




CONFERENCE PROGRAM
FEBRUARY 10-12, 2022
Southeastern Writing
Center Association



**PRESENT TENSE
FUTURE PERFECT**

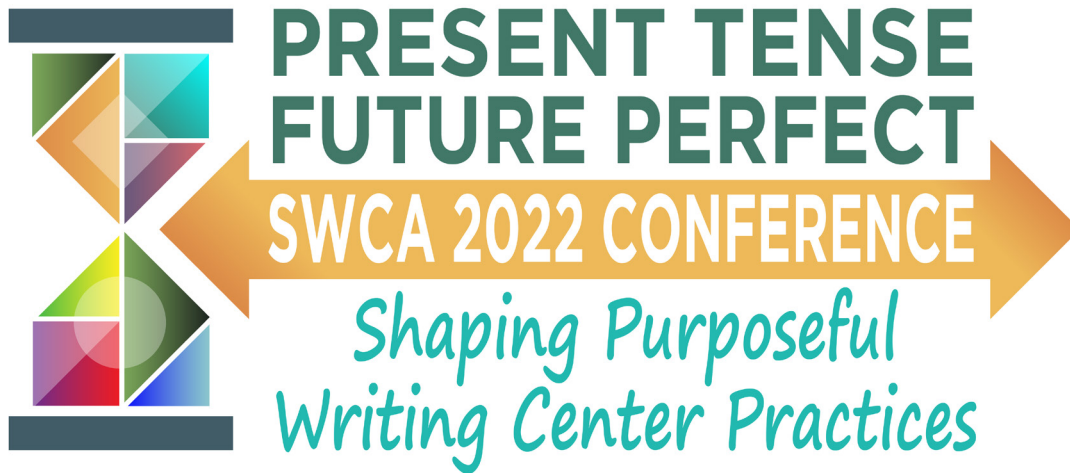
SWCA 2022 CONFERENCE

*Shaping Purposeful
Writing Center Practices*



Hosted by
Nova Southeastern University
Department of Communication, Media, and the Arts
M.A. in Composition, Rhetoric, and Digital Media
NSU Writing and Communication Center

NSU
Florida



**Southeastern Writing Center Association
2022 Annual Conference
February 10-12, via Zoom**

CONFERENCE QUICKLINKS

Conference Website

<https://southeasternwritingcenter.wildapricot.org/conference>

Clickable Conference Schedule (login required)

<https://southeasternwritingcenter.wildapricot.org/Clickable-Schedule>

(contains links to the conference Zoom rooms where sessions are being held)

Need Help?

Email us at swca.conference@gmail.com or visit the [Compass Room in Zoom](#)
(the Compass Room is the online conference help desk/lounge; open during conference hours)

Hosted by Nova Southeastern University,
the NSU Writing and Communication Center,
the NSU Dept of Communication, Media, and the Arts,
and the M.A. in Composition, Rhetoric, and Digital Media





WELCOME FROM THE CONFERENCE HOSTS

Dear Conference Attendees,

Welcome, everyone, to the 41st Southeastern Writing Center Association Conference! We are proud to be hosting this event at Nova Southeastern University for the third time, and we hope you have a fantastic experience connecting with colleagues over the course of the next three days.

This year's theme, "Present Tense, Future Perfect," is reflective of the times we are in, while emphasizing our hopefulness and determination to live through and move past a global pandemic that has dominated the world for two years. Toward these ends, the program offers a variety of ways to share knowledge and exchange ideas, including roundtable discussions, workshops, and panel sessions that will invite participants to explore ways of improving the work we do.

We would like to thank all of those people who have supported the work necessary to facilitate the conference, including our colleagues in NSU's Office of Academic Affairs, Writing and Communication Center, and Department of Communication, Media, and the Arts, particularly our Master's students in our Composition, Rhetoric, and Digital Media program. And, of course, we'd like to thank the SWCA Executive Board for allowing us to host this wonderful event and for their continued support.

Finally, thank you all for participating in this year's virtual conference, helping to shape the futures of writing centers.

Sincerely,

The NSU Conference Host Committee

Kevin Dvorak, Ph.D., Executive Director, NSU WCC

Nikki Chasteen, M.A., Assistant Director, NSU WCC

Janine Morris, Ph.D., Faculty Coordinator, NSU WCC

Eric Mason, Ph.D., Faculty Coordinator, NSU WCC

Kelly Anne Concannon, Ph.D., Faculty Coordinator, NSU WCC

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SWCA 2022 CONFERENCE SCHEDULE-AT-A-GLANCE

NOTE: All times are EST (Eastern Standard Time).

THURSDAY, FEBRUARY 10, 2022

11:30 am – 12:00 pm	Opening Remarks and Awards Presentation
12:00 pm – 1:15 pm	Keynote Panel: Early-Career Writing Center Administrators
1:30 pm – 2:30 pm	Session A Presentations
2:45 pm – 3:45 pm	Session B Presentations
4:00 pm – 5:00 pm	Session C Presentations
8:00 pm – 8:30 pm	SWCA Scavenger Hunt Kickoff

FRIDAY, FEBRUARY 11, 2022

9:00 am – 10:00 am	Session D Presentations
10:15 am – 11:15 am	Session E Presentations
11:30 am – 12:45 pm	Keynote Panel: Consultant Roundtable
1:00 – 2:00 pm	Session F Presentations
2:15 – 3:15 pm	Session G Presentations
3:30 – 4:30 pm	Session H Presentations
4:45 – 5:30 pm	SWCA State/Regional Network Meetings

SATURDAY, FEBRUARY 12, 2022

9:00 am – 10:00 am	Session I Presentations
10:15 am – 11:15 am	Session J Presentations
11:30 am – 12:30 pm	Session K Presentations
12:45 pm – 1:45 pm	Session L Presentations
2:00 pm – 3:00 pm	Session M Presentations



NEED HELP DURING CONFERENCE HOURS?

Email swca.conference@gmail.com or join the [Compass Room via Zoom](#), which will serve as our help desk/lounge for conference participants.

HOW TO ACCESS CONFERENCE ZOOM SESSIONS

Here are some things to know about accessing conference sessions in Zoom:

- All sessions will take place in Zoom. **You do not need to have a personal Zoom account to attend Zoom sessions.** If you follow a session link, it should install the app for you if not already installed. If you have used Zoom in the past, but not recently, you should download and install the current version to ensure you can access the latest functionality. If you do want to create a free Zoom account, go to <https://zoom.us/>.
- **Conference sessions have been put into rooms with recurring links.** In other words, every time you attend a session in the Shark room, you will be entering the same Zoom room. If you attend two sessions in a row in the same room, you can simply stay in the same Zoom session.
- **Conference zoom sessions will not be recorded,** to maintain the privacy of conference participants. The one exception to this is that the keynote panel and roundtable will be recorded for the purpose of producing a transcript afterwards.
- **If you ever are in need of help during conference hours,** you can always email swca.conference@gmail.com, or drop into the **Compass Room** (our help desk/lounge, a Zoom room where someone will be during all normal conference hours, starting 10 minutes before the first session of the day).
- **All links for Zoom sessions will be available on the “Clickable Conference Schedule”** on the SWCA website, but to access this Clickable Conference Schedule, conference participants will have to login to the SWCA site. (This is being done to help shield the Zoom links to conference sessions from public view.) The SWCA site login button is a small red or blue button (depending on whether you are on mobile or not) in the upper right corner of the page in the menu bar. Centers that have signed up for a discount group registration will be emailed a username/password that can be used by anyone at their center to login to the site.
- **Content connected to the Pre-Recorded/Live Q&A sessions is available online now.** (You will need to be logged in to the SWCA site to view it on the Clickable Conference Schedule page.) Check it out and stop by one of the live discussion sessions to talk with the creators.
- Our **conference rooms are references to the conference hosts.** Shark = the mascot of Nova Southeastern University; Florida = the location of NSU's main campus; CRDM (Composition, Rhetoric, and Digital Media) is the name of the M.A. program which most of the graduate students who work at the NSU WCC are enrolled in; DCMA (Department of Communication, Media, and the Arts) is the NSU department where our WCC faculty coordinators teach out of and which delivers the M.A. in CRDM program.



SWCA 2022 KEYNOTE PANELS

In lieu of the traditional keynote address, the 2022 SWCA virtual conference is featuring two keynote panels dedicated to elevating the voices, experiences, and practices of early-career writing center administrators and of writing center consultants, most of whom are first-generation college students. These panels will be moderated by Dr. Beth Towle and Brittny Byrom, who have worked with panelists to develop questions that will frame their discussions.

THURSDAY PANEL BIOS: EARLY-CAREER WRITING CENTER ADMINISTRATORS

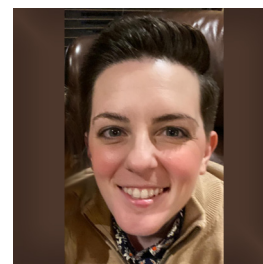
Beth Towle is an assistant professor of English and associate director of the writing center at Salisbury University. Her research focuses on how writing centers can better serve first-generation and working-class students, while also pushing back against narratives of who these students are and how they experience college. Her work has been published or is forthcoming in *The Peer Review*, *The Writing Center Journal*, and several edited collections. She is serving as moderator of this panel.



Candis Bond is the director of the Writing Center at Augusta University, where she also teaches courses in English literature, composition, and Women's and Gender Studies. Her research focuses on dimensions of writing center professional labor and WAC/WID programming. Her scholarship has appeared in journals such as *WCJ*, *WLN*, *SDC*, and *Feminist Teacher*. A Midwesterner at heart, she earned her Ph.D. at Saint Louis University and worked in three St. Louis-area writing centers before moving to Georgia. As a first-generation college student and administrator, she is honored to be a part of this panel and is looking forward to learning from other presenters and attendees.



Karen Moroski-Rigney, Ph.D., is one of the two Associate Directors of the Writing Center at Michigan State University, and is also the Managing Editor of *The Peer Review* journal. Karen's research focuses on the intersections of affective neuroscience, trauma, writing, disability/anti-ableism, and cognitive cultural studies. She's a proud momma of two very bad cats named Tag and Henry, and an even prouder wife of Dr. Stacia Moroski-Rigney. More often than not, she can be found hovering over her favorite chess set or playing Taylor Swift covers on the piano, while wearing dinosaur-themed pajamas.



LaKela Atkinson holds a Ph.D. in Rhetoric, Writing, and Professional Communication from East Carolina University, an M.A. in English from North Carolina Central University, and a B.A. in English from North Carolina Central University. Her research interests include racial minority learners, mentoring, and writing centers. Atkinson is currently an assistant professor of English at Wake Forest University.



Marguerite Armistead earned her Master's from Auburn University. She has taught Composition and Rhetoric courses in the USA since 1992. In addition, she has taught English classes in Tokyo, Japan. She has been teaching Composition and Rhetoric at Highlands College since 2018 and launched the HC Writing Center in April of 2020.



FRIDAY PANEL BIOS: WRITING CENTER CONSULTANTS

Brittney M. Byrom is a Ph.D. student in Rhetoric and Composition and is the Associate Director of Technology and Finance of the Georgia State University Writing Studio. Her work in writing center research concentrates on developing balanced practices between tutor emotional labor and collaborative learning environments. Brittney has worked in writing centers since 2015 and is invested in the potential for writing centers as sites of personal, professional, and academic development.



Ruth Yoder is a writing tutor at Piedmont Virginia Community College in Charlottesville, Virginia. She began as a student tutor eight years ago and transitioned to a professional tutor after graduating from the University of Virginia. In addition to tutoring, she leads the Writing Center's English Conversation Circle for non-native English speakers, teaches the freshman orientation class at PVCC, and is an academic coach. She loves exploring ideas and helping others express themselves through writing. In her free time, she enjoys reading fantasy and thriller fiction. If she's not reading, she's probably writing, gardening, or walking one of Charlottesville's many trails.



Noemi Nunez is a first-year Ph.D student in the Text and Technology program at the University of Central Florida. She received her M.A. in Composition, Rhetoric, and Digital Media from Nova Southeastern University and her B.A. in Communication Arts from Florida International University. There, she researched writing center theories with an emphasis on multilingual students, and speech communication projects. Her recent research interests include race and gender studies, feminist theories, transmedia storytelling, and fandom studies. As a first-generation student and Latina, Noemi explores the impact media has on society and culture, specifically first-generation BIPOC.



Matthew Tikhonovsky is a third-year student studying political science at the University of Georgia. As the son of Ukrainian refugees, Matthew has a passion for supporting immigrant communities and volunteers as a tutor for immigrant youth. Matthew is also the founder and co-Editor-in-Chief of the *Undergraduate Law Review* at Georgia, and he aspires to attend law school after graduation. Matthew is currently in his second semester of working at UGA's Writing Center, where he loves helping students in all fields reach their full potential as writers, but he particularly enjoys supporting students with immigrant backgrounds.



Brooke Hartman is a senior at Deep Run High School and has participated in the school's Writing Center since 2020. She has experience working both virtually and in-person throughout the duration of her time as a consultant. One of Brooke's main goals as a consultant is to provide a comfortable environment for her consultee, while also encouraging purposeful and informative conversations that can benefit both sides. As of now, she plans to graduate high school and go on to earn a degree in both environmental sciences and business management in college.



Niyathi Admala (she/her) is a junior in high school who has been working as a consultant in her school's Writing Center since 2021. As a former consultee, Niyathi can empathize with the client's feelings when consulting with them. She works with a multitude of students and tries to form a connection with all of them to ensure that everyone has a positive experience in the Writing Center.

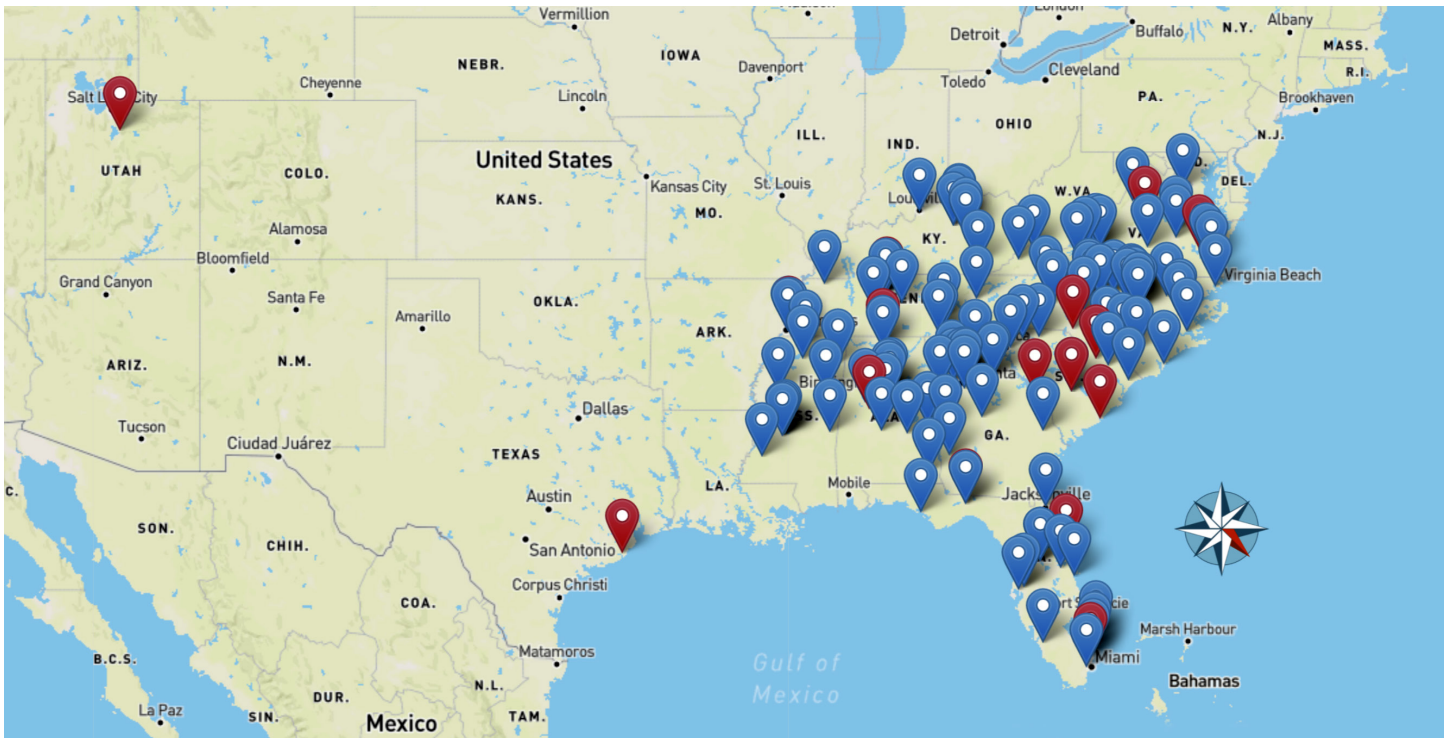


CONFERENCE MAP

Every conference program has a map, right? Typically, it's there to help you navigate an unfamiliar city, or to help you find the best local lunch spots, public transportation, and cultural attractions. This year, however, we're coming together online, with presenters logging in from around the U.S. and the world. So, while we may be sitting in our home or school offices, kitchens, study nooks, or stairwells to meet this year, we hope you remember how this conference is bringing us and our centers together from across the southeastern United States and beyond.

If you visit the SWCA website, you can find an interactive map that links to SWCA-affiliated centers, as well as those that have gone through the process of C.A.R.E certification (you can see below that we have certified centers in Utah and Texas, for instance, in addition to several centers in the southeastern U.S.). If your center is missing from the map, or its information needs to be updated, let us know.

https://southeasternwritingcenter.wildapricot.org/swca_map



 = **SWCA-Affiliated Writing Center**

 = **C.A.R.E.-Certified Writing Center**

2021-2022 SWCA BOARD

President: Janine Morris (Nova Southeastern University)

Vice President: Brian McTague (Virginia Commonwealth University)

Archivist: Rebecca Hallman Martini (University of Georgia)

Treasurer: Brandy Blake (Georgia Institute of Technology)

Digital Content Developer: Eric Mason (Nova Southeastern University)

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North Carolina State Representative: Meagan Mercer-Bourne (Wake Tech Community College)

South Carolina State Representative: Meredith Reynolds (Francis Marion University)

Tennessee State Representative: James Hamby (Middle Tennessee State University)

Virginia State Representative: Lori Jacobson (William & Mary)

At-Large Representative: Deidre Anne Evans Garriott (University of South Carolina)

At-Large Representative: Megan Minarich (Vanderbilt University)

SDC Co-Editor: Devon Ralston (Winthrop College)

SDC Co-Editor: Scott Pleasant (Coastal Carolina University)

SWCA CARE Co-Chair: Candis Bond (Augusta University)

SWCA CARE Co-Chair: Joy Bracewell (Georgia College & State University)

Upcoming Conference Chair: Clayann Gilliam Panetta (Christian Brothers University)



SWCA

Southeastern Writing Center Association

SWCA GRANT & AWARD WINNERS

Congratulations to the following winners of our 2021/2022 SWCA Grants and Awards:

Christine Cozzens Research Grant & Initiative Program (Fall 2021/Spring 2022)

“The Student’s Choice: An Analysis of Student Consultation Preference,” Kaylee Klosson (Augusta University)

The Online Writing Center Association, “Online Writing Center’s Peer Group Mentoring Program,” Michelle Cohen (Medical University of South Carolina), Beth Nastachowski (Walden University), Luke Shackelford (University of Minnesota-Twin Cities), Emily Gresbrink (University of Minnesota-Twin Cities), Michelle Hager (San Jose State University)

“Student Perceptions of Value in Course-Embedded Peer-to-Peer Writing Support Programs,” Scott Whiddon, Taylor Kielman, Nyah Mattison, (Transylvania University)

Undergraduate Tutor Award

Kaylee Klosson (Augusta University)

Graduate Tutor Award

Chaise Robinson (Eastern Kentucky University)

Professional Tutor Award

Jamie Browne (Duke University)

SWCA Achievement Award

Scott Whiddon (Transylvania University)

2021 C.A.R.E.-Certified Centers

- Brazosport College (Lake Jackson, TX)
- Daytona State College (Daytona Beach, FL)
- Savannah College of Art and Design (Savannah, GA)
- Queens University of Charlotte (Charlotte, NC)



For more information about applying for these awards, see the SWCA website.

SWCA CONFERENCE PLANNING COMMITTEE

The 2022 SWCA conference is hosted by Nova Southeastern University. As a collaborative endeavor, the committee has been joined by local consultants and SWCA board members to make this conference possible.

HOST COMMITTEE

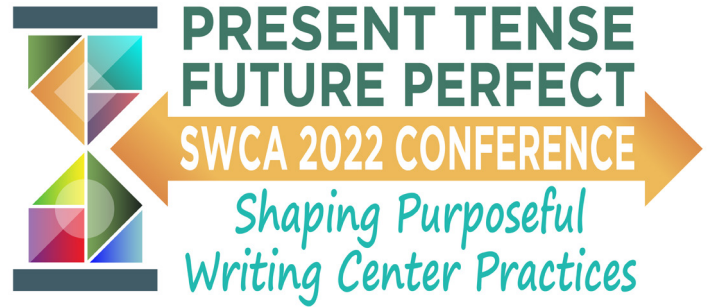
Kevin Dvorak, Executive Director, NSU WCC
Nikki Chasteen, Assistant Director, NSU WCC
Janine Morris, Faculty Coordinator, NSU WCC
Eric Mason, Faculty Coordinator, NSU WCC
Kelly Anne Concannon, Faculty Coordinator, NSU WCC

HOST TEAM

Bilal Amodu, Graduate Asst. Coordinator, NSU WCC
Autumn Bishard, Graduate Asst. Coordinator, NSU WCC
Adara Cox, Graduate Asst. Coordinator, NSU WCC
Julia Kelley, Graduate Asst. Coordinator, NSU WCC
Rachel Larson, Graduate Asst. Coordinator, NSU WCC
Emma Masur, Graduate Asst. Coordinator, NSU WCC
Bianca Oliveira, Graduate Asst. Coordinator, NSU WCC
Aidan Rivas, Graduate Asst. Coordinator, NSU WCC
Adit Selvaraj, Graduate Asst. Coordinator, NSU WCC

SWCA KEYNOTE COMMITTEE

Rebecca Hallman Martini (University of Georgia)
Janine Morris (Nova Southeastern University)
Duane Theobald (University of West Georgia)
Deidre Anne Evans Garriott (University of South Carolina)
Jenny Koster (Piedmont Virginia Community College)



WEBSITE/PROGRAM/LOGO DESIGN

Eric Mason (Nova Southeastern University)

SOCIAL MEDIA TEAM

Rachel Larson (Nova Southeastern University)
Grace Kelly (Charleston Southern University)
Nikki Chasteen (Nova Southeastern University)
Julia Kelley (Nova Southeastern University)
Adit Selvaraj (Nova Southeastern University)
Emma Masur (Nova Southeastern University)

Thank you to all of the above and to SWCA board members and WCC staff who are volunteering as Zoom session moderators and help desk operators during the conference.



SOUTHERN DISCOURSE IN THE CENTER A Journal of Multiliteracy and Innovation

Southern Discourse in the Center (SDC) is the official journal of the SWCA. Originally a newsletter, the journal has grown to include an extraordinary number of writing center scholars and professionals whose contributions continue to drive the field of teaching writing, writing center administration, and assessment.

Check out our [online archives](#), and feel free to send us queries, ideas, and proposals for submissions. Visit our roundtable session on Friday to learn more about submitting to or working as an editor or reviewer for *SDC*.

Please submit all questions to southerndiscoursejournal@gmail.com.

YOUR 2022 CONFERENCE HOST

The 2022 SWCA Conference is being hosted by Nova Southeastern University in Davie, FL, and is supported by the following:

- Nova Southeastern University - Office of Academic Affairs
- NSU Writing and Communication Center
- NSU Department of Communication, Media, and the Arts
- Master of Arts program in Composition, Rhetoric, and Digital Media

NSU Florida

NOVA SOUTHEASTERN
UNIVERSITY



M.A. in Composition, Rhetoric, and Digital Media

Learn more at
nova.edu/dcma

NSU
Florida

INFORMATION FOR PRESENTERS

Here is some information about your Zoom presentation:



- **All sessions will take place in Zoom.** The rooms are named, the links will stay the same for that room throughout the conference, and you can use the “Conference Link Cheat Sheet” to keep links handy.
- **Please arrive 10 minutes early** to your session in the designated room to make sure that you are in the right place, and that all technology is working.
- **There will be a moderator present** before the start of each session that can assign one or more people in your group to be hosts of the session, which will provide you control over things such as the whiteboard, screen sharing, breakout rooms, chat, and so on. In most cases, this moderator will be staying the whole session (especially for panels made up of three unrelated individuals) to help manage the session. In some cases, the moderator will appear just to ensure that someone in your group is set as host and that you have no issues.
- **All functionality will be enabled.** Participants should have full access to turning on their audio and video, to chat, and to using reactions such as raising hands. As host, you can always mute people manually as well.
- **There is a help desk/lounge called the [Compass Room](#) via Zoom** that you can drop in at any time during normal conference hours. If, for instance, you’d like to test out host functionality before your session, go there and ask the host to set you as a host of the meeting so you can familiarize yourself with the controls. If you don’t already have one, you can always create a free Zoom account to practice in instead.
- If there is any specific functionality you need, or questions you have, please reach out to us swca.conference@gmail.com.



DON'T MISS OUT ON THE SWCA SCAVENGER HUNT!









Download the Goose Chase app and search for the game by name “SWCA 2022 Scavenger Hunt” or code “BLE9WP”. The password is “southeast”.

By sharing text, images, or video to complete missions, you can have fun and earn points, and **the individual with the most points at the end of the conference will win a free year of SWCA membership for themselves and for their writing center!**

See the [Special Events page \(login required\)](#) on the SWCA web site for full details.

A GUIDE TO SESSION TYPES

If you browse the daily schedule in this program or online, you will find session icons and colors that identify the presentation type.

-  Yellow identifies a special event or featured session organized by the SWCA.
-  Teal identifies a session proposed and organized by conference participants.
-  This icon identifies a special event organized by the SWCA that is scheduled to not conflict with any other conference event.
-  This icon identifies a "Panel Presentation" made up of multiple individuals presenting their work.
-  This icon identifies a "Roundtable" discussion among various presenters in a more conversational format.
-  This icon identifies an interactive "Workshop" designed to allow conference participants to engage with the presentation content during the session.
-  This icon identifies a "Live Q&A" Session where you can talk to the creators of "Pre-Recorded Content" that conference attendees should access before the session.
-  This icon identifies a session that includes a presenter who is one of this year's SWCA award winners.

Join us for these special conference events!

**Keynote Panels • Certification Q&A
Scavenger Hunt • SDC Editors Chat
SWCA State/Region Network Meetings**

CONFERENCE SCHEDULE - THURSDAY, FEBRUARY 10



Featured Session, Shark Room, Thursday, 11:30am-12:00pm

Opening Remarks and Awards Presentation

Come join us as we kickoff the conference and recognize award recipients.



Featured Session, Shark Room, Thursday, 12:00-1:15pm

Keynote Panel: Early Career Writing Center Administrators

Moderator: Beth Towle (Salisbury University) Panelists: Candis Bond (Augusta University), Karen Moroski-Rigney (Michigan State University), LaKela Atkinson (Wake Forest University), and Marguerite Armistead (Highlands College)

In lieu of a traditional keynote address, the 2022 SWCA virtual conference is featuring this keynote panel dedicated to elevating the voices, experiences, and practices of early career writing center administrators. This panel will be moderated by Dr. Beth Towle, who has worked with the panelists above to develop a list of questions that will frame their discussion.

SESSION A, THURSDAY 1:30-2:30PM



Session A1, Workshop, Shark Room, Thursday, 1:30-2:30pm

Increasing Opportunities for Undergraduate Publication in Writing Center Studies

Megan Keaton, Cortney Queen (Pfeiffer University)

The goal of this workshop is to discuss strategies for increasing undergraduate publication within writing center studies. Participants in this workshop will (a) learn about the experience of one writing center's efforts to encourage undergraduate publication, (b) discuss the possible complications that come along with this effort, and (c) brainstorm methods of encouraging and mentoring undergraduate publication at their own institutions.



Session A2, Panel Presentation, Florida Room, Thursday, 1:30-2:30pm

Purposeful Practices and Maintaining Mindfulness: Blending Writing and Well-Being in the Writing Center

Lindsey Spring, Abby Giordano, Liz Quarles, Jack Story (The Citadel)

It is through purposeful practices and maintaining mindfulness that The Citadel's Writing Center shapes a space where writing and well-being blend. We intend to share what we do with our audience members so that they have a wider range of practices, strategies, and tools. Our hope is to ignite a conversation among participants and hear how they use purposeful practices and maintain mindfulness in their Writing Centers.



Session A3, Panel Presentation, WCC Room, Thursday, 1:30-2:30pm

Exploring the Affordances of Asynchronous Tutoring: Framing Doc Drop Feedback through the Five Canons of Rhetoric

Brooke Massey, Sami Grayson, Sarah Hicks, Biven Alexander (Middle Tennessee State University (MTSU))

In Spring 2020, the writing center at MTSU added an online asynchronous session type, called "doc drop," in an effort to provide equitable access to our resources. "Doc drop" has become immensely popular with tutees, even after re-entering the classroom (making up almost 50% of our sessions). We propose that the five canons of rhetoric can act as a guiding framework to help tutors make decisions about formatting and providing written feedback to students in this distinct session type, which introduced new rhetorical situations that required tutors to re-evaluate their approaches. This panel will use the five canons of rhetoric as a framework to present tutors' rhetorical decisions and reveal the affordances of these methods.

**Session A4, Roundtable, CRDM Room, Thursday, 1:30-2:30pm**

Responding to Logistical Challenges in the Writing Center

Melissa Daniels, Elizabeth Berry (Deep Run High School)

Running a Writing Center at the secondary and post-secondary levels means responding to logistical challenges. Sometimes Writing Centers share a space with other parts of the education facility which requires coordination and planning. Sometimes the school day schedule (particularly at the secondary level) makes it difficult for the Writing Center to run effectively. This roundtable will provide space for Writing Center Directors/Coordinators/Sponsors to share logistical challenges and creative responses and explore solutions together.

**Session A5, Roundtable, DCMA Room, Thursday, 1:30-2:30pm**

A New Normal: Practices, Challenges, & the Expectations Moving into a Post-Pandemic Space

Adara Cox, Autumn Bisbard, Julia Kelley, Bilal Amodu, Kelly Concannon, Nikki Chasteen (Nova Southeastern University)

The COVID-19 pandemic has transformed the priorities and practices of writing centers during the past two years. The shift from in-person to remote operations has challenged writing centers to explore new methods and strategies for connecting with students, engaging consultants and supporting the academic needs of their institutions. As our Writing Center's Education and Training team, the pandemic has changed our approach to training consultants and facilitating professional development. During this Roundtable discussion, we will discuss our experiences supporting our writing center throughout the pandemic and engage participants from other writing centers in sharing their strategies to support students and cope with the challenges presented by online learning. The goal of our discussion is to encourage consultants from different writing centers to learn from one another and exchange ideas, exploring the future of writing center operations; therefore, collectively envision how writing centers can effectively support students in a post-pandemic world.

SESSION B, THURSDAY, 2:45-3:45PM**Session B1, Panel Presentation, Shark Room, Thursday, 2:45-3:45pm**

A Place for Everyone: The Benefits and Challenges of Transitioning from a Professional to a Peer-Focused Writing Center

Rebecca King, Wilma Leinonen, Cheri Molter, Edward (Trey) Samuelian, Josephine (Josie) Samuelian, Sydney Bird, Ziyanda Khathwane (Methodist University)

Our center has been slowly transitioning from being run and staffed by only professional writing consultants to a more student-led space. This change in paradigm has created a more inclusive environment and increased the awareness of the center's mission to serve the campus community as well as the accessibility of our services. Our panel will include the director, professional writing consultants, and student writing consultants discussing the benefits and challenges of this transition from their unique points of view.

**Session B2, Panel Presentation, Florida Room, Thursday, 2:45-3:45pm**

Purposeful, Intentional, Sustainable: Exploring our Experience with Course-Embedded Peer Writing Support

Scott Whiddon, Caroline Shutt, Kailie Settles, Ava Hutt (Transylvania University)

Our presentation -- a collaboration between undergraduate writing center staffers and a writing center director at a small liberal arts college -- explores the value of course-embedded peer-to-peer writing support (often referred to as "writing fellows" programming). After a brief literature review, we'll showcase the ways that our recent efforts connect with ongoing scholarship concerning intentional collaborations between writing centers and classroom spaces.



**Session B3, Panel Presentation, WCC Room, Thursday, 2:45-3:45pm****(Re)Writing the Center in Pandemic Times***Amy Nichols, Jaya Myers, and Laura Erickson (Berea College)*

This panel reports on three layers of pandemic response in one small liberal arts college writing center. By presenting director-level, student leadership, and writing consultant perspectives together, we aim to explore in more depth how our writing center's response to COVID-19 has (or has not) drastically changed our service and training models.

**Session B4, Roundtable, CRDM Room, Thursday, 2:45-3:45pm****Perspectives on Growth and Transition in Liminal Writing Center Spaces***Olivia Haslett, Dalton Burks, Maggie Conlee, Madison Silva (University of Tennessee at Chattanooga)*

While Writing Center spaces have always been liminal for students, this synchronous roundtable reflects and examines the ways in which Writing Center spaces have been transitional for the consultants. Taking unique perspectives from two undergraduate consultants hired and trained exclusively in a remote setting and two graduate consultants who have come into the Writing Center while it navigates returning to face-to-face modality, this roundtable will examine liminality and new perspectives it offers to form new Writing Center praxis as the consultants cross their own thresholds.

**Session B5, Roundtable, DCMA Room, Thursday, 2:45-3:45pm****SWCA-CARE Certification Information Session***Candis Bond (Augusta University), Joy Bracenwell (Georgia College)*

Are you interested in obtaining certification for your writing center but don't know where to begin? Attend this information session to learn more about the benefits of certifying your center through SWCA's CARE (Center Acknowledgement and Recognition of Excellence) program. The leaders will explain how certification differs from other common certification programs, how to get started with the certification process, what goes into applications, and how applications are reviewed. There will be plenty of time for attendees to ask questions.

SESSION C, THURSDAY, 4:00-5:00PM**Session C1, Workshop, Shark Room, Thursday, 4:00-5:00pm****Writing Centers and the Climate Crisis: Collaborating for Practical Strategies***Margaret Swezey, Jamie Browne, Andrew Witte (Duke University)*

Given the scale of the climate crisis, what difference can the writing center make? How can we work toward environmental sustainability and justice? This interactive workshop will provide an opportunity for creative conversations around this issue. It will offer strategies for achieving buy-in and tapping the creativity of writing center staff. Starting from an expanded definition of sustainability, we'll identify our values and concerns. We'll consider potential strategies, from local to university to community wide; then engage in a combination of brainstorming and structured discussion. We'll consider adaptations for our own writing centers and share visions for the future.

**Session C2, Panel Presentation, Florida Room, Thursday, 4:00-5:00pm****Tutoring and Transformation***Iva Viddal, Rebekah Lawler, Katlin Kolby, Nash Meade (Middle Tennessee State University)*

This panel explores the theme of transformation within the University Writing Center with particular focus on how the relationship between tutor and tutee can encourage or discourage transformative growth for the tutee. Through the lenses of Joseph Campbell's archetypal model of the Hero's Journey, phenomenology, and game theory, these presentations explore the student's transformative potential and the tutor's role in bringing the latent forth through tutoring.

 **Session C3, Panel Presentation, WCC Room, Thursday, 4:00-5:00pm****A Welcoming Dungeon: Role Playing Games and Tutor Training***Jamie Hentborn (Catawba College)*

This presentation hopes to add to conversations on the administration of writing center the idea that writing centers can also be playful spaces. Combining multiple theoretical lenses and practical approaches, this panel will describe why playful approaches to running centers and training tutors could be advantageous. It describes a questing ‘game’ that new tutors participated in starting in 2018 and adds to that conversation playful elements I’ve added since the study began.

Drawing Practice as Writing Process: A Study on Drawing in Writing Consultations*Megan Minarich, Isabelle Krieger (Vanderbilt University)*

Writing center engagement with multimodal texts often eschews the creation of visual representations in-session. When writing is limited to the alphabetical, this hinders peer collaboration and curtails opportunities to engage clients’ multiliteracies. We argue that the generation of visual representations within consultations shifts the focus from the introspective written text to an externalization of ideas, fostering a more interactive interplay between tutor and client. Our presentation will describe our original IRB-approved study on drawing in sessions and offer preliminary findings from both our own center as well as external institutions.

The Cyberspace Center: Usages of Digital Resources in Writing Center Spaces*Percy Verret (Middle Tennessee State University)*

When American universities began shifting to online options in response to COVID-19, university writing centers were faced with the necessity of shifting into a greater reliance on digital spaces to continue serving their student populations. This shift to cyberspace has elucidated many possibilities surrounding writing centers’ usages of online spaces to support the needs of tutees, tutors, and the wider university. “The Cyberspace Center” calls upon both secondary sources and the researcher’s experience as a writing center program coordinator and peer tutor to explore the advantages that digital resources—particularly digital workshops and digital “hand-outs”—offer to the twenty-first century writing center.

 **Session C4, Panel Presentation, CRDM Room, Thursday, 4:00-5:00pm****Write or Flight: Teaching and Modeling Healthy Risks***R.J. Lambert, Michelle Cohen, Casey O’Neill (Medical University of South Carolina),**Randall Monty (University of Texas Rio Grande Valley)*

These presentations engage psychology, neurobiology, social justice, and writing pedagogy to propose healthy risks during threatening times. One speaker connects his experiences as a school shooting survivor and pandemic-era writing teacher to show how disruptions to academic routines may be negotiated by modeling healthy risks. Next, a neuroscientist and a compositionist together discuss “stereotype threats” and the importance of reframing academic writing assignments as challenges rather than threats. The closing speaker situates writing centers within broader cultural contexts to argue the skills of writing tutoring prepare those who work in writing centers to “become comfortable with discomfort” (Arterburn & Leibman, 2017).

 **Session C5, Roundtable, DCMA Room, Thursday, 4:00-5:00pm****If I Knew Then . . . Wisdom for the Emerging Writing Center***Jency Wilson, Sheronda Gipson-Marion (Rust College)*

This roundtable discussion, facilitated by co-directors of the developing Rust College Writing Center, will invite reflections from writing center professionals on their ideal Writing Center. The discussion will explore the potential successes and pitfalls of building a Writing Center from the ground up in hopes of implementing practices in the RCWC for future success.

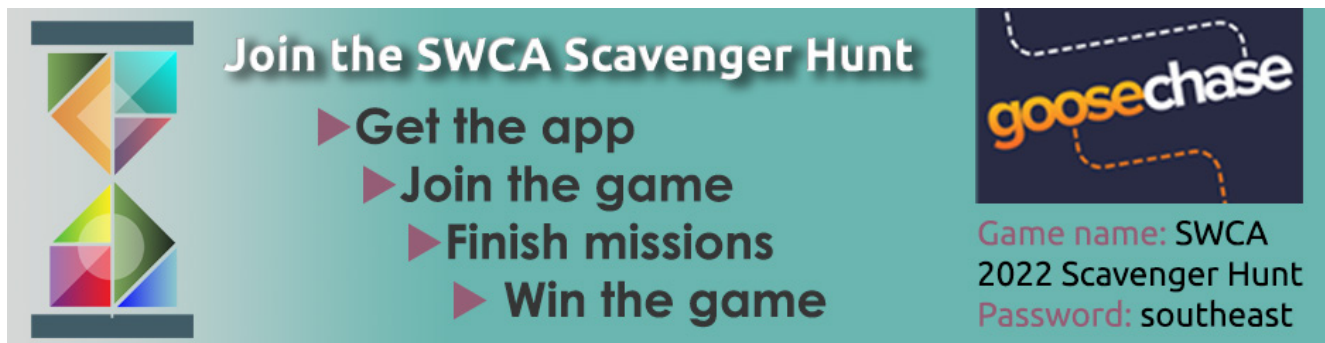
FEATURED SESSION, SWCA SCAVENGER HUNT KICKOFF, THURSDAY, 8:00 - 8:30 PM



Featured Session, Shark Room, Thursday, 8:00-8:30pm

SWCA Scavenger Hunt Kickoff

Download the Goose Chase app to your device and join us in the 2022 SWCA Scavenger Hunt as we share media and answer trivia questions to earn points and have fun. **The individual with the most points will win a free year of SWCA membership for themselves and for their writing center!** The scavenger hunt will be available from 11am on Thursday to 3pm on Saturday (EST), and is open to the first 200 conference participants who sign up for the game using the Goose Chase app. You do NOT need to be at the kickoff event to participate, but there will be a mission you can only get points for by being at the kickoff on Thursday night at 8pm. Check the clickable schedule for game name and password. If you have any questions or need help logging in, stop by the kickoff or contact us at swca.conference@gmail.com.



Join the SWCA Scavenger Hunt

- ▶ Get the app
- ▶ Join the game
- ▶ Finish missions
- ▶ Win the game

goosechase

Game name: SWCA
2022 Scavenger Hunt
Password: southeast

CONFERENCE SCHEDULE - FRIDAY, FEBRUARY 11

SESSION D, FRIDAY, 9:00-10:00AM



Session D1, Roundtable, Shark Room, Friday, 9:00-10:00am

Introversion and Extroversion: Who is Really Championed in the Writing Center?

Morgan Hillman, Candis Bond (Augusta University)

Writing Center pedagogy requires that consultants use directive, nondirective, collaborative, and emotionally aware methods to provide personalized writing assistance. These approaches prioritize extroversion; yet no studies investigate how consultants' personalities, including introverted and extroverted traits, may influence their approach to consulting. This roundtable presents nuanced definitions of personality from Psychology in order to determine how personality theories align with current writing center pedagogy. The hope is that writing center scholars will critically assess how accessible pedagogy is for consultants and what changes may need to occur to that pedagogy to foster inclusivity for consultants.



Session D2, Panel Presentation, Florida Room, Friday, 9:00-10:00am

“Noting” the Past, Looking Ahead: Using Session Notes to Trace Shifts in a Writing Center’s Values and Practices over Time

Matthew Bryan (University of Central Florida)

This presentation shares the initial results of a corpus analysis of session notes written over the last decade at one writing center. Particular attention is paid to changes evident in the language of session notes over time and for different groups of writers. After sharing these initial results, the presentation considers ways that large-scale

analysis of session notes can inform both ongoing tutor education and how centers articulate their mission and values to other stakeholders, through, for instance, institutional assessment reports.

Scaffolding: A Conversation-Based Educational Theory for Tutoring

Denise Dolan (Johnson and Wales University)

The educational theory of scaffolding promotes collaboration and learner empowerment through dialogue. Because it hinges on individualized learning, scaffolding theory can be viewed as an essential framework for tutoring. Through the process of scaffolding, learners can extend their capabilities when the tutor provides just enough support for the learner to complete a task or demonstrate a skill, with the goal of future independence. The level and nature of support is contingent upon the learner's capabilities. The presenter will provide a brief overview of scaffolding theory and then open up discussion of how it can be applied to tutoring practice.

Self-Reflective Worksheets: A Metacognitive Strategy for Student Writer

Empowerment

Zarah Quinn (William & Mary)

Metacognition, or thinking about one's thinking, is a proven strategy for student learning. But metacognition as a strategy in writing centers tends to be confined to the verbal form of open-ended question-asking. While some centers use metacognition to help students think about genre or the writing center itself, few have focused on metacognition as individual empowerment, through and beyond the individual piece of writing. This talk will put forth the metacognitive strategy of self-reflective worksheets in writing center contexts. In particular, this talk will argue that giving students the space and time to answer open-ended, positively-inflected questions about themselves can empower them to be active participants in their learning, writing, and professional developmental processes. This talk will include sample questions, worksheets, and strategies for implementation in writing center contexts.



Session D3, Roundtable, WCC Room, Friday, 9:00-10:00am

Shaping Tutors for the Present & Future: Writing Centers as Sites for Informing Pedagogical Ideology and Practice

Megan Boeshart, Sarah Brooks, Peter Doran, Emily Ivey, Maggie Fluharty (Old Dominion University)

In this roundtable we would like to open up a discussion on how the Writing Center has functioned to help prepare us as tutors for class instruction. Specific examples of how this Writing Center work translates to the classroom will be given from our experience, but the discussion itself should not be limited to these few examples. The roundtable will discuss aspects of writing center work such as Socratic questioning, video feedback, one-on-one conferencing, individualized instruction, diversifying writing, virtual engagement with students, and extending beyond more elementary standards of writing.



Session D4, Panel Presentation, CRDM Room, Friday, 9:00-10:00am

“A brave space not a safe space”: Equitable Writing Practices from The Center to “Beyond”

Rebekah Taylor-Wiseman, Liz Wayson, Amy Wilson, Amber McCarthy (Brenau University)

In the spirit of Neisha-Anne Greene's call for writing centers to be a “space in the middle that pushes at its boundaries,” this panel examines traditional modes of thinking and practice in four areas: language, space, gender, and the psychological experience of writing. From the perspective of a historical Women's College that has expanded to meet the needs of 21st century students while maintaining its historical mission, the speakers on this panel address challenges and strategies for advocacy that begins in the writing center and expands outward to shape perceptions and writing instruction across campus.

**Session D5, Workshop, DCMA Room, Friday, 9:00-10:00am****Courageous Conversations in the Writing Center***Sherri-Anne Forde (Georgia College & State University)*

It can be difficult to discuss our own personal biases and how those biases might affect the tutor-tutee relationship. It is important to engage in Courageous Conversations about race in order to challenge ourselves to consider equity a passion in the same way we are passionate about writing or tutoring. Adapted for writing center tutors from Glenn Singleton's "Courageous Conversations about Race," this workshop will focus on what it means to have Courageous Conversations about race. It is my hope that attendees will leave the session equipped with new tools to engage in conversations about race in their own spheres.

SESSION E, FRIDAY, 10:15-11:15AM**Session E1, Panel Presentation, Shark Room, Friday, 10:15-11:15am****Giving Dissertation Writers a Boost: From Bootcamp to Accelerator***Caitlin Kelly (Georgia Institute of Technology)*

Our first challenge in "shaping purposeful writing center practices" in the return to campus came in planning our dissertation bootcamp in summer 2021. A "return to normal" was neither possible nor desirable but limitations revealed new opportunities. In transforming our "Bootcamp" into an "Accelerator," three things guided us: a renewed focus on well-being, a commitment to accessibility, and a goal to become more process focused. In this presentation, I will share the outcomes of our re-design process and explain the motivations and research behind the choices we made along the way.

Supporting Graduate Students Through Change While Changing Our Own Practices*Tatiana Glushko (Jackson State University)*

A recent increase in the percentage of graduate students seeking support in the writing center on our HBCU campus has prompted us to consider how we may need to change our existing practices in graduate writing support and tutor training. In this talk, the presenter will discuss ways to create more rigorous graduate writing support by (1) enhancing the existing resources and activities for graduate student writers, (2) developing a component of tutor training that would focus on graduate writers, and (3) building stronger alliances with graduate faculty and university units directly involved in graduate student education.

Toward Tutor/Tutee Reciprocity: Indigenous Knowledge Systems as a Guide for Centering Relationship in the Writing Center*William Peterson (St. Lawrence University)*

Writing centers overwhelmingly still think of tutees as the "products" of our tutorials, as we strive to "produce better writers" (in the words of Stephen North). Rather than continue this practice, we ought to turn to indigenous knowledge systems as a guide for centering reciprocal relationships between tutors and tutees as the basis of writing center work. Embracing indigenous epistemologies in this way would help us to better understand our tutees, their knowledge, and their needs, while also helping us to acknowledge the ways we, as writing center workers, can and do learn from our tutees.

 **Session E2, Panel Presentation, Florida Room, Friday, 10:15-11:15am****Social Media and Shared Experiences: Elevated Content Within Remote Academia***Emma Masur, Michael Lynn, Rachel Larson, Julia Kelley (Nova Southeastern University)*

In the wake of the COVID-19 pandemic, our panel focuses on how our writing center's social media team has adapted to the changes in content creation while staying true to our brand and the mission that our center strives to uphold. Our social media team strives to cultivate a personal brand, stemming from a unique range of creativity and imagination from its members. This panel will examine why centers should utilize social media, the process and collaboration of our team when creating posts, and the value of elevated content.

 **Session E3, Roundtable, WCC Room, Friday, 10:15-11:15am****Creating Places: A Roundtable Uncovering the Placemaking Stories of Writing Center Professionals***Candis Bond (Augusta University), Joy Bracewell (Georgia College)*

Anthropologists, sociologists, and cultural geographers differentiate space—or geographic location—from place—the affective, emotional, and embodied dimensions that make spaces meaningful. This roundtable seeks to parse the meaning and significance of “place” for writing centers and their staff. It also seeks to understand and define the placemaking strategies of writing center professionals as a domain of professional labor. How do these professionals make a place for themselves within their centers, institutions, and the broader discipline? How do they cultivate a feeling of belonging? What barriers do they face when cultivating a sense of place for themselves and their centers?


Session E4, CRDM Room, Friday, 10:15-11:15am

NOTE: This 1-hour session is broken into two 30-minute sessions. The first is a standard 15-minute live presentation with time for discussion, and the second is a Q&A session with authors of pre-recorded content.

 First Half of Session: 10:15-10:45am**Tales of a Recovering Minimalist***Mattie Davenport (Western Carolina University)*

As a writing center director, it is my job to prepare tutors for what they can expect in the majority of their sessions. Until recently, I trained tutors the way I was trained—what I would call “reasonably non-directive tutoring.” However, upon consideration of both the origin and intent of writing centers and other scholars' recent work, I wondered if I was doing the right thing. To realign my training curriculum and uproot some of the hypocrisies that persist in writing center practice, I surveyed tutors and students to get closer to the answers to my questions. This presentation will compare past and current training curricula, analyze data from both the tutor and student surveys, and discuss the process of conducting this type of research.

Second Half of Session: 10:45-11:15am



NOTE: The presentations below are pre-recorded presentations which are available to watch online via the “clickable” conference schedule. Attendees should view them their before attending this 30-minute Q&A session for discussion.

Don't Just Do Something, Sit There: Basic Listening Skills for Writing Consultants*Audrey Walls (Virginia Commonwealth University)*

As higher education professionals, we all know that sometimes a student's writing appointment is about much more than just the writing itself. Stress, anxiety, frustration, and confusion can (and probably will) all pop up in a conversation at any given time. How can we stay present with our students and allow them the space to feel heard and build rapport? This presentation will cover basic listening skills that are used by counselors, therapists, and others in helping professions that will help you feel ready when a tough moment arises.

Mapping The Thesis Statement: Accessible Resource Creation for First-Year Composition Students

Shannon Yarbrough, Aron Liebig, Kieran Binney, Rachel Kerger (Georgia College and State University)

This prerecorded session and follow up conversation will explore approaches the Georgia College and State University Writing Center consultants are taking to teaching thesis statements, particularly to first-year composition students coming from diverse high school educational backgrounds. It will focus specifically on the resources GCSU consultants are developing, including handouts, presentations, workshops, and a sample paper, as well as resources created by other centers that the consultants find effective. During the synchronous conversation, we invite participants to share their favorite resources for teaching about thesis statements as well as any feedback on the in-progress resources discussed.

The Power of Writing

Zabra A. Belyea (Keiser University), Chanta Bussell (Keiser University), Dr. Tameeka A. Grant (Nova Southeastern University), and Dr. Lauren Tenney (Keiser University)

Too often, students look at their brainstorming or first drafts and think they have completed the task because they do not understand the process of writing. In fact, they are not bad writers. By way of an interactive discussion about effective strategies for conquering imposter syndrome, we aim to reframe the conversation about how student writers can use the process of writing to view their work in its early stages not as a reflection of their potential, but as part of the steps towards a polished version of their true scholarship.

Complicating Monoliths: Graduate Student Perspectives on Linguistic Diversity

Emma Perry, Christina Lee (University of Georgia)

In this presentation, representatives from the University of Georgia Writing Center reflect on ongoing research into graduate student writing practices. With support from a Christine Cozzens Research Grant, Emma and Christina have conducted focus groups and interviews to capture graduate student attitudes and beliefs about their writing processes and the status of linguistic diversity on campus. Initial findings suggest that while it may be tempting for writing centers to address graduate and/or multilingual students as populations with definable sets of support needs, there is profound writerly diversity present in even the most monolithic of demographic categories.



Session E5, Workshop, DCMA Room, Friday, 10:15-11:15am

Remnants of Remediation: Understanding and Addressing Students' Reluctance

Savannah Allmon, Reese Aldridge, Kennedy Biddle, Aaron Davis, Taylor Glascock, May Queener, Shelby Rutzky, Gunner Schierling, Riley Sinks, Jules Twining (Donelson Christian Academy)

Why are some students reluctant to visit the tutoring center? In this workshop, we will present data collected from other schools regarding attendees and non-attendees, as well as feedback we received from focus groups with non-attendees at our own school. By providing this information, we will model for other institutions how similar analyses might be conducted in their centers. We will also present how we implemented buddy sessions into our center, and then we will have attendees make a plan for how they might implement similar programs into their own institutions.



SPECIAL EVENT, KEYNOTE ROUNDTABLE, FRIDAY, 11:30AM-12:45PM**Featured Session, Shark Room, Friday, 11:30am-12:45pm****Keynote Panel: Consultant Roundtable**

Moderator: Brittny Byrom, Georgia State University; Panelists: Ruth Yoder (Piedmont Virginia Community College), Noemi Nunez (University of Central Florida), Matthew Tikhonovsky (University of Georgia), Brooke Hartman (Deep Run High School), and Niyathi Admala (Deep Run High School)

In lieu of a traditional keynote address, the 2022 SWCA virtual conference is featuring this keynote roundtable dedicated to elevating the voices, experiences, and practices of writing center consultants who work in a range of settings, many of whom identify as first-generation college students. This panel will be moderated by graduate student Brittny Byrom, who has worked with the panelists above to develop a list of questions that will frame their roundtable discussion.

SESSION F, FRIDAY, 1:00-2:00PM**Session F1, Workshop, Shark Room, Friday, 1:00-2:00pm****Emotional Labor in the Writing Center: How to Tend to Our Emotional Needs and a Self-Care Group Session**

Samantha Rapacioli (Daytona State College)

This workshop presentation focuses on explaining the concept of emotional labor and what studies we already have regarding the subject in relation to writing center work. This transitions into the much vaster area of studies regarding the subject in other service-based careers and how they can be applied to the writing center setting. With this knowledge in hand, the presentation finishes with a self-care activity for all participants to engage in to de-stress and test methods of emotional regulation in the work environment.

**Session F2, Panel Presentation, Florida Room, Friday, 1:00-2:00pm****Purposeful Leadership for the Writing Center of our Moment**

Colleen Eils, Kiera Flanigan, Tony Marco, Megan Nkamwa, Andi Singh (United States Military Academy, West Point)

Our undergraduate panel lends fresh insights into the role of writing center consultants as we return to in-person practice. Indeed, for each of the four Cadet Writing Fellow panelists, this is not a return to the status quo; their cohort began their study and practice of writing center methodologies in a remote, asynchronous environment. Pivoting to one-on-one, in-person consultations in a year marked by an ongoing pandemic and escalating social and mental health crises, they call for reimagining writing centers as spaces for social leadership, linking individual practices with our collective moment.

**Session F3, Roundtable, CRDM Room, Friday, 1:00-2:00pm****Emotional Intelligence and the Writing Center – Drawing Inspiration from Writing Center Literature and Outside of Academia**

Dean Meyer (Augusta University)

Writing centers strive to create inclusive, welcoming environments. Yet, there is little research on how to prepare writing center staff to be inclusive. Training staff in emotional intelligence (EQ) could help them become aware of how emotions and implicit biases impact consulting and center inclusivity. It can also promote staff well-being. This roundtable will draw on EQ training models from outside of academia to identify ways to improve writing center training models. Questions the group will consider include: How can writing centers incorporate EQ into staff training? How can centers ensure staff needs are met while also supporting clients?'

**Session F4, Roundtable, WCC Room, Friday, 1:00-2:00pm****CW/WC: Exploring (Dis)Similarities in Creative Writing and Writing Center Practice***Emma Perry, Savannah Jensen, Saurabh Anand (University of Georgia)*

Writing center practitioners have posited that creative exercises can help writers to overcome blocks in their writing process, and it has been established that a savvy writing center may take advantage of the presence of creative writers on its staff to encourage other creative writers to use the center. However, much of the writing center-based scholarship in this vein addresses the value of creativity itself for writing instruction—not creative writing as a discipline with distinct practices and knowledge. This roundtable is interested in exploring the overlapping pedagogies and practices that create these disciplinary cousins.

**Session F5, Roundtable, DCMA Room, Friday, 1:00-2:00pm****Editing and Publishing with *Southern Discourse in the Center****Scott Pleasant (Costa Carolina University), Devon Rakston (Winthrop University), Eric Mason (Nova Southeastern University)*

Join the editorial staff of *SDC* to learn more about getting involved with the editorial team and publishing in the journal. Attendees will have a chance to propose and talk about ideas for articles as well as learn about available editorial positions with *SDC*.

SESSION G, FRIDAY, 2:15-3:15PM**Session G1, Workshop, Shark Room, Friday, 2:15-3:15pm****Training for Transfer in Today's Writing Center***Rachel Dunaway (Donelson Christian Academy)*

This workshop will build upon Grant Wiggins and Jay McTighe's book "Understanding by Design" and upon Dana Lynn Driscoll and Sarah Harcourt's article, "Training vs. Learning: Transfer of Learning in a Peer Tutoring Course and Beyond" by discussing a series of concrete steps for training tutors in a manner which will facilitate transfer to new situations. While the last two years have been full of upheaval, it continues to be clear that the coping skills we most need are those that help us navigate radical change. I will incorporate several examples of how design thinking is implemented in my tutor training course, including spatial design, website creation and maintenance, and community service projects. Participants are invited to bring their own training documents or assignments so that they may reflect and discuss how to incorporate design thinking and training for transfer into their own contexts.

**Session G2, Roundtable, Florida Room, Friday, 2:15-3:15pm****Two Ends, Same Table: Views on Resistance, Liminality, and Positionality inside an HBCU Writing Center***Kem Roper, Jacob Buechler (Alabama A&M University)*

Dr. Roper, a black woman and Mr. Buechler, a white man, both work in an HBCU writing center. Dr. Roper is the director and Mr. Buechler is a faculty consultant. Although they are working towards the same goal within the center, they are each in a unique position—in relation to one another, in relation to their students and in relation to the wider community that informs their individual identities. In this roundtable discussion, Dr. Roper and Mr. Buechler pose questions and propose answers to how HBCU writing centers might resist dichotomies and cultivate community instead.

**Session G3, Roundtable, WCC Room, Friday, 2:15-3:15pm****For Audiences of All Ages***Ma'at Smith, Christian Osborne (Augusta University)*

Writing centers strive to be inclusive, collaborative, and non-hierarchical. Consequently, research has emphasized inclusive practices related to gender, race, and ability. Much of this scholarship has explored how identity politics impact authority and collaboration in consultant-writer relationships. Missing from the conversation are discussions about age. This round table brings age identity to the conversation of inclusivity, including its impact on authority and collaboration in the writing center. The presenters will share information about ways age can impact collaboration and authority in consultations before opening the conversation to attendees to share insights and experiences related to age and writing center work.

**Session G4, Panel Presentation, CRDM Room, Friday, 2:15-3:15pm****Approaches for Tutoring Multilingual Writers from the Perspective of the Tutors***Emily Jane Pucker (University of Alabama)*

The study takes the form of a Qualtrics survey distributed to first-year writing instructors by email. Survey responses are anonymous, but the survey asks if the respondent has experience working in writing centers and in the UAWC specifically. The survey uses many of the basic premises of Masiello and Hayward's 1991 study to examine instructors' perceptions of the UAWC and of the First-Year Writing Program. With greater information about instructors' perceptions of these two academic units, the units will be able to adjust their offerings and to educate the instructors on what they already do and how they can help the instructors in serving their students.

Is This the Future We Planned For? An Adapting Digital Writing Studio*Christine Gregory (Florida International University)*

In 2011, FIU's Digital Writing Studio launched with a progressive vision of the specialized digital composing students must learn. After ten years advocating digital writing instruction, we are now in the future predicted a decade ago. This presentation shares DWS efforts to match institutional growth as well as technological advancements. These changes mark an opportunity for the Studio to shift from a hub of technology to a support center for faculty and students to effectively leverage that technology.

Negotiating Writing Center Identity in Sight and Outta Sight*Lori Danley, Rhonda Kavan (Tennessee State University)*

Over the last year, the Writing Center at Tennessee State University has engaged in thought and a discussion about what is in a name and our function in the University and within our Center. What is a writing center, and how do we negotiate what the Tennessee State Writing Center is within our Center and outside our Center? We will outline our journey to promote Writing Center services while at the same time continuing to shape our identity.

**Session G5, Roundtable, DCMA Room, Friday, 2:15-3:15pm****Getting to Know the SWCA***Brian McTague (Virginia Commonwealth University)*

Come to this informal discussion to get better acquainted with the SWCA and its programs, including its new webinar series. Talk with incoming SWCA President, Brian McTague, as well as other board and committee members. Find out how you can become more involved with SWCA, including serving on the board, hosting a conference, and more. Drop by and say hi!

SESSION H, FRIDAY, 3:30-4:30PM

**Session H1, Panel Presentation, Shark Room, Friday, 3:30-4:30pm**

Experiences as a Writing Tutor for The Autism Center

Caroline Quan (Emory University)

As a Writing Center Tutor for Emory University, I have had the opportunity to be paired with an adult (age 18+) with an autism spectrum profile. In my presentation, I will be reviewing Autism Spectrum Disorder (ASD) and discussing ways tutors may support writers on the autism spectrum. I will share my own experiences and the techniques I found worked best for my tutee, such as using more direct language instead of relying on metaphor. As a group, the attendees and I will then review our current tutoring practices and explore methods tutors can use to better support those with ASD.

For Us By Us: The Cultural Uniqueness of Writing Centers at HBCUs

Dominique Johnson, Maurika Smutherford, (Winston-Salem State University)

This presentation discusses the cultural uniqueness of Writing Centers at HBCUs and argues for culturally responsive pedagogical practices specific to those contexts.

Standards of “Good” Writing: Navigating Three Different Writing Cultures

Dang Giang (Emory University)

Having studied in Vietnam and the US and preparing for my upcoming study abroad semester in France, I have been reflecting on how my writings have been evaluated differently in different environments. The academic systems I have experienced differ in their concepts of “plagiarism,” structure of an essay, and the argumentativeness of an essay. In this talk, I share my story of navigating three different writing cultures. As a writing tutor, I advocate for compassionate practices in the Writing Center as well as more research in cross-cultural assessment of writing.

**Session H2, Panel Presentation, Florida Room, Friday, 3:30-4:30pm**

Where Are They?: Locating Barriers to Attendance

Sharon Colley, A'Daysia Bivins, Emily Gibbs, Elena Hampton, Jenna Scott, Beth Sturges (Middle Georgia State University)

We have had concerns about Learning Support (LS) students missing scheduled Writing Center sessions, even when doing so would harm their grades. To help us understand what unrecognized barriers to attendance may exist, we will take an anonymous, end of semester survey with students in face-to-face, LS classes on our Macon, Georgia, campus. We will use the results to find new ways of connecting with our LS students and helping them succeed.

**Session H3, Panel Presentation, WCC Room, Friday, 3:30pm-4:30pm**

“Are You my Mother?”: Advocating--and Hating--Feminist Mothering in the Center

Rachel Robinson (Georgia Institute of Technology), Elise Dixon (UNC Pembroke)

In this presentation, two (former) writing center administrators and college instructors discuss the push and pull of mothering in the center and the classroom and how the notion of “mothering” can cause harm as much as it can be a comfort. We advocate for a model of mothering that is self-critical while also being approachable and flexible.

Supporting Mothers as Writing Center Clients

Aubrey Keller (Middle Tennessee State University)

Mothers are one category of non-traditional students we serve as writing center tutors and faculty. During this

presentation, I will share trends I have observed while supporting the writing of mothers, and link those trends to student needs. After evaluating how our center meets those needs in the present as compared to how we have in the past, I will suggest how writing centers can develop into more welcoming and accessible spaces for mothers in the future.

Cultural Capital in the Writing Center: Supporting Socially and Economically Disadvantaged Students

Rebecca Wagner (College of William & Mary)

While there is significant pedagogy considering working with international and neurodivergent students in a writing center, this presentation will explore how we can similarly assess the needs of students from socially and economically disadvantaged backgrounds. To do so, we will utilize Pierre Bourdieu's theory of social reproduction, which proposes that social institutions differentially reward socially stratified cultural capital, inherently undermining already disadvantaged students. Attendees will learn how Bourdieu defines social capital, and how Bourdieu's theory can improve a writing center's engagement with students from under-resourced backgrounds.



Session H4, Workshop, CRDM Room, Friday, 3:30-4:30pm

Opening up: Mental Health & Illness in the Writing Center

Bret Vollmer, Emily Kingsley (Piedmont Virginia Community College)

As tutors, we are entrusted with assisting students as they manage not only their academic efforts but also their emotional needs. According to the existing literature, however, conversations about mental health in higher education are historically limited by a tendency towards silence. As such, this workshop invites participants to reflect on mental health in the writing center and what role it plays in the lives of both tutors and students. Join us as we ask, how might disability studies offer a framework for considering mental illness in the writing center? And how might we explore pathways to understanding and solidarity?

FEATURED SESSION, FRIDAY, 4:45-5:30PM

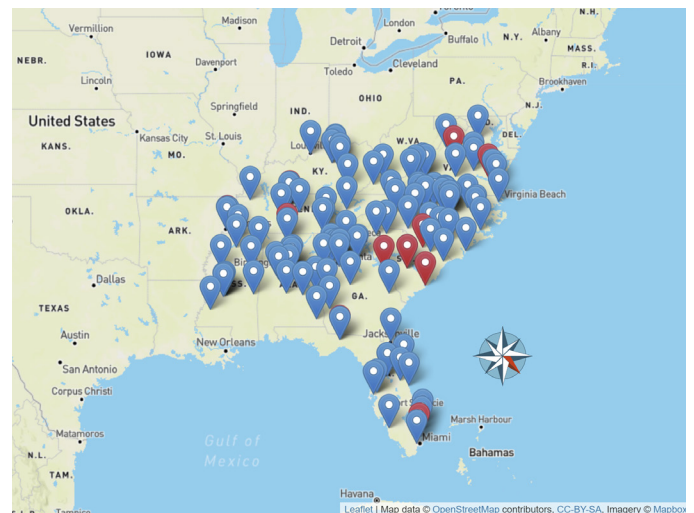


Featured Session, DCMA Room, Friday, 4:45-5:30pm

SWCA State/Regional Networking Meetings

All SWCA members and representatives from North Carolina, South Carolina, Virginia, Florida, Georgia, Tennessee, Alabama, Mississippi, and Kentucky, and regional representatives representing community colleges, HBCUs, K-12, and graduate students.

Come join us to network and learn about the events and opportunities happening in your state and region!



CONFERENCE SCHEDULE - SATURDAY, FEBRUARY 12

SESSION I, SATURDAY, 9:00-10:00AM

Session I1, Shark Room, Saturday, 9:00-10:00am

[No presentation being given in this room at this time.]

Session I2, Panel Presentation, Florida Room, Saturday, 9:00-10:00am

Inquiring into Our Past and Moving Toward the Future: Inquiry-Based Research Projects as Both Center Advancement and Professional Development

Lindsey Wright, Kira DeFreitas-Gayle, Mekenzie McElroy, Jarrett Webster (University of Central Florida)

In this panel presentation, four undergraduate peer tutors will discuss how inquiry-based research allowed them to create change in the University of Central Florida writing center while also undergoing personal development as researchers and scholars. The discussion will center around each panelist's research which includes implementing strategies of chaos and empathy, fostering diversity and inclusion, and improving external awareness of the center. The panelists will share their research, what change came of it, and how the work changed them.

Session I3, Roundtable, WCC Room, Saturday, 9:00-10:00am

Emotional Dimensions of Consulting with ELL Writers

Summer Barge, Kevin Lucas, (Augusta University)

Writing Center scholarship has focused extensively on how to support English Language Learners (ELL). However, much of this scholarship focuses on linguistic and cognitive dimensions of this work. This roundtable seeks to bring awareness to the emotional dimensions and nuances of consulting with ELL writers who struggle with the process of writing and foreign language anxiety. Allowing for more discussion on scaffolding techniques that foster a positive view of writing for ELL writers can assist writing center practitioners in effectively impacting clients and their emotional writing experiences to overcome barriers.

Session I4, Panel Presentation, CRDM Room, Saturday, 9:00-10:00am

What Institutional Webpages Can Teach Us About Faculty Writing

Morgan Blair (University of Louisville)

Literacy sponsorship among faculty writers has occupied an under-explored position in composition scholarship. From where, under what conditions, and for what purposes do faculty seek writing support? What assumptions undergird the kinds of services offered to faculty writers? While robust scholarly engagement with these questions is lacking, the digital interfaces of university webpages have a lot to say about the institutional structures and values shaping faculty writing services. This presentation will share insights gleaned from an analysis of twenty public research university webpages. The findings illuminate opportunities for re-thinking and, perhaps, re-shaping several key areas of writing center work including partnerships and services designed for faculty.

Writing in the Multiverse: Defining and Meeting Student Writers' Needs in a Fragmented Academy

Mark Rideout, Abigale Mazzo (The University of Tulsa)

This presentation explores approaches to writing center outreach and instruction that confront radically new, diverse demands on support and modes of delivery necessitated by the protracted public health emergency. The presenters advocate promoting the university writing center as a stable, safe space for communities of often

anxious student writers while arguing for the development of robust assessment tools that can evaluate how effectively we are meeting those students' needs as both independent writers and intellectual collaborators. The goal is to craft dynamic tools that enable us to respond to evolving needs across the campus despite sometimes adverse learning conditions.

An Intersection of Writing Centers and WAC: Supporting Students in Writing Intensive Courses through Embedded Peer Support

Alana Kuhlman (Northern Arizona University)

This presentation examines the possibilities of a Writing Ambassador program, which similar to writing fellows programs embeds peer support in writing intensive courses. Students enrolled in courses with Writing Ambassadors receive feedback on drafts, lessons, resources, and individual or small group writing support sessions. Results from two studies examining the possibilities of this program with L1 and L2 students will be presented, as well as constraints, such as those posed by the COVID-19 pandemic. Participants in this session will learn about the possible benefits to the Writing Ambassador program, as well as ideas for developing and implementing the program.

SESSION J, SATURDAY, 10:15-11:15AM



Session J1, Workshop, Shark Room, Saturday, 10:15-11:15am

Reflective Antiracism in the Consultation Space

Alexandra Oxner (Vanderbilt University)

In recent years, there have been many calls to generate “antiracist” practices in the Writing Center space, but what does this work actually entail? In this workshop, participants will explore ways to diversify their consultation methods, teach to a range of identities and backgrounds, and interrogate common assumptions in Writing Center practice linked to race and ability. Participants will leave with techniques they can apply in their own sessions while also gaining materials that could be adapted for use in a training module for consultants.



Session J2, Panel Presentation, Florida Room, Saturday, 10:15-11:15am

Helping Basic Writers in the Writing Center

Kelle Alden, Beth Walker, Klara Nichter, Elijah Davidson, Ryesa McGehee, Zhariah Peaks, Elizabeth Keylon (The University of Tennessee at Martin)

Staff and student tutors reflect on their experiences tutoring basic writers at UT Martin and share the strategies that helped them succeed. Special topics include the following: Helping students move past the five-paragraph essay; Teaching writing concepts like introductions and conclusions to students with little experience; Helping students who are shell-shocked by advanced genres and concepts, such as the rhetorical analysis; Assisting with reading comprehension and research skills; Using virtual tutoring to help basic writers, especially students with minimal access to electronic resources



Session J3, Roundtable, WCC Room, Saturday, 10:15-11:15am

Asynchronous Consultations and Anxiety Levels

Lee Beard, Kaylee Klosson (Augusta University)

An increasing number of college students are reporting high anxiety levels. Simultaneously, remote forms of consultations, including asynchronous writing consultations, have become more popular with the rise of the pandemic. While writing center pedagogy has begun to address mental health, there is still little information about asynchronous consultations' effect on students' anxiety levels. This roundtable seeks to explore the effects of asynchronous consultations on the anxiety levels of students. The goal of this roundtable is to identify ways writing centers can become more accessible and accommodating in asynchronous consultations while being mindful of students' and consultants' anxiety levels.

**Session J4, Panel Presentation, CRDM Room, Saturday, 10:15-11:15am**

What Can We Change to Make Higher-Order Writing Center Consultations More Effective? Identifying Best Practices for Higher-Order Concerns

Prabin Lama (Bemidji State University)

This presentation will discuss the findings of a qualitative study that evaluated higher-order interventions in twenty writing center tutorials across two public universities in Virginia. It will identify tutoring strategies associated with successful as well as unsuccessful higher-order interventions and discuss best practices for addressing HOCs in writing center sessions. These best practices can have implications for changing the way tutors are trained to address higher-order concerns.

Teaching an Appreciation of Writing

Henry Buron (College of William and Mary)

Often, students struggle to write due to a lack of motivation that results from viewing writing as work—a chore to be completed—and nothing more. As consultants, most of our current tutoring strategies are based upon teaching students “how” to write, and while often quite effective, these strategies do not always address every problem a student might have; we must also teach students “why” to write. This presentation will explore the importance and implementation of “teaching an appreciation of writing,” with the goal of shedding light on a new way of approaching a consultation with a struggling student.

Time Management in the Writing Center

Tara Malloy (College of William and Mary)

Time management during writing center sessions is an ongoing challenge for consultants who must adapt approaches to suit the unique needs of each writer. To better meet this challenge, consultants can benefit from mastering key time management strategies and from understanding the distinction between “clock time” and “body time.” Drawing on consultant experience and the work of Anne Geller, William Macauley Jr., and Lisa Zimmerelli, this presentation will explore these concepts and present options for structuring a session. Participants can expect to leave the presentation with fresh ideas for keeping a consultation focused and on track.

**Session J5, Saturday, 10:15-11:15am**

SWCA Board Meeting

All current and incoming board members.

Board meeting to discuss SWCA business. Link distributed to board members.

SESSION K, SATURDAY, 11:30AM-12:30PM

**Session K1, Panel Presentation, Shark Room, Saturday, 11:30-12:30pm**

From Plagiarism and Paraphrasing to Content Creation and Beyond: What the Future of Artificial Intelligence Means for Writing Centers

Beth Walker, Bob Bradley (University of Tennessee at Martin)

Thanks to software that not only can correct style and paraphrase but also can write new content for students, chances are good that tutors will encounter A.I.-generated texts, such as videos and academic essays. What might our students' reliance upon this technology mean for the future of writing instruction? This fifteen-minute presentation will explore popular paraphrase generators and content creators, discuss the ethics of their use in student and professional work, and investigate how software platforms such as WOnline disguise identity and ownership. The presentation will conclude with useful tips for spotting A.I.-generated content as well as guidance for tutoring.

Listening to the Primary Practitioners: How do Experienced Peer Tutors Understand Tutoring?

Andrew Petrykowski (University of South Florida)

In the project I am currently developing, I want to study the following research question: how do experienced writing center peer tutors think tutoring works? Because tutors are the primary practitioners of writing center work, gaining additional insights into their understanding of tutoring is essential to advancing writing center theory and practice. To work toward incorporating this perspective into the scholarly conversation of writing center studies, my presentation will discuss the design of a tutor-centered research study I am developing. I would appreciate the opportunity to get feedback from other writing center professionals on my plans for this research project.

Disrupting the Power Dynamics of the Writing Tutor and Student with the Rhetorical Arts of Silence and Listening

Mary Ann Zebr (Eastern Mennonite University)

The rhetorical arts of silence and listening could support writing centers to move beyond being directive and exclusive to become invitational spaces for a diverse group of students to bring their own academic discourses to writing. I report on how I apply Cheryl Glenn's concept of "a rhetoric of silence" and Krista Ratcliffe's ideas about "rhetorical listening" in my position as a writing coach. Silence and listening support students to think aloud how to solve writing problems. The tutor becomes a sounding board for students to figure out how to negotiate with professors to push back against entrenched academic expectations.

Session K2, Panel Presentation, Florida Room, Saturday, 11:30-12:30pm

Unraveling the Center: Moving Toward an Anti-Racist, Multicultural Responsive, and Supportive Writing Center

Alden Robison (California State University, Northridge), Trista Payte (Mount San Antonio College), Loreta Huijar (Santa Monica College)

In this panel, we will consider both the challenges faced and the possibilities found as writing centers push towards equity and access. This call for advocacy will be grounded in leadership, research, and training practices that interrogate long standing writing center lore, create space for explicit conversation about white language supremacy, promote racial literacy, and challenge ableist and deficit-minded approaches to tutoring and access.

Session K3, Roundtable, WCC Room, Saturday, 11:30-12:30pm

Objectivity Versus Subjectivity in STEM Writing and Writing Centers

Elyse Garrett (Augusta University)

STEM students are taught to value objectivity within their research and scientific writing in postsecondary education. This writing pedagogy excludes subjectivity, potentially leading to dehumanization of subjects and silencing of minority voices within scientific writing. This roundtable seeks to begin a conversation about how writing centers might provide insights into the problematic objective/subjective binary. By challenging the traditional approach to scientific writing, writing centers can reimagine STEM writing curricula in ways that value subjectivity as an effective tool. Taking up this work can reshape the relationship between the sciences and humanities and promote social justice.

Session K4, Workshop, CRDM Room, Saturday, 11:30-12:30pm

Tutors, Tables, and a Microphone: Developing Writing Center Support for Student Audio Projects

Eric Mason, Aidan Rivas, Bilal Amodu (Nova Southeastern University)

Writing centers are usually available to help students with multimodal projects, but the conceptualization, recording, and editing of audio projects remains mysterious to many consultants. This workshop will introduce participants to concepts and tools for helping clients create audio projects, including editing using the free cross-platform audio editing software, Audacity (<https://www.audacityteam.org/>).

SESSION L, SATURDAY, 12:45PM-1:45PM

Session L1, Panel Presentation, Shark Room, Saturday, 12:45pm-1:45pm

NOTE: This 1-hour session is broken into two 30-minute sessions. The first is composed of two standard 15-minute live presentations, and the second is time for discussion of these presentations and a Q&A session with authors of pre-recorded content.

First Half of Session: 12:45-1:15pm

A Series of Negotiations: Welcoming Multilingual Writers in a Small Writing Center

Emily Harbin, Delaney Coldren, Peyton Suttles (Converse University)

Small college writing centers have special challenges in welcoming multilingual writers. Small institutions may face limited resources, obstacles to connecting with multilingual students, and assimilationist attitudes among faculty and administrators that create pressure on both students and tutors. This presentation reviews the literature on best practices in multilingual student support and shares how they can be implemented despite obstacles. We will describe how we partnered with existing campus resources to understand and connect with multilingual students and to add to our repertoire of tutoring strategies, yielding benefits for both multilingual writers and native English speakers.

When “Minimalist” Becomes the Norm: What Copy Editing Teaches us About ESL Student Expectations for Writing Centers

Xuanyu Zhou (Duke University)

Minimalist tutoring makes it painstaking, if not impossible, to focus on lower-level concerns (LOCs). In these consultations, writing consultants are encouraged to focus on “transferrable concepts” rather than “localized issues” and to avoid “copy-editing” a student’s writing. The presentation explores the social and linguistic implications of copy-editing and expectations of writing in the writing studio. Furthermore, it discusses the extent to which ESL writer expectations for writing centers are shaped by writing center practices.

Second Half of Session: 1:15-1:45pm

NOTE: The presentations below are pre-recorded presentations which are available to watch online via the “clickable” conference schedule. Attendees should view them before attending this 30-minute Q&A session for discussion.

Using Pinterest for Communal Tutor Development

Cameron Moore (Georgia State University)

The in-person writing center environment limits connections among tutors; this can impede learning and growth within the center, disconnect tutors from best practices within the field, and disadvantage tutors as they enter the job market. Digital bulletin board platforms like Pinterest provide an opportunity to put writing center narratives into conversation with current research and theory. Developing this resource encourages past, present, and future tutors to build community, exchange knowledge, and situate their writing center experiences within the academic landscape.

Reaching Creative Writers through Wake Forest University's Writing Center

Katie Wooten (Wake Forest University)

In the last decade of the Wake Forest University Writing Center's operations, .1% of all appointments have been for Creative Writing classes. This project investigates why creative writers do not utilize the center by examining current tutoring practices, engaging with existing literature, and interviewing creative writing faculty on campus. These components of analysis together illuminate that the center is currently equipped to meet the needs of creative writers, but there is an incorrect notion that the center exists strictly for remediation. This project advocates for dialogue with creative writing faculty and students in order to reach all student writers.



Session L2, Panel Presentation, Florida Room, Saturday, 12:45pm-1:45pm

Outlining for the Future: Lessons from Online Tutoring in a Post-Pandemic World

Laura Cain, Adelaide Harris, Chloe Gilkesson, Jasmine Keyes, Arabella Lewis (Agnes Scott College)

This research project examines how tutees experienced the transition to online tutoring, continuing past research regarding tutor self-efficacy during the pandemic. The Center for Writing and Speaking polled students at Agnes Scott College about their awareness of center programming, their rationale for making specific types of appointments, and their perceptions of the drawbacks and benefits of different types of tutoring. The findings illuminate how tutees assess the utility, engagement, and accessibility of online tutoring. Additionally, the research findings suggest changes that writing centers can make to maximize these crucial functions of tutoring as in-person instruction resumes.



Session L3, Roundtable, WCC Room, Saturday, 12:45pm-1:45pm

Training Tutors to Support Multimodal Texts: Changing Ways of Composing and Tutoring

Layli Miron, Jake Gebhardt, Katharine H. Brown, Cam Cavaliere, Megan Watkins (Auburn University)

Students increasingly compose digitally, and tutor training needs to account for these changing mediums. Beyond the alphabetic writing-focused lexicon tutors readily deploy, they need a vocabulary that includes such ideas as navigability, accessibility, representation, and fair use. Rather than giving multimodality perfunctory treatment in the curriculum, the facilitators move it into the spotlight of tutor training while emphasizing its potential to disrupt normative and assimilative writing practices. To ground the discussion, we begin our roundtable by examining our writing center's new curriculum from our respective perspectives—Layli, Jake, and Katharine as administrators and Cam and Megan as peer tutors.



Session L4, Roundtable, CRDM Room, Saturday, 12:45pm-1:45pm

Welcome In: Creating a Space for Working-Class Students in the Center

Aaron Hayes, Candis Bond (Augusta University)

Writing centers are epicenters where students can learn tools to succeed as writers. For working-class students, becoming adjusted to academia may be difficult and pose challenges due to lack of preparation or cultural capital and imposter syndrome. The writing center can help working-class students transition, yet these students may feel trepidation about seeking help because they see writing centers as just another inaccessible fragment of the university. This roundtable aims to discuss how working-class students are affected by their academic environments, the relationship between them and writing centers and how consultants can improve their methods to help such students succeed.

SESSION M, SATURDAY, 2:00PM-3:00PM

 **Session M1, Panel Presentation, Shark Room, Saturday, 2:00pm-3:00pm**

Austin Peay Writing Center Team vs. COVID-19

Allie Johnston, Kai Reinhard, Jacen Conklin, Lauren Cowan, Emily Allen, Adriel Morton (Austin Peay State University)

This panel features members of the Austin Peay State University Writing Center Team, including returning undergraduate student tutors and front desk attendant, new undergraduate and graduate tutors, as well as a new director. This panel will consider the ways the pandemic led to positive changes to our center's operations as well as challenges that we are still navigating today. The topic on hand is not a binary topic of the good and bad challenges/outcomes, but a balance of the effects COVID-19 had in a variety of ways, from accessibility to connection to mental health needs.

 **Session M2, Panel Presentation, Florida Room, Saturday, 2:00pm-3:00pm**

Developing Asynchronous Consulting

Isabel Conti (College of William & Mary)

In the fall of 2020, a team at the William & Mary Writing Resources Center designed and offered asynchronous consultations, or appointments in which students could send in work and receive a video recorded by a consultant with verbal feedback. How these consultations were developed and implemented can provide a model for how writing centers can recognize and adapt to changing needs. This presentation will also discuss the ways in which asynchronous consultations provide a way to reach a greater diversity of students and how the William & Mary center has overcome the difficulties presented by this consulting mode.

Tutoring Experiences and Perceptions of Self-Efficacy in the Online Tutoring World: A Phenomenological Study

Keri Carter (Middle Tennessee State University)

Recent years have pressed writing centers further into the world of asynchronous and synchronous tutoring, signaling that online training and tutoring will be a staple of writing center practice moving forward. However, research on best practices in online tutor training as it relates to self-efficacy is limited. This presentation, therefore, will share findings from a phenomenological qualitative study to aid in understanding tutors' lived experiences during the pandemic and will explore tutor-perceived self-efficacy for new tutors who trained and tutored exclusively online during the 2020-2021 academic year. The presentation will share emerging themes from data and implications for further research.

Cultural-Historical Activity Theory and the Transformation of Writing Center Space

Donald Moore (University of North Florida)

Distinguishing four eras of writing center development (1887-1941; 1942-1958; 1958-1989; 1989-today), this presentation uses Cultural-Historical Activity Theory (CHAT) to study various models from which modern-day writing centers have evolved. This history reveals that, as writing center communities re-create themselves, an inherent component in their development is a mediation of contradictions. This project reveals (through CHAT) how self-regulated work has led to the development of writing center praxes we recognize today. Most useful through this historical analysis, however, is how we may use CHAT to develop a way forward in ever-changing and challenging times.

**Session M3, Roundtable, WCC Room, Saturday, 2:00pm-3:00pm****How Tutors Manage Compassion Fatigue in a Time of New “Normalcy”***Elizabeth Gagne, Shannon Derricott, Lakota Craft, Lily Monaghan (University of North Carolina at Pembroke)*

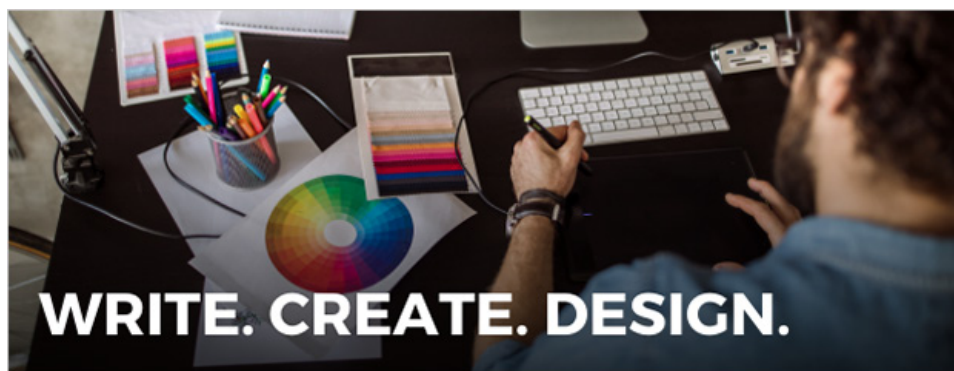
Covid-19 highlighted various social and mental health needs and mental needs communities face during a time of uncertainty. As universities across the country work to reach a sense of normalcy, students—and tutors more specifically—still experience compassion fatigue associated with past trauma from trying to mediate through a world that is no longer familiar. This roundtable aims to acknowledge how tutors today are handling compassion fatigue while they maintain professionalism within Writing Centers.

**Session M4, Roundtable, CRDM Room, Saturday, 2:00pm-3:00pm****Graduate Student Tutors Approaches for Navigating Personal and Professional Experiences of Precarity and Stress in Writing Center Work***Nicole Turner, Brittny Byrom, Gabriella Schuett, Morgan Hunter, Tyler Elrod, and Calabria Turner (Georgia State University)*

This roundtable discussion addresses the various ways the Georgia State Writing Studio staff balance their roles within our writing center and their work as graduate students. Given our center is primarily staffed by graduate student tutors and administrators, this presentation speaks to the often competing pressures inherent in this demographic's work in the writing center as they simultaneously work as emerging scholars and professionals. We want to bring the unique position of graduate student staff into on-going discussions about mindfulness and empathy-focused tutoring and training practices by engaging in an open-reflection about experiences of graduate student staff since the COVID-19 pandemic began.

**Session M5, Roundtable, DCMA Room, Saturday, 2:00pm-3:00pm****When Anxiety is the New Normal: Supporting Anxious Writers in the Writing Center***Kolbe Dolin, Alexis Diaz-Infante (Augusta University)*

Writing centers have begun to acknowledge ways students' and staff anxiety levels may affect writing consultations. Continuing this conversation is important due to new challenges presented by the pandemic, including newly online classes. We argue centers should critically assess best practices and adopt new practices that incorporate support for anxiety without treating it as a deficit. Drawing from Psychology and writing center scholarship, roundtable leaders will bring attention to the influence of anxiety on the writing and well-being of college students while also exploring how writing centers can support anxious writers without making it a shortcoming.



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