROOM, Marriott

11:30pm - 3:30pm

CWPA Executive Board Meeting (Closed Session)

Beaufort Street Meeting Room, Marriott

1:00pm-4:00pm STEVENSON 128

Research/Writing Groups

Facilitators: Brian Hendrickson, University of New Mexico, WPA-GO co-chair
Al Harahap, University of Arizona, WPA-GO co-chair
Laurie A. Pinkert, Humboldt State University, WPA-GO Faculty Mentor

1:00pm - 4:30pm STEVENSON 216

Meeting of the Independent Writing Departments and Programs Affiliate

3:00pm - 4:30pm

CWPA Committee Meetings and SIGS (to be scheduled on your own)

5:00pm – 6:00pm REDBIRD BALLROOM, Marriott

Opening Reception

6:00pm-7:30 pm REDBIRD BALLROOM, Marriott

Conference Welcome

Opening Plenary Address

"The WPA as Worker: What Would John Ruskin Say? What Would My Dad?"

Douglas Hesse, University of Denver
Introduced by Kelly Ritter, University of Illinois, Urbana-Champaign

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Dinner on your own

Friday, July 18th

6:30am – 7:45am REDBIRD BALLROOM, Marriott

Breakfast

7:45am – 8:15am REDBIRD BALLROOM, Marriott

Daily Announcements

8:00am – 5:00pm Grand Hallway, Marriott

Exhibits

8:30am- 9:45am A SESSIONS

A1 REDBIRD A, Marriott

Ability, Accessibility and the WPA: Exploring Our Roles, Considering Our Responsibilities

Session Sponsored by the Conference on College Composition and Communication (CCCC)

Kathleen Hunzer, University of Wisconsin-River Falls
Sushil Oswal, University of Washington
Andrew Lucchesi, CUNY Graduate Center
Melissa Nicolas, University of Nevada-Reno
Lydia Wilkes, Indiana University

A2 STEVENSON 221A

Revisiting James Berlin's Cultural Studies Approach to Writing Instruction

Kyle P. Vealey, Purdue University
Don Unger, Purdue University
Amelia Chesley, Purdue University
Sherri Craig, Purdue University
Jeffrey M. Gerding, Purdue University
Nicholas Marino, Purdue University
Daniel Liddle, Purdue University
Jon Wallin, Purdue University

A3 STEVENSON 324

Institutional Ethnography and Research on Our Work

Michelle LaFrance, George Mason University
Katherine Daily O'Meara, Arizona State University

A4 JESSE FELL A, Marriott

The Socratic WPA: Providing Holistic Support to Graduate Students and Writing Teachers

Missy Nieveen Phegley, Southeast Missouri State University
Kristi Costello, Arkansas State University
Airek Beauchamp, State University of New York-Binghamton

A5 JESSE FELL B, Marriott

Stretching the Writing Program: Designing and Implementing a Stretch Model at Three Institutions

Stretching the Writing Program: Developing Placement Strategies that Account for Local Conditions
Laurie A. Pinkert, Humboldt State University

Stretching the Writing Program: Negotiating Students' Circumstances Inside and Outside the Classroom
Amy Ferdinandt Stolley, Saint Xavier University

Stretching the Writing Program: Aligning Instructor Preparation with Course Models and Outcomes
Cristyn L. Elder, University of New Mexico

Stretching the Writing Program: Shaping Putlic, Institutional and Students' Perceptions of "Stretch"
Bethany Davila, University of New Mexico

A6 REDBIRD E, Marriott

The DSP Five Years In: Reflections on and Revisions of Directed Self-Placement

Ben Keating, University of Michigan
Lizzie Hutton, University of Michigan
Sarah Swofford, University of Michigan

A7 JESSE FELL C, Marriott

Intersecting Loops, Overlapping Objectives: When WPA Work Takes a Village and a Leap of Faith

Libby Miles, University of Rhode Island
Marcy Isabella, University of Rhode Island

A8 STEVENSON 311

INTERACTIVE WORKSHOP

A Place at the Round Table: Creating a Collaborative Environment for the Work of Composition Instruction

Sharon Burns, University of Cincinnati-Clermont College
Jo Ann Thompson, University of Cincinnati-Clermont College

A9 REDBIRD F, Marriott

Creating and Reading Archives: The Work of Our Work Documents

WPA as Archivist: Aiding Instructors and Institutions with Their Work
Amanda Girard, Michigan Technological University

One WPA's Trash…: Detritus, Purity, and the WPA
Christopher Minnix, University of Alabama

Making Our Work Transparent: An Argument for WPA Primary Document Sharing
Bryna Siegel Finer, Indiana University of Pennsylvania

A10 REDBIRD G, Marriott

Innovations in WAC Assessment: Alternative Approaches

The Inventory Approach: Assessing Writing Across the Curriculum Programs
Susanne Hall, California Institute of Technology

The Reserved Spearhead: How Student Voices Helped Me Launch Our WAC Program
Jayme Long, Culver-Stockton College

Moving Away from Entropy: WPA Assessment of "Orphan" WAC Programs
Fernando Sánchez, Purdue University

WPA Work That Worked and Will Work
Joel Wingard, Moravian College

9:45am- 9:55am STEVENSON 133 and REDBIRD BALLROOM, Marriott

BREAK

10:00am- 11:15am B SESSIONS

B1 JESSE FELL C, Marriott

"Honey, You've Got Balls:" Embodying the Role of WPA as Woman

Bre Garrett, University of Western Florida
Magdelyn Helwig, Western Illinois University
Aurora Matzke, Biola University
Sherry Rankins-Robertson, University of Arkansas-Little Rock
Carey Smitherman, University of Central Arkansas

B2 REDBIRD A , Marriott

Toward a Model of "Friendly Neighbors with Fenceless Backyards": Exploring the Connections of Creative Writing and Composition Studies through the Work of Teaching Assistants in a First-Year Writing Program

Using ELI Review as a Tool to Facilitate a Year-Long Teaching Assistant Faculty Development Workshop
Diane Kelly-Riley, University of Idaho

Using ELI Review as a Teaching Assistant: A Window into Colleagues' Practice
Jennifer Hawk, University of Idaho

Pedagogical Choices Based on Peer Feedback: Including Creative Writing Pedagogies in a First-Year Composition Course
Shawn Rubenfeld, University of Idaho

B3 JESSE FELL A, Marriott

MENTORING

Bringing Graduate Students into the Profession of English Composition: Job Training or Professional Apprenticeship?

Edgar Singleton, Ohio State University
Mike Bierschenk, Ohio State University
Sara Franssen, Ohio State University
Andrew Smart, Ohio State University

B4 JESSE FELL B, Marriott

The Arts of Consulting: A Continued Dialogue Consulting as a Scholarly Art
Martha A. Townsend, University of Missouri

Consulting as a Rhetorical Art
Shirley K Rose, Arizona State University

B5 STEVENSON 221A

INTERACTIVE WORKSHOP

Actors and Allies: The English Techie Evolves

Rochelle (Shelley) Rodrigo, Old Dominion University
Julia Romberger, Old Dominion University

B6 REDBIRD E, Marriott

Shedding Skins: WPAs Moving into and Out of Programs

The Good, the Bad, and the Ugly: Helping Teachers During WPA Transitions
Courtney Adams Wooten, Stephen F. Austin State University

Neither Here nor There: jWPA Transitions
Ella Browning, University of South Florida

Suddenly WPA
Christopher Blankenship, Emporia State University

B7 REDBIRD F, Marriott

MENTORING

Creating WPA Identities: From Grad School to Post-Tenure

Laurie Cubbison, Radford University
Michael Day, Northern Illinois University
Doug Downs, Montana State University
Sarah E. Harris, Indiana University East
Jennifer M. Hewerdine, Southern Illinois University-Carbondale
Kate Pantelides, Eastern Michigan University

B8 STEVENSON 311

The Membership/Newcomers Committee Ethnographic Project: Curating the Stories of WPA Workers

Sonja L. Andrus, University of Cincinnati Blue Ash College
Laura Davies, United States Air Force Academy
Anne-Marie Thweatt, Arizona Western College
Susanne Hall, California Institute of Technology
Richard Matzen, Woodbury University

B9 STEVENSON 324

Basic Writing Goes Global: Revising Program and Classroom Goals

William DeGenaro, University of Michigan-Dearborn
Michael MacDonald, University of Michigan-Dearborn

B10 REDBIRD G, Marriott

The Narrative of Writing Program Administration

Valuing Stories: The Work of Public Discourse and the WPA
Joyce Olewski Inman, University of Southern Mississippi

How Does One's Narrative Matter?
Sydney Richardson, Salem College

Changing at Work/Working at Change: From WPA to Faculty Developer
Claire C. Lamonica, Illinois State University

11:30am- 1:15pm REDBIRD BALLROOM, Marriott

Lunch

Plenary Address
"Absence and Action: Making Visible the Work of the WPA"

Melissa Ianetta, University of Delaware
Introduced by Lauren Fitzgerald, Yeshiva University

1:30pm- 2:45pm C SESSIONS

C1 JESSE FELL A, Marriott

MENTORING

Mentoring Graduate Students on the Promises and Perils of WPA "Work"

Consuelo C Salas, University of Texas-El Paso
Cassandra Dulin, University of Texas-El Paso
Lizbett Tinoco, University of Texas-El Paso
Beth Brunk-Chavez, University of Texas-El Paso

C2 JESSE FELL B, Marriott

Re-Imagining Time, Space and "Efficiency:" Work and The Writing Studio Pilot Project

Jessica Restaino, Montclair State University
Laura Field, Montclair State University

C3 REDBIRD A, Marriott

MENTORING

The Worker Redux: Mid-Career WPAs and the (Moving) Landscape of Program Leadership

Kelly Ritter, University of Illinois, Urbana-Champaign
Douglas Hesse, University of Denver
Peter Mortensen, University of Illinois, Urbana-Champaign
Linda Adler-Kassner, University of California-Santa Barbara

C4 REDBIRD G, Marriott

Negotiating Pedagogical Identities and Roles in Writing-Intensive Classrooms

Writing Consultants in the Classroom: Embedding Value and Supportive Networks
Janine Butler, East Carolina University

To Be "Marked:" The Pedagogical Implications of Identity in First-Year Writing Classrooms
Kimberly Thompson, East Carolina University

Negotiating Time, Space and Personalities as a Graduate Student and Writing Mentor
Shane Combs, East Carolina University

C5 JESSE FELL C, Marriott

MENTORING
Session sponsored by WPA-GO

Moving from Conference Presentations into Publications

Fernando Sánchez, Purdue University
Thomas Sura, West Virginia University

C6 REDBIRD F, Marriott

The Fund-less, WPA-Less Community College Writing Center: Can We Rise from the Ashes to Build a Writing Program?

A.R. Mallory, Des Moines Area Community College
Krystal Hering, Des Moines Area Community College
Shannon Fanning, Des Moines Area Community College

C7 STEVENSON 311

INTERACTIVE WORKSHOP

"Flipping Professional Development:" Engaging Instructor Needs and Changing the Visibility of WPA Work

Kay Halasek, Ohio State University
Elizabeth Brewer, Central Connecticut State University
Nora McCook, Ohio State University

C8 STEVENSON 221A

Information and Literacy: WPA/Librarian Partnerships

The Inquiry and Information Collaboration: Networking Inquiry Inside, Outside, and Across Information Systems
Colin Charlton, University of Texas-Pan American

Report from the LILAC Project: Information Literacy as Critical Thinking
Janice Walker, Georgia Southern University

Integrating and Applying Information Literacy and Writing Instruction: Threshold Concepts in WPA Outcomes and ACRL Standards
Barry Maid, Arizona State University

C9 REDBIRD E, Marriott

The CWPA Consultant-Evaluator Service: Questions, Answers, and Information

Kathleen Blake Yancey, Florida State University
Shirley K Rose, Arizona State University

C10 STEVENSON 214

Working (Fairly) with Contingent Instructors

Take My Word For It: Selling Composition Work to Contingent Faculty
Kelli Prejean, Marshall University

Between a Rock and a Hard Place: Distributed Administration and Administrative Advocacy in an Age of Contingency
Susan Miller-Cochran, North Carolina State University
Casie Fedukovich, North Carolina State University

Working Without TAs: Assessment as Efficient Faculty Development
Holly Middleton, High Point University

2:45pm- 2:55pm, STEVENSON 133 and REDBIRD BALLROOM, Marriott

BREAK

3:00-4:15pm D SESSIONS

D1 REDBIRD G, Marriott

Work as Verb and Noun: Collaboration between the Community College and Local High Schools in an Education-for-Work (Rather Than Education-for-Life) Political Climate

Jill Gos, Lee College
Debbie King, Goose Creek CISD and Lee College
Gordon Lee, Lee College
Tamara Meigh, Goose Creek CISD
JoLynn Sallee, Lee College
Cathy Kemper, Lee College

D2 STEVENSON 324

Our Collaborative Work: A Distributed Communication Model for WPAs Working with Graduate Students

Nicole I. Caswell, East Carolina University
Tracy Ann Morse, East Carolina University
Michelle F. Eble, East Carolina University

D3 REDBIRD A, Marriott

Writing Centers as Enclaves: Creating Spaces of Pedagogical and Political Change within Universities

Writing Centers as Enclaves: Creating Spaces of Pedagogical and Political Change
Bronwyn T. Williams, University of Louisville

Entering the Twittersphere: Effective Approaches for Social Media Use by Writing Centers
Ashly Bender, University of Louisville

Pedagogy in the Writing Center: Mentoring Pre-Teaching Graduate Student Tutors
Jessica Winck, University of Louisville

Sharing Spaces: Collaborations between a Writing Center and its Campus Partners
Adam Robinson, University of Louisville

D4 STEVENSON 221A

The Digital Imaginations of WPAs

Hillocks.0: Traditional Classroom Space as If It Were Digital
Ron Brooks, Oklahoma State University

Digital Writing Environments and Collaborative Administration
Drew J. Scheler, St. Norbert College

Design as a Revision Strategy: Branding and Rebranding in Writing Program Administration
Dalyn Luedtke, Norwich University

D5 STEVENSON 311

How Do You Make Open Research Clear and Productive?: A Discussion

Brent Chappelow, Arizona State University
Ryan Shepherd, Arizona State University
Susan Naomi Bernstein, Arizona State University

D6 JESSE FELL A, Marriott

The Untidy House: Explorations of WPA Productivity in a Three-Course Combination Assessment

What We Really Value as the Work of Assessment
Jane Detweiler, University of Nevada-Reno

Looking for Transfer in All the Right Places
Erin Goldin, University of Nevada-Reno

Portfolio-Based Assessment of Critical and Rhetorical Reading
Meghan Sweeney, University of Nevada-Reno

Using Assessment Productively
Merrilyne Lundahl, University of Nevada-Reno

D7 JESSE FELL B, Marriott

The Rhetorical Identities of WPAs

The Intellectual Work of the WPA: Rhetorical Productivity and a Transfer Curriculum
Liane Robertson, William Paterson University of New Jersey

Métis and Institutional Ecologies: Writing Program Administration as Performance of Identity
Patti Poblete, Iowa State University

D8 JESSE FELL C, Marriott

The Myth of Tiers: Proposing a Chaos of Agency for WPAs

Casie Fedukovich, North Carolina State University
Michael McCamley, University of Delaware
Mark Blaauw-Hara, North Central Michigan College
Jennifer Campbell, University of Denver
Robin Gallaher, Northwestern Missouri State University
Paula Patch, Elon University

D9 REDBIRD E, Marriott

Remembering Win Horner and Linda Bergmann

Leaders: Lauren Fitzgerald, Yeshiva University
Barbara L'Eplattenier, University of Arkansas-Little Rock
Rita Malenczyk, Eastern Connecticut State University

D10 REDBIRD F, Marriott

Preparing Writers for the World: The Role of the WPA

The Future Worker-Writer: Preparing for Professional Writing
Jennifer Mallette, University of Arkansas-Fayetteville

Preparing Business Students for the World Marketplace
Jeannie Waller, University of Arkansas-Fayetteville
Cannon Varnell, University of Arkansas-Fayetteville

Writing as Citizen Scholarship in Capstone Courses Across the Curriculum
Brian Hendrickson, University of New Mexico

4:15pm- 4:25pm STEVENSON 133 and REDBIRD BALLROOM, Marriott

BREAK

4:30pm- 5:45pm E SESSIONS

E1 REDBIRD E, Marriott

MENTORING

Getting to Know WPA: Writing Program Administration

Barbara L'Eplattenier, University of Arkansas-Little Rock
Sherry Rankins-Robertson, University of Arkansas-Little Rock

E2 STEVENSON 221A

From Reviewing to Production to Community Outreach: Exploring the Work of an In-House Writing Program Journal through Illinois State's Grassroots Writing Research Journal

Finding and Refining Content: Soliciting and Peer-Reviewing Procedures for an In-House Journal
Julie Bates, Illinois State University

From Authors to Designers to Printers: Investigating the Production Processes of an In-House Journal
Kristi McDuffie, Illinois State University

Grassroots and Beyond: Moving an In-House Journal into the Community
Emily Johnston, Illinois State University

E3 REDBIRD A, Marriott

Bound and Determined: DSP and the Quest for Student and Faculty Agency

Dollars, Sense, and the Un(?)making of the Remedial Student
Mary Boland, California State University-San Bernardino

Hoop Jumping: Assessing the Usefulness of Freshman Composition Placement Mechanisms and Pre-College Registration Requirements
Frances Suderman, California State University-San Bernardino

"I get to take classes that I think I can do, not what a test thinks I can do:" Agency, Assessment, and the Work of DSP
Karen Rowan, California State University-San Bernardino

E4 JESSE FELL B, Marriott

Admins, Gradmins, and NTTs: A Conversation About Leveraging Labor for Inclusiveness

Kelly Ritter, chair, University of Illinois, Urbana-Champaign
Kaia Simon, University of Illinois, Urbana-Champaign
Pamela Saunders, University of Illinois, Urbana-Champaign
Annie Kelvie, University of Illinois, Urbana-Champaign
Scott Ricketts, University of Illinois, Urbana-Champaign

E5 JESSE FELL C, Marriott

Reframing Our Work: Finding Balance Across Teaching, Research and Service in the Transition from Graduate Student to Junior Faculty

Jacob Babb, Indiana University Southeast
Will Duffy, University of Memphis
T.J. Geiger II, Lamar University
Elisa Versoza Hurley, Illinois State University
Annie Mendenhall, Armstrong Atlantic State University
Erika Claire Strandjord, Concordia College

E6 JESSE FELL A, Marriott

Promoting the "Habits of Mind": Research by Members of the Task Force on Publicizing the Framework for Success in Postsecondary Writing

Historical Roots of Habits of Mind
Duane Roen, Arizona State University

Systematic Research into the Functioning of Habits of Mind in First-Year Writing
Peter Khost, State University of New York-Stony Brook

"Basic Life Stuff": The Habits of Mind in Sorority Alumnae Narratives
Faith Kurtyka, Creighton University

E7 REDBIRD F, Marriott

Inventing the Discipline: Preparing Graduate Teaching Assistants for Threshold Concepts with Threshold Concepts

Every Time a TA Learns a Threshold Concept, A Vicious Cycle Is Broken
Heidi Estrem, Boise State University

The Significance of Threshold Concepts from the Teaching Assistant's Perspective
Linda Adler-Kassner, University of California-Santa Barbara

Teaching and Learning About Writing for Advanced Doctoral Students/TAs
Doug Downs, Montana State University

Threshold Concepts for Teaching and Learning About Writing as a New TA
Kim Hoover, Montana State University

E8 REDBIRD G, Marriott

The Public Rhetoric of Writing Programs: Two Approaches

Session Sponsored by the Conference on College Composition and Communication (CCCC)

Lost in Translation: Negotiating Language of Writing Theory and Assessment in Public Spaces
Cat Mahaffey, University of North Carolina-Charlotte

Global Warming and Glaciers: Writing Programs and University Strategic Plans
Rich Miller, Suffolk University

E9 STEVENSON 324

Working Conditions in WPAdom

WPA Working Conditions: A Report from a 2013 Survey
Jonikka Charlton, University of Texas-Pan American
Shirley K Rose, Arizona State University

Working My WAC Off: How I Almost Burned Out Being Solo WPA
Megan O'Neill, Stetson University

6:00pm-8:00pm REDBIRD BALLROOM, Marriott

Dinner, Awards Ceremony

- WPA Best Book Award
- WPA-GO Service and Travel Grant Awards (sponsored by CWPA and Cengage)
- CWPA Service Awards

8:30pm-11:00 pm

WPA Graduate Student Organization (WPA-GO) Meet and Greet

The Medici, 120 North Street, Normal

Sponsored by Stipes Publishing and the Illinois State University Writing Program

Saturday, July 19th

6:30am – 7:45am REDBIRD BALLROOM, Marriott

Breakfast

7:45am – 8:15am REDBIRD BALLROOM, Marriott

Daily announcements

8:00am – 5:00pm GRAND HALLWAY, Marriott

Exhibits

8:30am- 9:45am STEVENSON 214

WPA: Writing Program Administration Editorial Board Meeting (Closed Session)

8:30am- 9:45am F SESSIONS

F1 REDBIRD G, Marriott

Stress Factors: Contentions and Negotiations in Writing Programming

The Emotional Work of Plagiarism
Ann E. Biswas, University of Dayton

Creative Writing and Academic Writing: Divisions and Negotiations
Phaye Poliakoff-Chen, Goucher College

Literature Faculty and the Work of Teaching First-Year Writing
Sean Barnette, Lander University

F2 STEVENSON 221A

INTERACTIVE WORKSHOP

Putting the New WPA Outcomes Statement (2014) to Work for Us

Darsie Bowden, DePaul University
Dylan Dryer, University of Maine
Beth Brunk-Chavez, University of Texas-El Paso
Kathleen Blake Yancey, Florida State University

F3 REDBIRD F, Marriott

Not Ignoring Failure: Searching for Student Sufficiency

Potential Over Failure: Re-Reading Ridiculed Student Writing
Jessica Winck, University of Louisville

Remediation Via Mandate: The California State Universities' Early Start Initiative
W. Gary Griswold, California State University-Long Beach

F4 JESSE FELL A, Marriott

There and Back; There and Back, Again: WPA Identity and Labor

Carra Leah Hood, Richard Stockton College of New Jersey
Michael Day, Northern Illinois University
Irvin Peckham, Louisiana State University

F5 REDBIRD A, Marriott

Working for Transfer: Balancing Institutional Accountability and "Intellectual Work" through Writing Transfer Research
Mary Jo Reiff, University of Kansas, chair

Meaning in the Metaphor: A Conceptual Mapping of Transfer Studies
Julie Perino, University of Kansas

Finding Space for Transfer in Common Core State Writing Standards
Mary Rice, University of Kansas

Learning through Genres: Using a Genre-Based Portfolio Approach to Foster Knowledge Transfer
Jane Thomas, University of Kansas

Remixing Genres, Transfer, and Writing
Chelsea Murdock, University of Kansas

Rewriting the Formula: Making Literacy Narratives Work for Transfer
Amanda Sladek, University of Kansas

Let's Get Practical: Transfer, Uptake, and "Real World" Genres in FYC
Angela Murphy, University of Kansas
Alexis Catanzarite, University of Kansas

F6 JESSE FELL B, Marriott

Student Identity and Writing Implications

The Student-Athlete as Worker and Writer
Andy Trevathan, University of Arkansas

Research on Military Veterans in Higher Ed: What Future Will Our Focus Create?
A. R. Mallory, Iowa State University

F7 REDBIRD E, Marriott

The WPA Abroad: Connecting Students, Cultures, and Communities

What I See/What It Means: Integrating WAC Practices into Study Abroad Short Courses
Kathryn Gindlesparger, Philadelphia University

When Freire Becomes Real: Teaching Empowerment in Rome during an Italian Student Occupation
Eli Goldblatt, Temple University

When (John) Bean and (Art) Young Become Real: Teaching WAC to Russian Faculty with a Strong Literary Tradition
Martha A. Townsend, University of Missouri

A Tale of Two Cities: How Our Semester Abroad Transforms Our Semester at Home
Matthew Parfitt, Boston University

RESPONDENT: Linda Breslin, Southwestern Christian University

F8 STEVENSON 311

Redefining "Underprepared": Beyond Traditionalist Definitions and Methods

Placement for Underprepared Students: Effective Change Following a Longitudinal Study of Placement by Self, Essay, and High School Transcript Placement Practices
Edwina Helton, Indiana University East

Re-Envisioning the "Underprepared" Student
Dawn Opel, Arizona State University

Reflection through Transition: Fostering Metacognition in Underprepared and Multilingual Writers
Jennifer Eidum Zinchuk, University of Washington

F9 STEVENSON 216

Graduate WPA Life: Critical Advice

Letter to a New TA: Threshold Concepts for Writing Pedagogy Learners
E. Shelley Reid, George Mason University

The 100%: Non-Tenured Administrators in the Graduate Writing Center
Sarah Summers, Rose-Hulman Institute of Technology

Toward Critical Teacher Talk: Optimizing the Role of Lore in the Professionalization of New Graduate Assistants
Adam L. Kuchta, Bowling Green State University

F10 JESSE FELL C, Marriott

Contingent and in Command

Jennie Young, The University of Akron
Katie Stoynoff, The University of Akron

9:45am- 9:55am REDBIRD BALLROOM and STEVENSON 133

BREAK

10:00am- 11:15am G SESSIONS

G1 REDBIRD E, Marriott

MENTORING

Negotiating WPA Job Offers and Responsibilities (on the Job Market and Beyond)

Susan Miller-Cochran, North Carolina State University
Cristyn L. Elder, University of New Mexico
Kate Comer, Barry University

G2 REDBIRD A, Marriott

Revisiting the Statement on the Intellectual Work of Writing Administration

Leaders: Melissa Ianetta, University of Delaware
Laurie A. Pinkert, Humboldt State University
Dominic DelliCarpini, York College of Pennsylvania

G3 JESSE FELL A, Marriott

Working Across Campus: Supporting Student-Athletes Through a Partnership Between Athletics and the Writing Center

Megan McIntyre, University of South Florida
Sandy Branham, University of South Florida
Danielle Farrar, University of South Florida

G4 STEVENSON 221A

INTERACTIVE WORKSHOP

Contingent Professional Development: From Competency and Integration to Empowerment

Keri Bertino, Baruch College/CUNY
Heather Samples, Baruch College/CUNY

G5 REDBIRD F, Marriott

When Theory Doesn't Work: Reconciling Theoretical Knowledge with Institutional Realities

Enticement and Education: The Work of Creating Buy-In Among Non-Disciplinary FYC Faculty
Kerri K. Morris, Governors State University

Student Perceptions of an Enacted Writing Curriculum
Carolyn Wisniewski, University of Tennessee

Seeking the Golden Middle: Adapting Writing-about-Writing Curricula to Local Needs
Kathy Rose, Iowa State University

In Search of Writing Assessments that Work
Jessica Nastal-Dema, Georgia Southern University

G6 JESSE FELL B, Marriott

Chronicling Collaboration: Lessons Learned from WPA Work Across Multiple Campuses

Sharon Burns, University of Cincinnati, Clermont College
Joyce Malek, University of Cincinnati, College of Arts and Sciences
Brenda Refaei, University of Cincinnati, Blue Ash College
Jo Ann Thompson, University of Cincinnati, Clermont College

G7 STEVENSON 324

Reconsidering Placement, and Other Resolvable (?) Problems

Institutional Management and Writing Constructs: The For-Profit Institutional Model Behind Machine Scoring
Bonnie Tucker, University of Michigan

Theorizing the Basic Writing Placement Apparatus
Tiffany Wilgar Boyles, University of South Florida

Hermeneutics and Writing Assessment: From Theory to Pedagogy for Locally Situated Programs
Judith A. Fourzan, University of Texas-El Paso

G8 JESSE FELL C, Marriott

Programming and the Two-Year College

Exploring the Impact of WPAs' Leadership at Two-Year Colleges
Kyle Loughman, Bakersfield College

No Better Time Than Now: Performance-Based Funding and the Two-Year College WPA
Daniel J. Cleary, Lorain County Community College

The Other 40 Percent: Whither WAC at the Community College?
Maury E. Brown, Germanna Community College

G9 STEVENSON 311

Shaping Teaching and Learning in FYC

Moments That Matter and the Powers That Shape Them in Writing Instruction
Ryan Dippre, University of California-Santa Barbara

Disciplinarity and Core Curricula
Jacob Babb, Indiana University Southeast

Agency and Materiality: Being Mindful of the Composition Instructor
Christine Martorana, Florida State University

Writing in Cohort Programs: Supporting Transfer of Learning for First-Year Writers
Allison Cardinal, Washington State University
Roger Chao, Washington State University

G10 REDBIRD G, Marriott

Looking into a Shattered Glass Darkly: Plagiarism Disaggregated

Plagiarism as Developmental Gateway: Moving Outsiders Inside through Patchwriting
Gerald Nelms, Wright State University

Classifying Stigma: Institutional Policies and Their Impact on Plagiarism Research
Dan Kenzie, Purdue University

Agent, Author, Assembler: The Role of Student Writers in Negotiating Produced and Received Texts
William J. Macauley, Jr., University of Nevada, Reno

Rethinking Knowledge Making, Repurposing Definitions of Plagiarism: Catching Up to Our 21st-Century Practices
Joan Mullin, University of North Carolina-Charlotte and Illinois State University

11:30am – 1:15pm REDBIRD BALLROOM

Lunch

Plenary Address

"Writing Program Faculty and Administrators as Public Intellectuals: Opportunities and Challenges"

Duane Roen, Arizona State University
Introduced by Susan Miller-Cochran, North Carolina State University

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1:30pm- 2:45pm H SESSIONS

H1 JESSE FELL A, Marriott

Making Less Work for Ourselves: Being Smart about the Intellectual Work of Writing Administration

Joseph Janangelo, Loyola University, Chicago
Nicholas Behm, Elmhurst College
Kristine Hansen, Brigham Young University

H2 STEVENSON 311

WPA Research: Expanding Our Work to Empower Colleagues and Serve the Institution

Stephen Wilhoit, University of Dayton
Carol Rutz, Carleton College

H3 STEVENSON 324

The Working Relationship Between Graduate Teaching Assistants and Their Advisors: How to Professionalize GTAs' Pedagogical Tactics

Sheila Carter-Tod, Virginia Tech, chair
Julie Mengert, Virginia Tech
Kathy Combiths, Virginia Tech
Sara Crickenberger, Virginia Tech

H4 JESSE FELL C, Marriott

What Is the Work of the Writing Center in the 21st Century? Exploring the Common Core, Digitization, and Rhetoric
Eli Goldblatt, Temple University, chair

Elevation and Frustration: The Work of the Temple University Writing Center in Response to the Common Core Standards
Rachel Edwards, Temple University

Stories of/at the Center: Composition Theory and the Autonomous Writer
Courtney Stanton, Temple University

Writing Center as Affinity Space
Charlene Kwon, Temple University

H5 REDBIRD A, Marriott

The WPA as Worker and the WPA Census

Jill Gladstein, Swarthmore College
Dara Rossman Regaignon, New York University
Brandon Fralix, Bloomfield College

H6 REDBIRD E, Marriott

Whose Work Is It, Anyway? WPA Roles in a Changing Workplace

Melody A. Wise, Glenville State College
Marjorie Stewart, Glenville State College
Kimberly Donovan, Southern New Hampshire University

H7 REDBIRD F, Marriott

Attending to the Second Language Writer in Writing Programming

Beyond International/Domestic: Class Among International Students and Teachers
Fredrik deBoer, Purdue University

Where "Hard Work" Is Not Enough: Reconsidering FYE Pedagogy for L2 Learners at a Western Research University in the Middle East
Lee Ann "Mysti" Rudd, Texas A&M-Qatar

Legitimate Peripheral Participation: Implementing Graduate Writing Groups in a Multicultural Context
Nicole Khoury, American University of Beirut

H8 REDBIRD G, Marriott

Evaluating Teachers: Observations, Student Evaluations, and Professionalization…Oh, My!

The Classroom Observation: Attitudes and Practices
Jonathan Hunt, University of San Francisco

Assessing Others' Work: How WPAs Use Student Evaluations of Teaching
Brian Ray, University of Nebraska-Kearney

Perceptions of Composition Teachers of Their Professional Preparedness to Work with Multilingual Writers
Elena Shvidko, Purdue University

H9 STEVENSON 214

The Work of Students in FYC

The Rhetoric of Work, Millennials, and the First Year Writing Class
Margaret Gonzales

Beyond the Classroom: Possibilities for Student Participation in WPA Work
Kathryn Comer

A First-Year Writing Program's Perceptions About and From "the Underprepared"
Kathy Albertson, Georgia Southern University

2:45pm- 2:55pm STEVENSON 133 and REDBIRD BALLROOM, Marriott
BREAK

3:00pm- 4:15pm I SESSIONS

I1 REDBIRD F, Marriott
In Labor: The Continuous Re-Working of a Writing Curriculum/Program

Curricular and Programmatic Birthing: How, Why, and With What Does One Begin?
Mark McBeth, John Jay College of Criminal Justice/CUNY Graduate Center

Freedom of Choice: Graduate Student Labor and Curricular Design
Erin Anderson, CUNY Graduate Center/John Jay College of Criminal Justice

Rearing an FYC Course Design: Interdisciplinarity and Teaching Writing Across the Curriculum—Too Much of a Good Thing
Robert Greco, CUNY Graduate Center/John Jay College of Criminal Justice

"Not New Ta This, True Ta This:" A New Veteran Teacher Keeps It Funky Fresh Again
Carmen Kynard, John Jay College of Criminal Justice/CUNY Graduate Center

I2 JESSE FELL A, Marriott

Making Frames Work in Writing Program Administration

Employing Conceptual Metaphor Theory to Reframe Conversations about Writing
Bradley Smith, Governors State University

Traditional Frame, Renewed and Relevant Program
Laurie A. Britt-Smith, University of Detroit Mercy

Making Healthy Spaces at Work through Postmodern Planning
Thomas Sura, West Virginia University

The WPA: Permaculture Gardener or Industrial Farm Manager
Stephanie Wade, Unity College

Social Science Developments in Framing: What Can WPA Learn?
Al Harahap, University of Arizona

I3 JESSE FELL C, Marriott

Waiting on the World to Change: Non-Tenure-Track Labor Issues and WPAs

Michelle LaFrance, George Mason University
Michael McCamley, University of Delaware
Christine Cucciarre, University of Delaware

I4 STEVENSON 311

The Scholarly Workings of a WPA: Cross-Disciplinary Research in a Large WAC Program

Amy Lannin, University of Missouri
Jonathan Cisco, University of Missouri

I5 REDBIRD E, Marriott

Working It Alone: The Hazards of Being an Official WPA

Darci Thoune, University of Wisconsin-La Crosse
Bryan Kopp, University of Wisconsin-La Crosse
Virginia Crank, University of Wisconsin-La Crosse

I6 REDBIRD G, Marriott

Horizon Feedback: What WPAs Need to Hear about Changing Undergraduate and Graduate Student Populations and Writing Possibilities

Connecting Worlds: Genre, Choice, and Growth
Tara Lockhart, San Francisco State University

The Handmade Essay
Galin Dent, Willow Community College and Merced Community College

Between the Classroom, the Page, and the Profession: The Value of the Hybrid Essay in Graduate-Level Learning
Jennifer Saltmarsh, University of Pittsburgh

I7 JESSE FELL B, Marriott

The Plagiarism Panacea

If You Can't Beat Them, (Pretend to) Join Them: Encouraging the Reflective Use of Plagiarism Detection Software
Debra Knutson, Shawnee State University

Just in Case: Studies in Plagiarism
Jennifer Pauley, Shawnee State University

An Object Lesson: Revising University Plagiarism Policies
Ann Linden, Shawnee State University

I8 STEVENSON 221A

Close Evaluating: Peer Group Work, Primary Research, and Reading Strategies

Creating New Spaces for Collaboration in the Two-Year College
Amy Patterson, Moraine Park Technical College

WPAs and the Work of Teaching Primary Research Methods
Megan Schoen, La Salle University

Remodeling the Writing Program to Build Room for Reading Pedagogy
Debrah Huffman, Indiana University/Purdue University-Fort Wayne

I9 STEVENSON 324

WPAs and Assessment: Surveying the Relationship

Sideways: When Assessment Produces Mixed Results
Patrick Shaw, University of Southern Indiana

The WPA at the Program-Centric, Transfer-Friendly, Industrial-Model University: Contingent Cassandra or Assessment Augur?
Daniel Seward, Franklin University

Quantitative Review of the WPA Journal: A Ten-Year Look at the Focus of Assessment
Jamie Peterson, Kent State University

I10 REDBIRD A, Marriott

Complicating WAC Work

Metacognition across the Disciplines: Using Reflective Writing Exercises to Build a WID-Ready General Education Program
Dominic DelliCarpini, York College of Pennsylvania

Field Work: Engaging Future Colleagues through a Science and Writing Center Collaboration
Kathleen S. Jernquist, U.S. Coast Guard Academy

4:15pm- 4:25pm Lobby

BREAK

4:30pm- 5:45pm J SESSIONS

J1 REDBIRD F, Marriott

Moving from the Margins to the Mainstream: How Can We Persuade Faculty to Invest in Writing Work?

Help Me Help You!: A Writing Center Director's Plea for Faculty Investment in the Writing Process
Rebecca Cantor, Azusa Pacific University

What Work?: When Writing Is Still Seen as Marginal to the University
Tom Allbaugh, Azusa Pacific University

Picking Up the Pace: Using Social Movement Rhetoric and Change Theory to Advance WPA Work
Karen Sorensen-Lang, Azusa Pacific University

J2 REDBIRD E, Marriott

Working with Content Curators: Writing About Writing Across the Disciplines

Kerri Bright Flinchbaugh, East Carolina University
Will Banks, East Carolina University
Erin Herrmann, East Carolina University

J3 REDBIRD A, Marriott

The Research Renaissance: Exigencies and Discoveries from the First Two Years of the University of Arizona Longitudinal Study of Student Writers

Big Data and Deep Data: Situating the UA Study of Student Writers against the Either-Or Binary between Local-Global Research
Amy C. Kimme Hea, University of Arizona

Our Freshman Year: Stage One Results of a Five-Year Longitudinal Study of Student Writers
Aimee C. Mapes, University of Arizona

Reflection in Action: Developing Complex Coding Schemes for Metacognition and Affect in the UA Study
Kenny Walker, University of Arizona

"I am not a good writer and they had told me that I do not have a voice:" Patterns of Metacognitive Knowledge and Affect in First-Year Writers' Reflections
Ana Ribero, University of Arizona

J4 STEVENSON 324

Working in Third Space: How a Writing Center's Embedded Consultant Program Serves Both Students and Teachers

Dauvan Mulally, Grand Valley State University
Craig Hulst, Grand Valley State University
Patrick Johnson, Grand Valley State University

J5 STEVENSON 221A

Enabled vs. Integrated Digital Pedagogies in the Postsecondary Writing Classroom: A Framework for Reflective Teaching Practice in the 21st Century

Liz Homan, University of Michigan
Anna Knutson, University of Michigan
Aubrey Schiavone, University of Michigan

J6 REDBIRD G, Marriott

Who's Being Assessed, Here?: Challenging the Discourses of Accountability

Amy Ann Metcalf, Wayne State University
Joseph Paszek, Wayne State University
Jennifer Stewart, Indiana University/Purdue University-Fort Wayne

J7 STEVENSON 311

The "Inner Accountant" Battles the "Inner Humanist": Balancing the Need to Make Our Successes Legible to University Administration and the Need to Genuinely Value the Work of Our Employees

Jennifer Halpin, University of Washington
Reagan Keller, University of Washington
Shon Meckfessel, University of Washington

J8 JESSE FELL C, Marriott

The Secret Lives of WPAs

The Secret Work-Life of WPAs: A Plea for Practical Work-Life Management Training for Future WPAs
E. A. Williams, University of St. Francis at Fort Wayne

Six Months In: Lessons Learned During the "Unofficial Schooling" of a New WPA
Angela Petit, Idaho State University

J9 JESSE FELL A, Marriott

MENTORING

Pushing the Boundaries to Professionalize Work by Fixed-Term Faculty

Rebecca E. Burnett, Georgia Institute of Technology
Andrew Frazee, Georgia Institute of Technology

J10 JESSE FELL B, Marriott

Identifying WPAs: Role and Status Within the Institution

What Happens When a Department Has No WPA, But Has TAs, Tenured Faculty Teaching FYW, a Writing Center, and Assessment of FYW Methods?
Liberty Kohn, Winona State University

Assembly Line or Management?: The WPA as Worker and the Importance of Identity
William J. Macauley, Jr., University of Nevada-Reno

The Future of the WPA: Manager or Bureaucrat?
Valerie Ross, University of Pennsylvania

Revising the Paradigm: Non-Tenure-Track WPAs
Beth Beggs, Simpson College

6:30pm- 9:00pm Outing to Miller Park Zoo—included in registration fee

Sunday, July 20th

7:00am– 8:30am REDBIRD BALLROOM, Marriott

Breakfast

8:45am – 10:15am REDBIRD BALLROOM, Marriott

WPA Town Hall Meeting, Future Planning, and Conference Debriefing

10:30am- 12:00pm REDBIRD BALLROOM, Marriott

CWPA Executive Board Meeting (Closed Session)

Talk with us about your experiences as WPA to help us collect stories of WPA-as-Worker.

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For More Information, see our website, or contact

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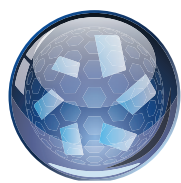
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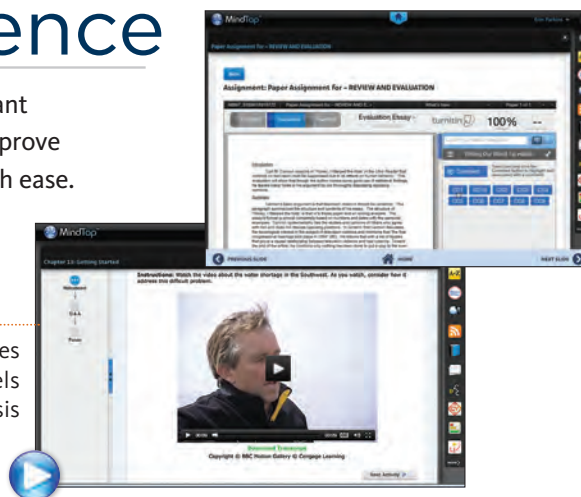
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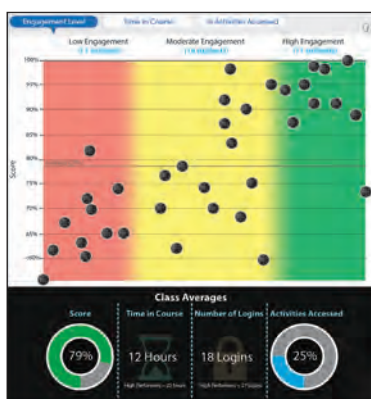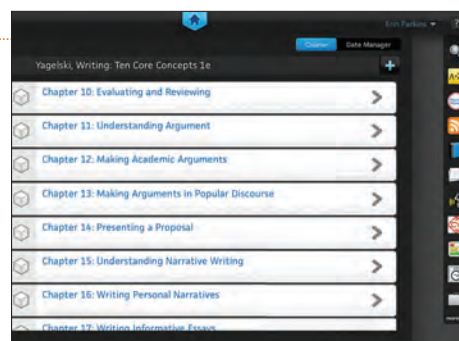
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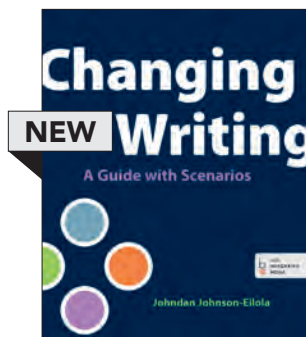**bedfordstmartins.com/
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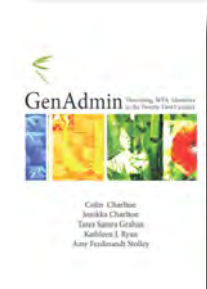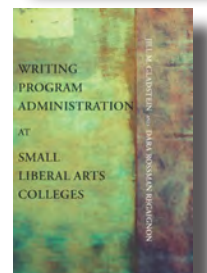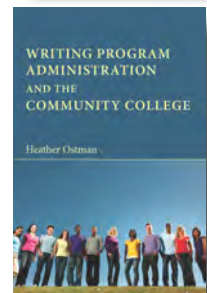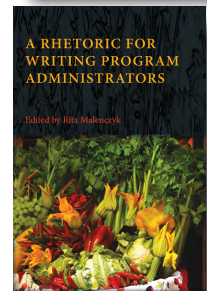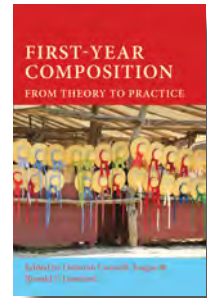*Composing a Community: A History of Writing Across the Curriculum*
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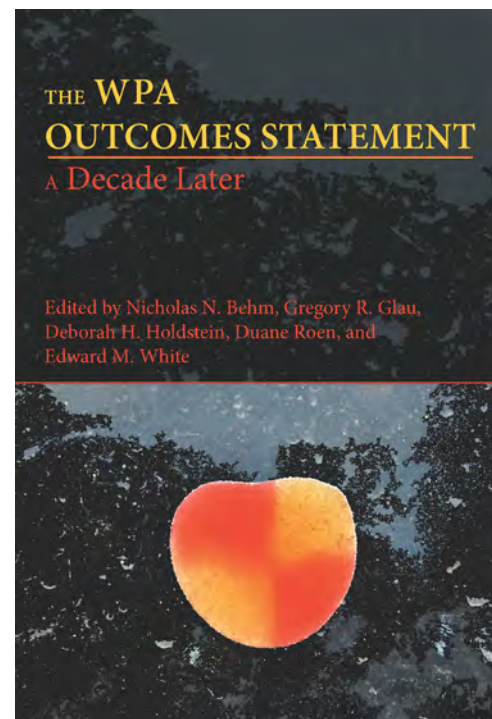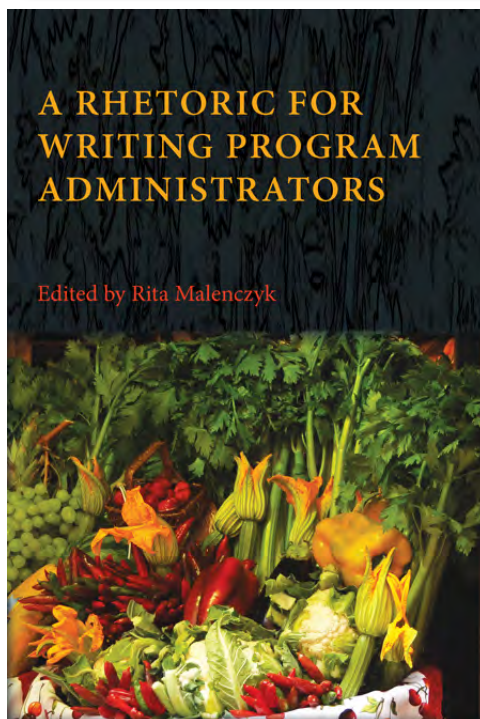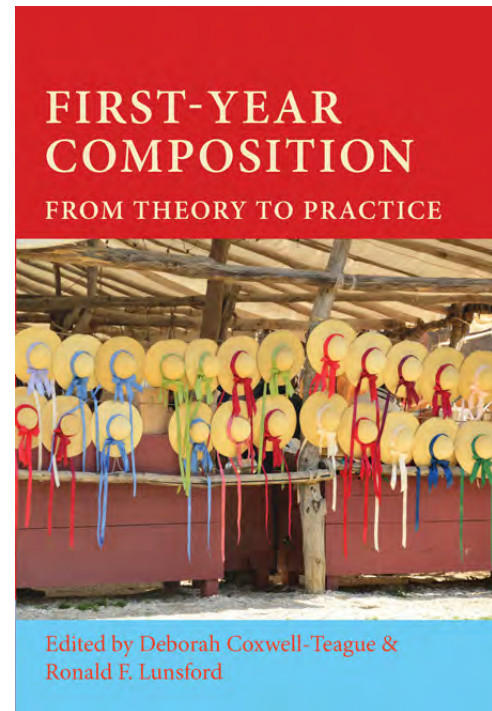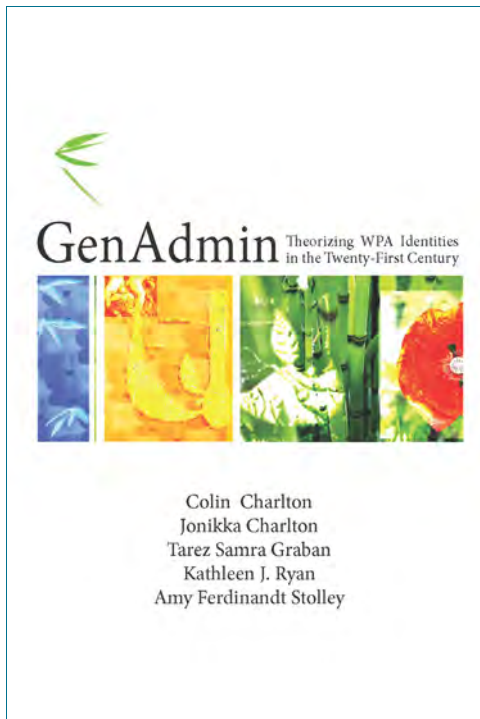* Winner of the 2004-2005 CWPA Best Book Award

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Greg Glau is now the official photographer of Parlor Press. You can see his work on display here on *First-Year Composition*, *A Rhetoric for Writing Program Administrators,* and *The WPA Outcomes Statement* and on the web at http://gglau.zenfolio.com/. Colin Charlton co-authored and designed the cover for *GenAdmin: Theorizing WPA Identities in the Twenty-First Century.* Watch for more featured artwork on the new Parlor Press website when it debuts in August 2014 at www.parlorpress.com.

GenAdmin Theorizing WPA Identities in the Twenty-First Century

Colin Charlton
Jonikka Charlton
Tarez Samra Graban
Kathleen J. Ryan
Amy Ferdinandt Stolley

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Edward M. White

The Council of Writing Program Administrators is a national association of writing professionals with interests in developing and directing writing programs. CWPA supports writing and writers. We advocate and help members advocate for effective writing programs.