SWCA 2023 CONFERENCE

Navigating the
Rivers of Change

Southeastern Writing Center Association

2023 Conference Program

Contents

SWCA 2023 Conference, February 9-11

Held at the Guesthouse at Graceland, Memphis, TN

Hosted by Christian Brothers University

Welcome from Conference Host

Dear Colleagues,

Welcome to Memphis, TN, and the lovely Guest House at Graceland. Thank you for joining us for the 2023 Southeastern Writing Centers Association Conference. It has been a long time coming! Little did we know that when—in February 2020—we were talking about hosting the SWCA conference, those plans would be put on hold until 2023. We could not be prouder to welcome you finally and to continue our collaboration with you in person.

The SWCA conference has always been a special gathering. By bringing together writing center directors, graduate student consultants, undergraduate student consultants, high school student consultants, professional consultants, and writing center staff, this conference paves a way for focusing on our important work from the aspects of multiple audiences and contexts. We do this by adhering to a theme that points us toward current research we use for growth. I am never disappointed in what I learn at an SWCA conference, and I am always sad to see the three days end. Based on the proposals I've read, I believe this year will not be different.

This year our theme is "Navigating the Rivers of Change," where I have asked you to use Memphis as inspiration. As a place of resilience and survival, Memphis has a rhythm all on its own, a place that wants change, a place that keeps pushing forward, despite constant setbacks that hinder that progress. I've asked you to think about how this mentality relates to what we do in our writing centers, focusing on our rhythms, our challenges, and ways we encounter setbacks that seemingly step in the way of much-needed progress.

The session topics have risen to the task. In this conference we will hear about multimodal work, cultural awareness, social and economic change, campus culture, multilingual work decolonization, power dynamics, safe spaces, inclusion, diversity, accessibility, standard language ideology, equitable practices, activism, neurodiversity, equity, justice, work and life balance, antiracist tutoring, unconscious bias, mental health, and many other topics that are rich for conversation in the context of writing center work. Many of these are in the context of RAD

scholarship, data analysis, and training that give avenues for continued conversation and collaboration.

These topics are also rich kindling for wider application after we leave this place. Writing centers have always been places of change; that's a given. Let's dive in and talk about our navigation around those changes and how they open opportunities for more advocacy. I look forward to hearing the buzz after our powerful sessions that will surely happen long after we've returned to our institutions.

I wish to thank all the helpers who have made this conference possible:

- The CBU Writing and Communications Corner consultants have been both patient and focused for *three* years, always believing this conference would happen. Please read my detailed acknowledgement page to see some blurbs about how these consultants have been my heroes during this whole process.

- The SWCA Board has been supportive throughout, understanding, offering advice, and making sure I had everything I needed. The Board membership is listed on one of the program links on the homepage.

- The Proposal Review Committee was a life saver for me, saving me countless hours and offering insight that helped with all aspects of programming. This committee membership is listed in a program homepage link as well.

This conference would not have happened if you had not come! *Thank you very much* for being here. I hope you enjoy the conference, learn a lot of things to take back to your institutions, and make connections with both old and new colleagues and friends.

~ Clayann Gilliam Panetta, 2023 SWCA Conference Host

Acknowledgements

The 2023 SWCA conference would not have been possible without the contributions of the people below. We offer our deepest thanks to:

CBU Writing and Communications Corner Consultants:

- Luis Aretega: Luis was the creator of the online program, giving us a chance to go paperless and do a small part for the Earth. As a Computer Science major, Luis learned more about his field and writing centers at the same time–what a wonderful combination of knowledge!
- Zaira Bautista: As our WCC social media specialist, Zaira kept us afloat, when our attention was on the conference, making sure CBU students knew we were still there for them. Zaira has also been a wonderful contributor to all the small jobs and is always willing to offer excellent advice.
- Equilla Beasley: As a contributor to the online version of the program in the early days, Equilla was able to use his computer science major to troubleshoot several logistics necessary to get the idea off the ground. Equilla also keeps us grounded with his kind demeanor and smile.
- Carrie Clowes: Carrie worked as an intern during the Summer of 2022 and was instrumental in creating the conference t-shirt, the name tag design, and our corporate sponsor letter. She is also a wonderful springboard for ideas and has been willing to put any effort toward making this event a success.
- Candice Harris: Candice worked as an intern during the Summer of 2022 and was instrumental in creating the conference t-shirt, the name tag design, and our corporate sponsor letter. Most notable was Candice' tireless efforts to make our IWCA presentation a success in November, something that was near impossible without her, given our SWCA conference buzz.
- Caleb Jones: Caleb did all the groundwork to help us locate the Board dinner spot and bring My Cup of Tea to us as a local philanthropy. Caleb's listening ear was also extremely valuable when his director/host of the SWCA conference needed a sounding board.
- Lauren Malone: As a senior headed to optometry school, Lauren doesn't have much time, but she has been available to complete several small tasks related to the conference that were instrumental in making the conference a success. When you look around at the little things that you take for granted (those easels for the poster presentations, for instance!), keep in mind Lauren was probably responsible for those things being in place.

- Chelsea Panameño: Chelsea worked as an intern during the Summer of 2022 and was instrumental in creating the conference t-shirt, the name tag design, and our corporate sponsor letter. She has also worked on a team to make the Writing Table at the conference happen. In addition, she has taken the reins on our Poetry on Demand workshop we will offer right after the conference, something we would not be able to pull off without her.
- Hannah Rhode: Through a lot of diligence, Hannah talked to multiple Memphis excursion possibilities and helped us map out a plan we could share with conference attendees. Her attention to detail and professionalism is admirable.
- Andy Molina Rodríguez: As one of the WCC work study students, Andy is always ready to stuff packets, run errands, make calls. It's the small things that make events a success, and Andy is the master of all those small things.
- Lara Stearsman: As a work study student, Lara was always ready to do the 'lil things she always is good at making happen. As a Creative Writing major, she worked closely with the writing table and made executive decisions that made the table a creative idea.
- Ethan Tatom: Ethan's tireless efforts in helping think through the Writing Table and Pronoun Table have made those two areas come to life and be the contribution we wanted them to be. If you haven't done so already, consider purchasing one of Ethan's buttons (QR code on pronoun table). A portion of the proceeds go to the programming necessities of Memphis Pride.
- Jennifer Velazquez: Jennifer is getting ready for law school, but this didn't mean she didn't help form much of the foundation of the conference. She put together the beginning program, helped film our Memphis shorts, and provided support for us throughout the process.
- Astrid Zuniga: Astrid did all the legwork in getting us in touch with the band in the early days and helped us get the idea off the ground. The band is great, but they would not be here without Astrid.

Conference Interns

- Sarah Abudalla: Sarah has been instrumental for a lot of small tasks that have been the glue to keep us together in the weeks before the conference. From scoring some SWAG to making all our name tags, Sarah has been irreplaceable.
- Anna Grace Barnett: Although late to the team, Anna Grace has stepped up and used her creative talents to bring the writing table to fruition.
- Kirsten Cox: As a Business major who is working on this internship as part of a Management course requirement, Kirsten has brought her course theory in management

and applied it to our conference. She is getting a great experience, but we are getting her talents and energy.

- Sean Wyatt: As an English for Corporate Communications major working on this internship to earn credit for his Advanced Professional Communications course, Sean has been responsible for creating the awards slideshow and several other communicative projects. After the conference, Sean will use his professional communications skills to help our WCC build a community writing center in Memphis.

CBU Faculty

Several CBU faculty have shown up to help us make the conference run more smoothly. They are listed below:

- Shima Farhesh, Assistant Professor in Literature and Languages and Placement Coordinator for first year writing
- Jacob Goessling, Assistant Professor in Literature and Languages and Director of CBU's Sustainability Program
- Karen Golightly, Chair of Department of Literature and Languages at CBU
- Brother Alan Parham, Christian Brother and member of Campus Ministries staff. Brother Alan conducts the WCC Journaling Workshop
- Tawny LeBouef Tullia, Dean of the School of Arts

Someone who deserves her own category:

- Ariel Earnest, the former WCC assistant, who lost her assistant job during COVID, but felt so connected to the SWCA conference plans that she came back to join us and see the conference take place. Ariel is a rock star, and we are grateful for her constant participation. And, folks, she is a civil engineer!

Guest House Staff

We are grateful for the Guest House staff who were patient with all our questions and ideas throughout this process, especially when it was their predecessors who originally formed our plans with us:

- Dennis Norton, Guest House Event Coordinator
- Jeffrey Bell, Guest House AV Coordinator

Proposal Review Committee

- Kelle Alden, University of Tennessee at Martin
- John Bradley, Vanderbilt University
- Thomas Cole, Southwest Tennessee Community College
- Ariel Earnest, Christian Brothers University
- Shima Farhesh, Christian Brothers University
- James Hamby, Middle Tennessee State University
- Clayann Gilliam Panetta, Christian Brothers University
- Hannah Pitner, University of Memphis

Conference Sponsors

- Nova Southeastern University's M.A. program in Composition, Rhetoric, and Digital Media sponsored coffee breaks and purchased a table to advertise their program.
- Twenty Six Design purchased and staffed a vendor table with information about WCONLINE
- *WLN: A Journal of Writing Center Scholarship* contributed information about getting published in this journal.

Local on Main Restaurant in Downtown Memphis

- When asked to coordinate the Board dinner, Tim Quinn was willing to accommodate our dietary requests with no question. His cooperative spirit made the process easier on all of us.

Online Program Developer

- Luis Arteaga, a consultant from CBU's Writing Center and Communication Corner designed the online conference program. If you liked the online program and have any business inquiries, please contact him at ls.studios23@gmail.com. For the conference, he gained proficiency in Google's Flutter framework as well as the language Dart. The benefit of this framework is its power in versatility with web development as well as app development for both Android and iOS.

SWCA Board Members

Executive Board

- President: Brian McTague, Virginia Commonwealth University (2022-24)
- Vice President/Incoming President: Candis Bond, Augusta University (2022-2024)
- Immediate-Past President: Janine Morris, Nova Southeastern University (2022-24)
- Archivist: Chelsea Murdock, Clemson University (2022-24)
- Treasurer: Brandy Ball Blake, Georgia Institute of Technology (2020-24)

Board Members

- SWCA-CARE Co-Chairs: Jennifer Smith Daniel, Queens University of Charlotte, and Karen Keaton Jackson, North Carolina Central University
- Representative-at-Large: Kem Roper, Athens State University (2022-2024)
- Representative at Large: Caitlin Kelly Georgia Institute of Technology (2022-2024)
- Outreach Coordinator: Jenny Koster, Piedmont Virginia Community College (2021-2023)
- Digital Content Developer (DCD): Eric Mason, Nova Southeastern University
- Southern Discourse in the Center: A Journal of Multiliteracy and Innovation (SDC) Co-Editors: Devon Ralston, Winthrop University, and Scott Pleasant, Coastal Carolina University (2024)
- Immediate-Past SDC Editor: Karen Head, Georgia Institute of Technology
- Current Conference Chair: Clayann Gilliam Panetta, Christian Brothers University, Memphis, TN (2023)
- Immediate-Past Conference Chair: NSU WCC, Nova Southeastern University (2022)

Community Representatives

- Community College Representative: Jessica Newman, Jefferson Community and Technical College (2022-24)
- Graduate Student Representative: Brittny Byrom, Georgia State University (2022-24)

- HBCU Representative: LaKela Atkinson, East Carolina University (alumna of North Carolina Central University) (2021-23)
- Secondary School Representatives: Melissa C Daniels and Mia Tambellini, Deep Run High School (2021-2023)

State Representatives

- Alabama: Jaclyn Wells, University of Alabama at Birmingham (2022-24)
- Florida: Billie Jo Dunaway, Daytona State College (2021-2023)
- Georgia: Saurabh Anand, University of Georgia (2022-24)
- Kentucky: Amy Nichols, Berea College (2022-24)
- Mississippi: Bethani C. England, Hinds Community College (2022-2024)
- North Carolina: Maegan Mercer-Bourne, Wake Technical Community College (2021-2023)
- South Carolina: Deidre Garriott, University of South Carolina (2022-24)
- Tennessee: James Hamby, Middle Tennessee State University (2022-2024)
- Virginia: Lori Jacobson, William & Mary (2021-2023)

Thursday, February 9

Session A: 8:00-8:50 AM

A1: Blues Meeting Room Section

"Navigating Ethos in Writing Center Directorship: Mentoring as Administrative Practice"
This presentation examines the ebbs and flows of mentoring as an administrative practice and raises questions about the ways a writing center director's ethos works to establish a culture that gets taken up by tutors as they articulate and practice their own philosophies of tutoring and of writing instruction.
Devon Ralston: Winthrop University

"Navigating Ethos in Writing Center Directorship: Mentoring as Administrative Practice"
Roughly 20% of students who visit Vanderbilt's Writing Studio are writing application materials, including essays for prestigious fellowship opportunities. Over the past five years, our writing center has cultivated a successful campus partnership to create new avenues of support for these applicants, specifically Fulbright applicants (and, more recently, students applying for the NSF GRFP). This presentation will explore the history and development of this partnership, including foundational conversations, evolving partner responsibilities, logistical considerations that inform program structure, and future goals. We will also exchange general tips for building and sustaining these types of campus partnerships.
Beth Estes: Vanderbilt University

"'University Level Writing?': Reframing Language and Reassessing Metrics for Student Writing in the Era of Long Covid"
This presentation investigates the concept of "university level writing" as it relates to the varied expectations that instructors bring to their classrooms. I use the notion of a standardized form of "university level writing" to suggest that one of the central functions of pandemic-era Writing Centers is to reassure students that standards are ever-shifting and to communicate to faculty that we cannot expect a uniform baseline of writing knowledge. What do writing standards mean in the era of long covid how can we engage faculty across the disciplines in meaningful discussion around meeting our students where they are?
Holly Berkowitz: University of Tennessee, Chattanooga

A2: Gospel Meeting Room

"Training for Relational Equity: Applying Brown's 'Cultivating Meaningful Connection' Model to the Writing Center"

Many have called on writing centers to address their roles in upholding higher education's various inequitable cultures of writing. In order to change writing centers nationally, we must develop new approaches that reach into both the writing-specific and relational aspects of our pedagogy. This workshop focuses on the element of equitable human interaction in writing consultations. Berea College's Writing Resources has been experimenting with a training model that incorporates Brené Brown's three-part grounded theory of "Cultivating Meaningful Connection." We will share the results of our initial efforts from multiple perspectives and then engage participants in imagining possible applications for their own institutional contexts.
Amy McCleese Nichols: Berea College, Callista Tyson: Berea College, Caitlyn Hansberger: Berea College, Moira Halbauer: Berea College

A3: Rock Meeting Room

"Preparing Writing Assistants to Aid Neurodivergent Student Writers"

Writing Centers aim to support students as they develop writing skills and the confidence to communicate academically, professionally, and personally. Therefore, it is vital that writing assistants be prepared to aid all students, especially students who are neurodivergent. This presentation will go over strategies writing assistants can use to help students on the spectrum as well as how to put together a training module to prepare writing assistants for different tutoring scenarios.
Shannan Harrington: Georgia Highlands College, Victoria Banks: Georgia Highlands College, Kelsey Provow: Kennesaw State University, Maria Badillo: Kennesaw State University

A4: Ballroom C

"Tutors and Administrators: Power Dynamics, Collaboration, and Change"

Collaboration between tutors and tutoring administrators allows for tutor-driven change, but how can such collaboration occur, given the tutor-administrator relationship's inherent power disparity? In this workshop, the facilitator will argue that collaboration is falsely presupposed to require power balance and that tutor-administrator collaboration is possible. Exploring this theory in their unique contexts, participants will both interrogate this argument and use it to

investigate power and collaboration in their own professional tutoring relationships. This workshop welcomes all participants, regardless of tutoring role!

Jessica Newman

Session B: 9:00-9:50 (Thursday, February 9)

B1: Blues Meeting Room

"Supporting Graduate Student Writing Consultants: A Multifaceted Approach to Consultant Training"

This panel will focus on how one writing center developed a multifaceted training approach (including synchronous meetings, training modules, and discipline-specific support) to better support graduate student consultants from across the disciplines. Presenters will describe their training structure and discuss its impact on graduate student consultants. Participants will brainstorm together ways to further develop and support graduate student consultants at their home institutions.

Janine Morris: Nova Southeastern University, Nikki Chasteen: Nova Southeastern University, Ricky Finch: Nova Southeastern University

B2: Gospel Meeting Room

" Collaborative Leadership Strategies for Classroom Accessibility and Tutor Self-Efficacy"

This workshop explores ways that collaborative leadership models can lead to student accessibility, embedded tutor agency, and responsive pedagogy in Developmental Composition. As both a writing consultant and COMP Fellow, Cami will discuss navigating leadership roles and the resulting impact on a neurodivergent student's growth as a writer. Adele will then offer perspectives on how Cami's insight led to adaptive classroom techniques that increased inclusion and accessibility. Attendees can expect to learn strategies for classroom inclusivity, practice collaborative leadership, and generate concrete goals that maximize consultants' inter-institutional positions.

Adele Leon: Nova Southeastern University, Camila Lovato: Nova Southeastern University

B3: Rock Meeting Room

"Design Thinking Meets Writing"

What do Writing Centers care about? They care about student writers who want to communicate a meaningful message to their intended audience. What do entrepreneurs care about? They care about creating a product or service that customers want to buy. This workshop takes an interdisciplinary approach by applying the non-linear process, design thinking (developed by the Hasso Plattner Institute of Design at Stanford) to the writing process. The writer can use this iterative tool to quickly move through multiple ideas and find the best way to communicate with his intended audience.

Trish Weber: Kennesaw State University, Winnie Dunlap: Kennesaw State University

B4: Ballroom C

"HCBU Get Together"

In our first in-person meeting since the pandemic, the HBCU network will address successes and challenges from 2021-2022 and ways to increase engagement and collaboration among the HBCUs. Because 2023 is an election year for the HBCU representative position, this meeting will inform future goal-setting and planning for the incoming HBCU representative.

LaKela Atkinson: East Carolina University

B5: Ballroom D

"Using Rhetorical Reading Guides as a Training and Consulting Tool: An Interactive Workshop"

This workshop will offer strategies for using Rhetorical Reading Guides, originally developed by Amanda Greenwell, in staff training and consultations. The workshop will begin by briefly reviewing literature on genre and connections between reading and writing in the disciplines. Presenters will then introduce the concept of the RRG and will discuss how they have used it in both staff training and consultations with writers. Attendees will then have time to practice creating RRGs using sample papers from a variety of genres and disciplines. The workshop will conclude with discussion about how attendees might use RRGs in their own centers.

Candis Bond: Augusta University, Sydney Highfield: Augusta University, Kaysha Adamo: Augusta University, Jaysen Lami: Augusta University

B6: Ballroom E
"You're Smarter Than You Think: The Secret Origins of the Fixed Mindset"

The idea of the growth mindset has been discussed at length, but the fixed mindset has largely been ignored, even in educational circles. This workshop will explore the multiple causes of a fixed mindset, how fixed mindsets damage learning, and how we as academic support can assist students in releasing those mindsets within the safety of our writing centers. Strategies for supporting healthier thinking, learning, and writing will be presented and discussed, and we will also have a few activities to practice these new skills for ourselves.

Robin Allison: Cleveland Community College

B7: Country Meeting Room
Executive Board Meeting

Coffee, Pastries, and Posters: 10:00-10:50 (Thursday, February 9)

Prefunction A: **Coffee and Pastries**

Ballroom A: **Poster Presentations**

Session C: 11:00-11:50 AM (February 9th)

C1: Blues Meeting Room
"Writing Centers as Content Creators: Piloting Writing Center-Developed OER in the Classroom"

Although writing centers create myriad writing support resources and possess unique insight into the issues central to student writing and success, few, if any, develop materials for course-based writing instruction. The presenters view this as a missed opportunity and share their experience 1) applying for and receiving a state-sponsored Affordable Learning grant and 2) subsequently creating, piloting, and assessing open educational resources (OER) units for their institution's first-year composition (FYC) program. Attendees will engage in conversation about what it means for writing centers to take on the role of content creators and explore this possibility for their own centers.

Christine Harkreader: Keenesaw State University, Mary Lou Odom: Keenesaw State University, Rachel Greil: Keenesaw State University

C2: Gospel Meeting Room

"Designing WC Assessments: An Interactive Workshop"

Come to this workshop if you are planning to create or update an assessment plan for your writing center—or if you are just interested in the topic of assessment. The workshop leader will begin with a review of common qualitative and quantitative assessment methods. After this review, attendees will have the opportunity to discuss and work on their own ideas for assessment in an interactive workshop setting. Attendees are encouraged to bring drafts or fully developed assessment plans, but can also start with a blank page.

Scott Pleasant: Coastal Carolina University

C3: Rock Meeting Room

"Writing Centers and the Challenges of Post-Covid Education"

Following a literature review and survey studies, we have identified the factors of student attendance at writing centers as well as the challenges students face in a post-Covid education environment. This panel aims to discuss the key factors influencing students' decisions to visit the Writing Center, the challenges modern students face in a growing online/hybrid education environment, and propose methods by which writing centers around the country can expand in both marketing and services to reach and assist as many students as possible.

Joshua Schlee: Middle Tennessee State University, Lis Sodl: Middle Tennessee State University, Morgan Zimmermann: Middle Tennessee State University

C4: Ballroom B

Community College Get Together

Come get together to talk about community college writing centers. Anyone with an interest in community colleges is welcome!

Jessica Newman: Jefferson Community and Technical College

C5: Ballroom C

"Attention to Intention: A Strategy for Implementing and Sustaining a Student-Centered Organizational Culture"

Sans COVID-19, the most significant change the Center for Writing & Communicatio at the University of Memphis has undergone is the resignation of the long-time director in May 2021. With the loss of permanent leadership, the future of the center looked bleak. Disconnected by

ongoing pandemic restrictions and concerned about the center's continued funding into the '22-'23 academic year, consultants' morale was low, and student usage was down. When a permanent director was hired in August 2022, the new leadership team quickly and strategically sought to restore a positive environment at the CWC for clients and consultants alike.

Meredith Boulden: University of Memphis, Shukura Ayoluwa Umi: University of Memphis, M.L. Rachell Berry: University of Memphis

C6: Ballroom D

"How Do I Keep Doing This?: A Roundtable Naming and Addressing Writing Center Director Burnout and Mental Health"

The terms "burnout" and "trauma" have trended in popular and academic discourses in response to the COVID-19 pandemic. These conversations have largely focused on students' and tutors' mental well-being. In this roundtable, the facilitator and participants will address burnout and trauma we have experienced as writing center administrators.

Deidre Evans Garriott: University of South Carolina

C7: Ballroom E

"Establishing Advocacy for Writing and Communication Centers"

As a consultant for the Center for Writing and Communication (CWC) at the University of Memphis, it is evident that the directors have implemented a newer writing center approach, that surpasses North's original one, to accommodate students with their writing and communication assignments. The CWC goes beyond North's original view of a center and instead encourages advocacy by using the SWOT method to expand on the communication assistance the CWC offers. While this proposal targets communication, this can be applied to writing centers as well.

Samantha Guajardo: University of Memphis

"The Utilization of Special Education Training within the Writing Center Setting"

Tutoring Writing is an art and practice that strives to be totally inclusive, but with regard to working with special needs students, tutors might be less than prepared, or confident. My preliminary research has shown that general education teachers are less confident than special education teachers ("SPED") in working with students of all types and backgrounds. I will research if certain "SPED' training methods are effective, and thus, can be utilized in Writing Centers when training tutor-writers to leave them confident with working with students of all backgrounds.

Charlotte Daigle: Middle Tennessee State University

"Writing Center Work on LinkedIn: How New Tutor Alumni Define Their Skills"
Analyzing how recent graduates describe writing center work on LinkedIn, this presentation responds to these questions: Are new peer tutor alumni who are in the midst of the college-to-career transition taking full advantage of their writing center experiences? And how can writing center directors support these students' efforts to understand, articulate, and transfer their skills to the workplace?
Lori Jacobson: William and Mary University

12:00-2:00 PM: Lunch on Your Own

Session D: 2:00-2:50 (February 9)

D1: Blues Meeting Room
"What can we change to adapt to student dispositions? Understanding and Responding to Student Confidence Levels in Writing Center Consultations"
The presentation will explore how writing tutors can identify and address the confidence levels of students in writing center consultations. As such, the speakers will discuss how confident and less confident writers may be identified in writing center consultations. They will also discuss tutoring strategies that may be effective for different types of writers based on their writing confidence. These findings can have implications for training writing tutors and thinking about best practices for tutoring writers based on their confidence levels.
Prabin Lama: Bemidji State University, Crystal Kastl: Bemidji State University

"Affective Elements of Tutor Epistemology at the Writing Center: A LIWC Analysis of Participant Responses to a Survey Question about Writing-Related Knowledge"
With the use of LIWC, a text analysis application, this presentation addresses how writing center tutors "feel about" writing-related knowledge in their affective domain, and how their affective elements of tutor epistemology are similar or different to each other, based on their backgrounds.
Daewoo Jin: University of Montana

"Tutoring Strategies for different Writing Identities"

Typically, in writing centers, tutors are trained to work with specific demographics of students: returning, multilingual, reluctant, and so on. Tutors are also trained to vary their approach, depending on where the text is in the writing process, whether it's a brainstorm or final draft will change a tutor's approach. But what if tutors were able to identify the type of writer with whom they are working? Ede highlights four types of writing habits into 'heavy planners', 'heavy revisers', 'sequential composers', and 'procrastinators' categories. Heavy planners consider their ideas and plans "in their hands and their first drafts are often more like other writers' second or third draft." (Ede 83) Heavy revisers "may not seem to plan because they begin drafting so early" and this sustained activity helps reduce frustration. Sequential Composers devote equal amounts of time to "planning, drafting and revising" and though writers often procrastinate, "the procrastinator" according to Ede "are people who would habitually delay writing until the time for a final draft." (84) These identities have strengths that would help writers build their skills, while the weaknesses of each, when studied, will help these writers know how to get better with writing. It will also help tutors at Writing Centers understand what approach to use during tutoring processes. For example, heavy planners, because they have thought of what they would write well enough before putting it down, tend to be faster, organized and have intense efforts in their first couple drafts. But this leads to a weakness where they might not revise frequently like other writers, (Ede, 83) consequently leading to avoidable errors. I am both a heavy planner and reviser most of the times and I have put conscious effort in going back to read my essay to avoid such mistakes that I could overlook because my first drafts already seem 'perfect'. When a writing tutor meets with this kind of writer with either or both identities in a tutoring scenario, they could have said: "this is the first draft I wrote but I have finished with it." A tutor at that point can figure out the writer's identity and know that their drafts will be excellent, most likely, due to their strength in drafting and organization, but they might need careful general sentence structure checks alongside other High Order Concerns (HOCs). These concerns to look for in different writers will help discover tutoring strategies for each unique identity in the Writing Center. I believe it would be helpful to share these categories with students to help them reflect on their writing identities as a way to evaluate what works or not, and how to improve their writing processes.

Favour Boluwade: Middle Tennessee State University

D2: Gospel Meeting Room

"The Ship Must Sail On: Navigating the Rhythm and Waves of Changing Administration, Funding, Advocacy, and Control"

It has been said that "the wind and the waves are always on the side of the ablest navigator," yet writing center administrators are not always taught the ropes for sailing with the ever-changing winds of fund allocation, jurisdiction, and management. Our multi-campus writing center has had multiple transitions that did not take place without some confusion regarding titles, physical location, and hierarchy. This roundtable discussion will explore taboo topics of power, policies, academic subcultures, advocacy, and commercialism in writing centers in hopes we may find our sea legs for times of adverse weather.
Bethani England: Hinds Community College

D3: Gospel Meeting Room

"Navigating the Waters of Tutoring: Writing Center Archives as a Bridge for the First-Year Tutor"

New writing tutors can sometimes feel unsteady as they begin to navigate the complicated waters of writing centers. One way that writing centers can help their tutors with such feelings is by expanding into and creating archives that can build an institutional memory of practices and policies, thereby cultivating a community and documenting a history to show tutors that they are not alone. In this panel, we define archiving and archival practices, show how archives can support tutor confidence, and discuss concrete ways in which writing centers can archive.
Samira Grayson: Middle Tennessee State University, Morgan Stence: Middle Tennessee State University

D4: Ballroom B

2024 Conference Meeting (Executive Board + 2024)

D5: Ballroom C

"Applying Therapeutic Pedagogy to Tutoring"

This program will teach writing assistants how to offer productive, uplifting, and sustainable solutions to students via therapeutic pedagogy. This method of teaching encourages a higher degree of empathy and intuition, prompting students to feel safe and confident while writing and revising. In this workshop, I will explain the core concepts of therapeutic pedagogy, introduce my research on applying therapeutic techniques in a tutoring center, host an open discussion on

common tutor struggles, and train tutors to practice therapeutic techniques in their own writing centers.

Haley Hunt: Keenesaw State University

D6: Ballroom D

"A New Normal: Bringing Empathy, Mindfulness, and Community into the Post-Pandemic Writing Center"

In this workshop, we will discuss the changes made to our approach to training and professional development and explore how we applied the lessons learned from the COVID-19 pandemic to a post-pandemic academic space. Along with sharing our own experiences, we hope to engage the participants in a discussion of how they have adapted to post-pandemic writing center operations, and the impact on future operations of writing centers. This conversation hopes to serve as professional development and as a space for consultants from different institutions to learn from their shared experiences during the COVID-19 pandemic and its aftermath.

Autumn Bishard: Nova Southeastern University, Kelly Concannon: Nova Southeastern University, Julia Kelley: Nova Southeastern University

D7: Ballroom E

"High School Writing Centers Get Together"

This meeting will provide an opportunity for high school writing center directors and tutors to connect with one other and discuss applicable aspects of the conference together. We will also discuss ways to keep in touch going forward.

Session E: 3:00-3:50 PM (February 9)

E1: Blues Meeting Room

"Increasing Cultural Sensitivity When Working with ELL Writers"

This panel will focus on a workshop for creating multicultural training for faculty with a keen focus on ELL writers' experiences. The aim is to increase faculty awareness of cultural sensitivity within their feedback to writers. Although this will be a pilot workshop at Augusta University, this study has implications for the wider writing center community. Conducting research in this area is vital to the field because it will provide a framework for conversations

about linguistic justice. Using the works of writing center scholars, my workshop aims to bridge gaps that may exist in regard to this topic.

Bethany Stanley: Augusta University

E2: Gospel Meeting Room

"Adapting Pedagogy to Changing Currents"

In this roundtable conversation, undergraduate peer consultants will participate in a conversation moderated by their director about how pedagogical training has changed during the ongoing merger of their campus Writing Center and academic success center. This conversation will compare and contrast trends in writing pedagogy and learning science as well as the role our Academic Consultants play as "force multipliers" for academic success resource advocacy on campus. We are curious about relations between writing and academic success centers on other campuses and invite your questions and comments as well!

Liz Egan: Millsaps College

E3: Rock Meeting Room

"Radical Transparency: Healing vs. Self Care in Responding to the Emotional Labors of Tutors"

This workshop will focus on collaboratively constructing strategies for addressing emotional labors in writing center work. We will build a collection of actionable practices that move beyond individualist self-care culture and toward advocacy that administrators can perform in their own centers and universities with special regard for radical transparency and mindful healing.

Skye Roberson: University of South Carolina, Justin Cook: Justin Cook: High Point University

E4: Ballroom B

Get to Know the SWCA

Come to this informal discussion to meet SWCA board members, including president Brian McTague, as well as to learn about different opportunities for you to get involved with our organization. These include hosting a conference, webinar, or local event, writing an article for our peer-reviewed journal, *Southern Discourse in the Center* (*SDC*), and serving on our board. We currently have four open board positions (digital content developer, *SDC* co-editor, and Florida and North Carolina state reps), and we'd love to talk with you about them, so please stop by to say hi!

<u>**E5: Ballroom C**</u>

"Come Play in the Sandbox: A Generative Approach to Asynchronous Screencast Appointments"

This workshop outlines the rationale, obstacles, and platform options for crafting screencast feedback before focusing specifically on the use of sandbox documents. Through these nondestructive documents, consultants can demonstrate hands-on experimentation, revision options, and generative comments. Participants will be invited to practice and reflect on creating their own sandbox documents in response to sample student writing. Though not required, participants may benefit from bringing a laptop or tablet and headphones to this workshop.
Michelle Cohen: Medical University of South Carolina

<u>**E6: Ballroom D**</u>

"Creating a brave space through affinity groups: LGBTQ+ inclusion at a writing center in the Deep South"

During fall 2022, a writing center facilitated two semester-long affinity groups: LGBTQ+ Alliance and LGBTQ+ Allies. Affinity groups invite people with shared identities to build community, hold critical conversations, and move collectively into taking action (Alicea & Johnson, 2021; Oto & Chikkatur, 2019). Within writing centers, affinity groups are an innovative initiative that can substantially contribute to workplace climate for members of minoritized groups. During this interactive workshop, an administrator and a peer consultant will discuss affinity groups' curricula and impact, and they will invite audience members to consider how they can implement affinity groups within their contexts.
Katharine Brown: Auburn University, Jonah Breed: Auburn University

<u>**E7: Ballroom E**</u>

"Time as an Accessibility Issue: Scheduling for Student Success"
Accessibility is an important value in writing center work. For our writing center at Middle Georgia State University's Macon campus, our most pressing accessibility need is time. Because the hours we can offer are limited (availability of consultants, building unused after 6 pm, etc.), we have to be careful how we allocate our schedule to meet the most needs effectively. We will report on the results of a surveys for undergraduate and online graduate students and how the data helped us reconsider our approach to scheduling.
Sharon Colley: Middle Georgia State University

"The Process of Making a Writing Center Space More Physically Accessible"
Over the course of several years, I have studied the Americans with Disabilities Act (ADA) Title III Regulations and applied them to the UT Martin Writing Center, and I now offer advice for writing center staff and other university administrators who wish to improve the physical accessibility of their spaces. While my work focused mostly on improving the experiences of wheelchair-using students and staff, the lessons I learned are applicable for anyone who wants to improve the inclusivity of their spaces.
Kelle Alden: The University of Tennessee at Martin

"Video Games and How They Can Benefit a Writing Center's Outreach"
A properly developed video game has the potential to allow students to explore and engage with their writing center, all from the comfort of their home, dorm, or anywhere else. This presentation will educate attendees on the possibility of using a video game to engage with their students in a unique and interesting way, while giving them the tools to do so efficiently.
Colburn Jones: Mississippi College

4:00-8:00 PM: Opening Reception: Ballroom A

Friday, February 10

8:30 AM-10:30 AM: **Incoming Board Meeting:** Ballroom B
2023-2024 board members, including incoming.

Session F: 8:00-8:50 (Friday, February 10)

F1: Blues Meeting Room
"Future-Proofing the Writing Center"

Building upon our success during the pandemic to increase our consultation numbers and class visits, The Writers' Studio at SCAD is now moving forward by taking inspiration from design management and focusing on how we can incorporate design innovation and creative problem solving in our everyday practices. By focusing on gathering important data, fostering positive relationships, and implementing effective technology, the writing center has the means to face any challenge that comes its way and adapt as needed.

Jennifer Johnson: Savannah College of Art and Design

"Post-Pandemic Problem Solving: Harmonizing a Writing Center, Its Website, and WCOnline at UT Martin"

The COVID-19 pandemic has prompted the UT Martin Writing Center to transform its in-person walk-in setup into a hybrid appointment-based model. The center now uses WCOnline for appointment management and recordkeeping and focuses its website on explaining its WCOnline setup. This system has been functional but not optimal. With UT Martin now migrating its website system to SharePoint, and WCOnline updating its system, the center has a chance to shift its focus from expediency to usability and update its system accordingly. In this presentation, tutors share how user experience research has helped the center optimize its website and WCOnline setup.

Klara Nichter: University of Tennessee at Martin, Elijah Davidson: University of Tennessee at Martin, Ryesa McGehee: University of Tennessee at Martin

"Consultant Training and Dispositional Approaches During Times of Change and Transition"

During this presentation, we will review what the writing center literature affirms about developing consultant dispositions during times of transition and change. We will also consider areas of this research that could be further explored. Our discussion will reflect on how tutor training is often transformed by the emotional responses that naturally occur during times of great change and transition. In response to this, we will discuss how staff may appropriately respond to the dynamic needs of consultants in such times.

Christina Davidson: University of Louisville

F2: Gospel Meeting Room

"**Developing a Culturally & Linguistically Responsive Writing Center**"

While nearly every writing center professes a commitment to diversity, what does empowering writers with minoritized identities look like in practice? Perhaps it looks like striking a balance between giving students access to the communicative tools needed for academic success and questioning the pressure to assimilate. Aiming for this delicate balance, the four panelists, all of whom work at the Miller Writing Center at Auburn University, will present practical strategies for writing centers to support cultural and linguistic diversity. These strategies include calling in and out, easing international students' transitions, recruiting multilingual tutors, and educating all tutors in TESOL pedagogy.

Layli Miron: Auburn University, Ashanti Kira Belcher: Auburn University

F3: Rock Meeting Room

"Building Bridges Between Universities and Communities: A Participatory Planning Workshop for Enacting Change through Community Writing Centers"

University writing centers' work today encompasses more than just helping writers through the writing process. Writing centers frequently expand their reach into their local communities, beyond the borders of the university, to become active makers of positive change. One way this happens is through the creation of community writing centers. This workshop provides participants with hands-on activities for reflecting on values and potential community partners during the planning stages of starting a community writing center. Framing discussions will be facilitated by two community writing center co-directors and two undergraduate consultant volunteers.

Nicole Emmelhainz: Christopher Newport University, Brooke Covington: Christopher Newport University, Leslie Bond: Christopher Newport University, Abby Asuncion: Christopher Newport University

F4: Ballroom C

"Contributing to Our Writing Center Community through the Development of New Roles"

Representatives from the APSU Writing Center, including our front desk worker, graduate student Assistant Director, and Director, will all share our perspectives over our own tasks contributing to the overall atmosphere of our Writing Center. Topics included in this discussion include developing our materials/promotional aspect, new experience in a graduate student Assistant Director role, and our Writing Center's goals moving forward.

Allie Johnston, Sasha Chunchukov Lauren Cowan: Austin Peay State University

F5: Ballroom D

"It's All New: Building a WAC Program Through the Writing Center"

Not long ago, Spartanburg Methodist College became a four-year college, and we are now developing new forms of support for our students. I will be sharing stories of collaboration, innovation, and struggle as the writing center is developed into a center for a writing across the curriculum initiative designed to help students at all levels.

Kristen Welch: Spartanburg Methodist College

"Battling Anxiety in the Writing Center: Creating a Neurodivergent Resource Network"

As a long-time professional writing tutor at the University of North Georgia, the goal of our writing center has always been to provide the most inclusive service possible, and I have identified a defect needing immediate intervention: some of our materials and practices are not easily accessible for neurodivergent students, such as those on the autism spectrum. Through the implementation of an online resource network, I hope to increase the reach of the writing center to those neurodivergent students who feel that the writing center is a place to fear instead of to thrive.

Heaven Holcomb: University of North Georgia

"'I Don't Care Anymore': A Burnt-Out Cry for Help?"

Burnout: it's inevitable. Burnout affects students of all ages, backgrounds, and demographics – it does not discriminate. What starts out as multiple late-nights can snowball into overwhelming feelings of stress, anxiety, and in some cases, numbness. What causes burnout? Who is the most susceptible to it? What can educators do to support their students, and what can educators do to support themselves? Presenters will explore some catalysts, symptoms, and remedies to student and teacher burnout.

Ashley Gross: Western Carolina University, Caitlyn Cable: Western Carolina University

F6: Ballroom E

"ChatGP-anxieTy: Learning to Work with AI in Classrooms and Writing Centers"

Artificial intelligence-based tools such as ChatGPT have recently received widespread interest because they make the drafting and revision of certain kinds of texts trivial, and they have invited predictions that writing instruction and student ethics will be forever compromised. Join writing center practitioners and educators as we explore the impact of AI-based writing support on student learning and the work of writing centers.

Mario D'Agostino: Nova Southeastern University, Jennifer Daniel: Queens University, Tatiana Illis: Nova Southeastern University, Eric Mason: Nova Southeastern University, Maegan Mercer-Bourne: Wake Tech Community College

Session G: 9:00-9:50 (Friday, February 10)

G1: Blues Meeting Room

"Staying on Course: Currents of Collaboration and Transition in a Multi-Center Environment"

In this panel presentation, we will discuss the framework of shared leadership for the four discrete writing centers at the University of Mississippi, with particular focus on how the structure allows for leadership transitions and unforeseen challenges to our work, such as implementing changes to support our students during the COVID-19 pandemic. This structure enabled the four centers to not only survive but thrive during the COVID-19 pandemic, each building on resources provided and supported by the other three. This panel will also address the collaborative assessment of our centers and how the pandemic required us to reexamine our services and resources. We strive to make sure each writing center provides a "safe harbor" for UM students, even as we serve a diverse student population. Much like a crew must work as a coordinated team to captain a boat down a river, our four centers and directors consistently help each other maintain our course.

Claire Mischker: University of Mississippi, Ellen Shelton: University of Mississippi, Jeanine Rauch: University of Mississippi, Deidra Jackson: University of Mississippi; Brad Campbell: Southern Utah University

G2: Gospel Meeting Room

"Infusing Social Emotional Learning into Tutor Training"

Educators at all levels have seen an increase in anxiety and depression over the last several years, especially post-pandemic. So how are we training our tutors to help their peers both academically and emotionally? In this workshop, we will explore the methods needed to train tutors to consider the role of emotional intelligence and emotional management in the practice of tutoring. This discussion will incorporate several examples of how social emotional learning is implemented in my tutor training course, including mindfulness practices, breathing training, and

creating a calming physical space. Participants will be invited to consider how to incorporate social emotional learning into their own tutor training contexts.

Rachel Dunaway: Donelson Christian Academy

G3: Rock Meeting Room

"A cross Disciplinary Approach to Translanguaging using a Dialogical Pedagogy in Writing and Multimodal Composition"

Translanguaging in writing occurs with very little pedagogical effort from teachers, however, research shows that it is significantly more challenging in literacy than in speaking. In this workshop, we will explore four strategies of translanguaging in writing. Translanguaging is not just for students who speak multiple languages, but also for those who speak multiple dialects.

Hannah Pitner: University of Memphis

G4: Ballroom C

"Towards a New Normal: The Writing Center is (as?) a Virtual Space and an In-Person Space"

This panel explores how the rhythms of the writing center were interrupted and transformed amid the challenges of the COVID-19 pandemic. It will consist of three peer consultant-led presentations: the first will provide background on the shifting needs of center staff and users, the second explores the spatial nuances of center accessibility, the third takes into account center missions and the implications of mitigating as well as capitalizing on the affordances of the center's new tempo. We hope that the discussion generated by this panel will inform the evolution of a center as it adjusts to "new normals".

Alyssa Ramos: Georgia Institute of Technology, Lily Soetebier: Georgia Institute of Technology, Steph Oliva: Georgia Institute of Technology

G5: Ballroom D

"Write It Down So You Don't Forget: Using Foundational Writing Center Documents to Inscribe Our Commitments to Racial Justice"

How do we maintain focus, even as we heal and recover, on the urgent matters of equity and racial justice that came into focus during the COVID-19 pandemic? During the 2020 BLM protests, my institution, led by student activists, developed an anti-racist strategic vision called the JEDI (justice, equity, diversity, and inclusion) Initiative. In this talk, I will discuss my staff's effort to maintain focus on the campus-wide equity goals of JEDI by incorporating them into the

fabric of our center's life through a process of writing them into our mission statement, consultant handbook, and training program.

Allison Douglas: Wofford College

"Translingualism as a Path in Changing Waters"

One of the major changes in colleges and universities today is the increasing number of multilingual writers on our campuses. This presentation advocates for translingualism as a key value for writing centers and a way to make all writers feel welcome in our centers. It considers the contributions of authors such as Canagarajah, Matsuda, Bawarshi, and others, who question the dominance of one kind of English in the academy. Ultimately, this presentation calls for the decolonization of our writing centers and the embrace of all writers who use them.

Emily Pucker: University of Alabama

"Writing Center in the Face of Anglophone-centrism: A Philosophical Genealogy and Critique of English Language Tutoring from a Multicultural and Decolonial Perspective"

Historically found in English-speaking institutions while commonly working with writers who are English-language learners (ELLs), the writing center is often viewed as either an amplifier of Anglophone-centrism or a site of liberation that assists ELLs to bolster their confidence in English writing and to retain their cultural and linguistic identity. Combining the historical approach, the theoretical lenses of multiculturalism and decolonial thought, and the lore of my own English learning and tutoring experiences, I aspire to reflect on and revise typical ELL tutoring practices in the writing center and promote a pedagogy that might bring greater equality, reciprocity and inclusion.

Peiying (Adeline) Yang: Emory University

G6: Ballroom E

"Tutoring Multilingual Writers at Hispanic-Serving Institutions"

At HSIs, Writing Center tutors explore both barriers and promises of enhancing the tutoring of writing. Our research explores ways to encourage student visits to the writing center. Contributing to more culturally relevant approaches are projects about the familia approach and about how cultural differences affect tutoring style. Projects focused on tutoring methods include addressing perceived language barriers, using TESOL to design scaffolding, helping students acquire and use academic language, asserting the importance of grammar to communicating ideas, and maintaining students' own ideas and voices. All of these studies occur in the context

of the delivery of tutoring help: a study on implementing digital technology for synchronous and asynchronous tutoring sessions addresses this context.

Robin Alvarez: Sul Ross State University, Sarah Roche: Sul Ross State University , Kiahna Garcia: Sul Ross State University, Anthony Quintana: Sul Ross State University , Melissa Montoya: Sul Ross State University , Jason Fortner: Sul Ross State University , Brooke Manual: Sul Ross State University

Session H: 10:00-10:50 (Friday, February 10)

H1: Blues Meeting Room

"Using Transfer Theory and Genre Awareness to Support Creative Writing"

This presentation discusses how a small case study gauges creative writing's perceived place in the writing center and how the center can positively reframe that place through transfer theory and genre awareness. By working from transfer theory and genre awareness, writing centers can help students see how writing skills apply across seemingly disparate kinds of writing including academic, professional, and creative writing. This presentation identifies and resolves disconnections between writing centers and creative writing as part of the center's mission to advocate for all writing.

Michael McCall: Nova Southeastern University

"Examining Creative Student Writers' Perceptions of the Writing Center"

This research project aims to investigate student-writer perceptions of the USM writing center as it relates to personal works, especially creative writing projects. By conducting this study, I hope to answer the question, "what benefits and services, if any, do student-writers believe the writing center has to offer for those working on personal writing projects?" I also expect to provide concrete recommendations to the center on how to improve services for creative projects and how to successfully outreach to creative writers throughout the institution.

Eden Duley: University of Southern Mississippi

"Restoring Orality to the Writing Process through Writing Centers"

Writing Centers can be the place where orality returns to the writing process. Situating the work of a Writing Center in the context of oral tradition incorporates customs of many minority cultures where the oral tradition is strong. Orality brings writing into the physical world, instead

of allowing it to remain an internal, individual experience. Verbally discussing ideas allows the reader to expand and explain their thoughts and allows the tutor to be able to help determine the most effective ways to translate the thoughts into written words.

Lydia Ezell: Georgia State University

H2: Gospel Meeting Room

"Consultants as Captains Guiding Students in the Rhetorical Current"

The Northwest Community College and University of Mississippi DeSoto Writing Centers serve as multiliteracy sites of advocacy for students. Our centers are responding to the changing needs of students by addressing the knowledge gap created by the pandemic. Consultants have adopted extensive modeling of audiences in their tutoring and also take this approach with literacy practices. Modeling skills in real-time is a quick way to improve understanding in a less didactic setting. The efficacy of modeling is bolstered by the collaborative nature of the writing center, where consultants serve as guides by employing empathetic listening skills.

Jeanine Rauch: University of Mississippi, Natacia Faulkner: Northwest Community College, Sam Tiller: Northwest Community College, Trevor Wallace: University of Mississippi, Rivers Mallory: University of Mississippi, Jennifer Cole: University of Mississippi, Sam Allen: Northwest Community College, Austin Beach: Northwest Community College, C.W. Weaver: Northwest Community College, Patrick Jones: Northwest Community College

H3: Rock Meeting Room

"Promoting a Sense of Belonging for Tutors: Acknowledging Tutors' Invisible Disabilities and Strategies for Handling Difficult Clients"

The pandemic, for better or for worse, has created opportunities for tutors and administrators to address the ways that we create inclusive educational spaces. In this panel, two graduate tutors from the University of South Carolina will draw attention to two areas primed for change: accommodating disabled tutors and preparing tutors for the ways that remote modalities may foster antagonistic sessions.

Lily Cooke: University of South Carolina, Katie Long: University of South Carolina, Deidre Evans Garriott: University of South Carolina

"'...at least for now': A Story About Undergraduate Writing Centers and Labor Compensation in Five Parts"

This presentation unpacks data from a recent IRB-supported survey of writing centers focusing on undergraduate tutor labor and wages. With over 125 responses from across the United States, this survey both showcases both the impact of undergraduate peer writing support and the problems that come with low wages for such meaningful labor, especially in Southern states. This presentation is part of a larger, ongoing project concerning undergraduate campus cultures of writing, peer writing support programming based in writing centers, and fiscal value. Given the lessons of the past two-plus years, and the choices we make in how and where we spend our time and efforts, this project aims to both elevate and amplify the stellar work of undergraduate peer tutors while critiquing both explicit and implied systems of power that make such low wages a far-too-common practice in our region. By systematically investigating such practices, combined with taking the stories of writing center directors and undergraduate tutors seriously, can we begin to enact meaningful social and economic change that recognizes the value of collaborative learning -- especially given the lessons of the past two-plus years.
Scott Whiddon: Transylvania University

"How Explicit Organizational Values Influence Peer Tutor Development"

Peer consultants (PCs) play a significant role in higher education, but rarely do they receive intentional and ongoing development. As Etienne Wenger (1998) argues, "whereas training aims to create an inbound trajectory targeted at competence in a specific practice, education must strive to open new dimensions for the negotiation of self" (894). How do we get there? The speaker uses Chickering's (1969) theories about developmental vectors and educationally influential environments to highlight how the U.S. Military Academy at West Point effectively develops its PCs by facilitating a leadership identity and providing professional development to make them competent and confident practitioners.
Vittoria Rubino: U.S. Military Academy at West Point

"Citing Center to Writing Center: Using Citation Resources to Teach Critical Thinking, Choice, and Agency in Research-Based Writing"

Writing centers have sought to influence writing instruction through leadership around plagiarism and citation practices. In our center, we saw a need to develop citation resources in

response to a revised academic honesty policy. Rather than laying out citation rules, we sought to teach citation choices, such as who writers choose to recognize as authorities, and how writers make decisions between preserving the words of writers, mixing original source wording with their own, and writing entirely in their own words. This presentation will outline tutor training practices and resource creation that supports critical thinking, choice, and agency in research-based writing.

Julie Wilson: Warren Wilson College

"Learning about the Use of Sources in Writing Consultations"

This presentation will introduce strategies used by writing consultants during writing consultations on source use, such as direct quoting. The findings of my study show that strategies such as questioning about selection of passages for direct quoting or commentaries on selected passages lead to a better and conscious understanding of source use among international graduate students. I will also discuss how to prepare writing consultants for these consultations.

Romana Hinton: Augusta University

H6: Ballroom E

"A Center of All Trades: Applying Writing Theory Across Disciplines"

Many educational institutions have Writing Centers which focus solely on building writing skills. However, at Donelson Christian Academy, we have been experimenting with applying writing center theory to a variety of other disciplines. We will discuss our methods of integrating theory to develop better tutoring practices across the curriculum, learning new strategies from each field. In this way, we aspire to help other institutions start making connections between disciplines and create a center of all trades.

Trevor Jones: Donelson Christian Academy, May Queener: Donelson Christian Academy Jo Wizer: Donelson Christian Academy, Jake Dockstader: Donelson Christian Academy, Jason Joseph: Donelson Christian Academy, Jr., Eli Marshall: Donelson Christian Academy, Kayla Rothman: Donelson Christian Academy

Keynote Lunch: 11:00 AM-1:00 PM (Friday, February 10)

Welcome & Awards: Ballroom A

Keynote Address: Ballroom A

"'Whose grammar are you hoping I'm teaching?': Tools of Linguistic Justice and How We Can Use Them, An Offering."
What rules do you want us to use as we draft and revise here? What tone are you using in this text? Is it playful? Is it serious? Must it be? Who is your audience and how do you want to address them? Questions that do not assume an answer or even a list of possible answers. Because I do not know the answer. Simple. Also complex. These questions are targeted toward a foundation of white supremacist heteronormative linguistic practices and from linguistic assumptions, a violence carried by normalized rules that assume one rule of a language. bell hooks wrote, "Our visions of tomorrow are most vital when they emerge from the concrete circumstances of change we are experiencing right now." During this address, I will consider the separate parts of <u>a</u> grammar and will apply a practice of radical interconnectedness that helps us to crack those assumptions open and then to develop linguistic justice in various forms with our students, our clients, writers, our colleagues, and with ourselves.
Tawny LeBouef Tullia: Christian Brothers University

Keynote Speaker's Bio:
Keynote speaker's bio: Dr. Tawny LeBouef Tullia (she/her/hers) currently serves as the Dean for the Rosa Deal School of Arts at Christian Brothers University in Memphis, Tennessee. Previous to that appointment, Tullia served as the Writing Program Administrator. In that role, she collaborated with colleagues to re-write and re-vision what a First-year Writing Program needed to be to serve the students entering their educations at CBU. That Program now includes courses that better support the needs of new-to-university writers, multi-lingual learners, and includes a choice-based and multiple measures placement protocol.

Tullia teaches courses on rhetoric, gender, and race; rhetorical theory; and organizes application courses around community-engaged learning. Tullia's research focuses on sport and rhetoric at the intersections of race and gender, as well as building community in classroom and professional spaces, using antiracist practices and a commitment toward Beloved Community.

Dr. Tullia has published work on the importance of authenticity and building community in the classroom. That work appears in the volume On Teacher Neutrality: Politics, Praxis, Performativity, published by Utah State University Press. The chapter titled "Turning Resistances into Engagement" was written collaboratively with Dr. Erika Johnson.

Session I: 2:00-2:50 (Friday, February 10)

I1: Blues Meeting Room
"The Student's Choice: An Analysis of Student Consultation Preference Update"
This panel presentation presents preliminary findings from a quantitative study examining first-time writing center users' decisions about consultation modality. I examine what modalities—in-person, live online, and written feedback—are most common by students' academic cohort (freshman, sophomore, junior, senior, graduate status) and identify patterns in how initial decisions impact future use.
Kaylee Klosson: Augusta University

"Fun and Games in the Multimodal Writing Center"
To what degree can we incorporate fun and games into writing center work without being labeled as lacking seriousness or failing to provide professional support to student writers? This presentation will explore the resurgent interest in "play" in relation to writing centers, and what writing center practitioners can learn from game designers and game studies scholars, especially in the context of providing support to students for composing multimodal works.
Eric Mason: Nova Southeastern University, Julia Mason: Florida Atlantic University

"Updating Writing Center Practices: Embracing the Digital and Multimodal"
The reexamination of writing center services accelerated because of the pandemic. One area that should be reconsidered is how writing center position themselves in relation to writing. Rather than limit themselves to writing, writing centers should rebrand (either metaphorically or literally) as composition centers that can work with a wide range of composition forms; this may include websites, slide presentations, public speaking, social media, and more.
Joseph Cheatle: University of Southern Mississippi

<u>**I2: Gospel Meeting Room**</u>

"The Gathering of Waters: Tears, Taps, and Trade-offs in a Trauma-Informed Writing Center in Jackson, MS"

Jackson and Memphis are connected by flowing water, both the Mississippi River and lead-tainted running water. Painful histories of oppression, powerful histories of activism and change, Language flows, too, rich literatures and dialects, between the cities, through our mouths, families, hometowns, colleges, writing centers, sessions. In February of 2020, I gave a talk at SWCA about radical hospitality in the two-year writing center and my new center's resulting success in adopting a peer tutoring model. A few weeks later, the pandemic hit, and, while my center was able to move from a PBI grant to a permanent home in the English department and return to in-person services in fall 2020, bereavement notices of the deaths of Hinds retirees, family members, and employees, including one of our Vice Presidents, flowed into our Outlook mailboxes. Needless to say, this tragic change overshadowed the positive changes of a person-first approach and a light-filled new space. This presentation about change, advocacy and trauma draws on the narratives and experiences of my students and colleagues as well as research conducted since the pandemic about trends in enrollment, student engagement, and technology. Our operating framework of radical hospitality has been tested but remains in effect, even as extending ourselves brings strain and tension. Last winter, my colleague Kalonni Smith, the Tech Nest coordinator, a trusted confidante of students because of her warmth and thoughtfulness, and a frequent collaborator in student advocacy, and I began to plan a series of talks about trauma-informed student services based on Brené Brown and Tarana Burke's anthology You Are Your Best Thing. However, our attempts to connect interrupted were by unscheduled outpourings of urgent student distress, often caused by the very traumas we hoped to explore in a safe context mediated by professional boundaries. Meanwhile, a year-long sequence of developmental reading and writing courses have been replaced by a catch-all Beginning-Intermediate hybrid English course and a new Student Success Center, which gathers student information from Canvas's "Dropout Detective." I have begun to teach essay workshops to our Adult Education/GED students. However, there is no testing for mastery in tutoring, and I am concerned that many students who already place into Comp I have no history of successful composition behind them. How do technologies meant to address the internal characteristic of self-regulation play into or against our framework? How much is it reasonable to expect of our students in the wake of mass grief and loss? How does burnout affect Writing Center operations, and what mitigations can be made? How can our students' language and

experience be safeguarded in an era of district-wide mandatory rubrics and goals? This presentation will amplify and attempt to answer these questions.

Alissa Elliott: Hinds Community College, Jackson ATC

"Submerged Stories: Legibility, Public Memory, and the Writing Center"

There are many Indigenous sites that are covered in water by way of reservoirs. What role can Writing Centers play in making these submerged stories legible (King 2017)?

Chelsea Murdock: Clemson University

I3: Rock Meeting Room

"Assessing Access in a Changing Writing Center"

In this panel, four members of a writing center at a mid-sized research university reflect on their efforts to enhance accessibility as part of their growing center's recent expansion and rebranding. The presenters detail their efforts to improve the center's accessibility and share practical suggestions with respect to advertisement, procedures, and synchronous and asynchronous writing consultations.

James Garner: Augusta University, Romana Hinton: Augusta University, Hannah Soblo: Augusta University, Odessa Hinton: Augusta University

I4: Ballroom B

"Why You Should Care about C.A.R.E."

Come join the C.A.R.E. Committee to learn about the program. The "Center Acknowledgment and Recognition of Excellence" (C.A.R.E.) program was developed to use institutional and organizational research to provide enhanced resources and opportunities for members of the writing center community. Because the certification is awarded by other writing center professionals, it is more meaningful for the work we do. The SWCA invites centers to apply for certification to be recognized for the value they bring to their consultants, clients, and institutions. Certification applications are welcomed on a rolling basis, and reviewed tri-annually. The presenters will be there to share the program's benefits, offer encouragement, and help you get started on the process.

Jennifer Smith Daniel: Queens University of Charlotte, Layli Miron: Auburn University

"Second-Act Students: Strategies and Considerations for Working with Non-traditional Students"

This panel asks how writing centers can better support non-traditional students. The National Center for Education Statistics defines such students as being over 24 and having "family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives." Three presenters will connect survey data with their life experiences and work with non-traditional students. The first offers strategies for introducing non-traditional students to academic writing. The second shares best practices for working with non-traditional multilingual students. The third considers the dynamic between non-traditional students and tutors and offers strategies tutors can use to adapt.

Mike Boody: University of Alabama at Birmingham, Lauran McInnis: University of Alabama at Birmingham, Katie Oakley: University of Alabama at Birmingham

I6: Ballroom D

"Promoting the Creative: Benefits of Introducing Clubs to Student and Center"

Writing centers are known for their purpose of assisting students with traditionally academic and professional writing, and are often seen as spaces where only the academic and professional exist. Introducing and promoting book clubs and creative writing clubs that are for pleasure rather than academic pursuit is an avenue for writing centers to recognize and support positive and literacy-based student interactions, generate more student involvement with the writing center, and further promote leadership opportunities and development within student tutors.

Duke Jenkins: Kennesaw State University

"Constructing a Writing Center Archive"

Attempts to systematically study the history of writing centers at US-based universities are relatively rare; rarer still are efforts to construct writing center archives, or to theorize what such an archive might look like. This paper offers a nascent attempt at the latter. Drawing on both my professional training as a historian and my engagement with writing center praxis through my work as a graduate student consultant at a writing center, I explore the following questions: what would a writing center archive consist of, and what would be the utility of such an archive?

Jacqueline Allain: Duke University

"Through the Ears- An Audio Presentation"

With many different ways to give and receive information, we as writing studios should be prepared to follow trends and accommodate our writers. So today in hopes of working towards that we will be discussing the audio aspect of multimodality. In the terms of our writing studio, that refers to podcasting, radioing, and even songs. We feel as a writing studio that learning more about audio and our work is extremely important as we continue to grow.

Nijah Colston: Warren Wilson College, Noah Hoyle: Warren Wilson College, Trevor Nail, Sami Weinstein: Warren Wilson College

I7: Ballroom E

"Piloting Partnerships: Expanding Multimodal Tutoring through Undergraduate Research Support"

This roundtable focuses on a pilot collaboration between the Writing Center and the Office of Undergraduate Research at a public liberal arts university. This initiative enables more students to access Undergraduate Research by providing support for oral and written communication skills. An undergraduate peer tutor will discuss her contributions from her perspective as a STEM student, and a graduate tutor will offer viewpoints gathered through observations. The Writing Center Director and the Faculty Director of Undergrad Research will review their process of developing a collaborative vision for aligning Writing Center support with the Undergrad Research programs already in place.

Joy Bracewell: Georgia College & State University , Grace Gote: Georgia College & State University , Rebecca Hathaway: Georgia College & State University, Stefanie Sevcik: Georgia College & State University

3:00-4:00 PM: State Network Meetings

- **Alabama Network:** Blues Meeting Room
- **Florida: Gospel** Meeting Room
- **Georgia Network:** Rock Meeting Room
- **Kentucky Network:** Ballroom A
- **Mississippi Network:** Ballroom B
- **North Carolina Network:** Ballroom C
- **South Carolina Network:** Ballroom D

- **Tennessee Network:** Ballroom E
- **Virginia Network:** Founder's Room

4:00-6:00 PM: **Grad School Mixer in** Founder's Room

Saturday, February 11

Session J: 8:00-8:50 (Saturday, February 11)

J1: Blues Meeting Room

"Come on in: Creating a Culture of Comfort in an HBCU Writing Center"

Composition and rhetoric can be intimidating for many students, especially considering factors such as lack of preparation from secondary school, the thought of validity of essay writing, and imposter syndrome. Writing center administrators must be able to create an environment in which students can be encouraged to express their thoughts to answer whatever assignment is given from their professor. This presentation is to show how creating the culture is necessary in order to lead students to complete writing assignments efficiently. A few examples/experiences will be shared that relate to the presentation.

Kerry Brackett: Miles College

"Beyond Writing: Self Discovery and Sharing"

The Morehouse Writing Center's mission is to empower African American college-aged men to effectively and eloquently communicate through the written language. It is a space where Men of Morehouse come not only to get help to improve their writing skills, but help in navigating their life situations.

Nathaniel Norment, Jr.: Morehouse College

"You Can Sit with Us: The Writing Center as a Safe Space"

The writing center can be a surprisingly intimidating place for both students and tutors. I posit that the writing center should be a safe, judgment free, healthy space for both students and tutors. It is my goal to provide resources and examples of how the writing center could be

improved to become an even safer, less judgmental space for students and tutors. My recommendations include collaboration with campus counseling services, workshops involving campus counseling services, ways to conduct sessions if a student is apprehensive about being overheard, and team-building exercises to increase the feeling of community amongst tutors.
Kylie Petrovich

J2: Gospel Meeting Room
"Resilience and Resistance: An Embodied Approach to Writing Center Practices"
"Oppress," "fight," "change." We hear this vocabulary throughout recent pedagogical frameworks of resilience and resistance. This panel presentation will begin to answer the following questions: what does resilience and resistance looks like in tutoring practices and approaches in writing sessions? What does resilience and resistance look like in writing centers? How do writing centers experience resilience and resistance? And how can writing center administrators support resilience and resistance pedagogy with WC staff?
Nicole Turner: Georgia State University, Tyrell Collins: Georgia State University

J3: Rock Meeting Room
"Meeting Tutors' Personal and Professional Needs"
How do Writing Centers provide tutors with personal support and professional development to meet their needs and grow their practice? In this roundtable, Writing Center directors and tutors at all levels, K12 to post-secondary, will consider tutors' personal and professional needs and share ideas to meet these needs in sustainable and innovative ways.
Melissa Daniels: Deep Run High School, Mia Tambellini: Deep Run High School

J4: Ballroom C
"Navigating Gender in the Writing Center: Adopting New Methods and Approaches to Diverse Gender Identities"
As diverse gender identities become more present in our writing center spaces, it is imperative that tutors and writing center administrators navigate theory and methodology to create a welcoming space, both in-person and online. This panel serves as a start to that conversation and seeks to interrogate the ways Georgia State University's Writing Studio has changed to better anticipate an underserved population in higher academia.
Cameron Moore: Georgia State University, Dylan Maroney: Georgia State University

"Humor in the Writing Center"

This presentation invites attendees to think about the humor they use in their tutoring. The research asked the question of how the rhetoric of humor is used in writing centers and collected perspectives of both tutors and administrators. As indicated by the subject matter, the presenter is required to be hilarious and entertaining. Attend for some laughs and an examination of why the use of humor in tutoring should be taught in writing center orientations and staff meetings.

Sydney Robertson: Georgia State University

J6: Ballroom E

"Tutor-to-Tutor: Developing Meaningful Professional Relationships"

This roundtable will explore several key benefits of strengthening the interpersonal bonds between tutors at writing centers, particularly now as post-pandemic lifestyles, habits, and attitudes develop. Presenters will specifically explain the role that building community can play in avoiding harmful hierarchical dynamics and encouraging interpersonal trust necessary for professional growth. Attendees will not only learn strategies to facilitate bonding in-person and digitally but also share and develop their own ideas through active discussion.

Maggie Sharp: University of Alabama at Birmingham, Emmett Christolear: University of Alabama at Birmingham, Kate Oakley: University of Alabama at Birmingham, Madison Owens: University of Alabama at Birmingham

Session K: 9:00-9:50 (Saturday, February 11)

K1: Blues Meeting Room

"'Switching Profiles': Promoting the Critical Reading of Software in the Writing Center"

This presentation shares the initial results of a study of the procedural rhetorics of writing center administrative software (e.g., TutorTrac, WCOnline) to suggest ways that centers might serve as spaces for further collaborative and critical readings of software. Select ideas from software studies are then used to sketch out possible models for how such investigations might inform tutor education and further research.

Matthew Bryan: University of Central Florida

"Creating Graduate Writing Groups at Georgia College"

Graduate writing groups provide time, space, and guidance for graduate students to develop writing specific to their discipline through facilitated peer-to-peer feedback. The Georgia College & State University (GC) Graduate School Administration and Writing Center are collaborating on finalizing the implementation of groups for the master's-level programs offered on and off-campus. With the groups' structure, interested programs, and resources to train facilitators identified, graduate writing groups will soon improve writing and communication within GC's graduate programs as they have done in other institutions throughout higher education.
Dan Johnston: Georgia College & State University

"The Role of the Research Coordinator: Researching Renewal and Coordinating Advocacy in the Writing Center"

In my presentation, I will discuss how I narrowed my scope as Resource Coordinator to focus on areas where I could not just affect the most change, but also advocate for both students who visit the center and the workers who serve them. I can help make more ambitious projects a reality, providing an extra pair of hands for different teams, and thus assisting in making the writing center as accessible as possible.
Nathanael Williams: Georgia College & State University

K2: Gospel Meeting Room

"A Discussion of Strategy: Undergraduate Peer Consultant Training"

This round table will be a discussion of the various methods of training for undergraduate consultants in communication center work. The discussion will take place between peer consultants from the Georgia Tech Communication Center and audience members. Questions asked will surround advantages and disadvantages consultants (peer and professional) perceive in the transition from training to tutoring.
Stephanie Olivia: Georgia Institute of Technology (Georgia Tech), Lily Soetebier: Georgia Institute of Technology (Georgia Tech), Alyssa Ramos: Georgia Institute of Technology (Georgia Tech), Abigail Reams: Georgia Institute of Technology (Georgia Tech)

K3: Rock Meeting Room

"Translating Differences: Bridging the Gap between International Students and Writing Centers"

Previous studies have found variable results surrounding what international tutees find beneficial. Conversely, tutors have expressed concerns about their own ability to tutor international students. This project aims to investigate tutee experiences, their preferred tutoring strategies, and potential instances of bias within Agnes Scott's Center for Writing and Speaking. A focus group was held to collect qualitative data from current international students. With the results from this study, center materials and training will be updated to reflect the unique and evolving needs of this student population.

Adelaide Harris: Agnes Scott College, Arabella Lewis: Agnes Scott College, Shutong Guo: Agnes Scott College, Rejoice Lopuke: Agnes Scott College, Chloe Gilkesson: Agnes Scott College

K4: Ballroom B

Submitting to Southern Discourse

Come to this session to pitch your article to the editors of *Southern Discourse in the Center* or workshop your idea with a supportive group*.* Even in you don't have an idea yet, you can learn about *SCD* submission and editorial process. If you are interested in contributing an article to the journal, joining the editorial staff, or serving as a reviewer for the journal, this is the session for you.

Scott Pleasant: Coastal Carolina University, Devon Ralston: Winthrop University

K5: Ballroom C

"Therapeutic Writing for College Students Amid the Changing COVID-19 Landscape"

The proposed roundtable will focus on writing and its therapeutic benefits for college students, specifically in the context of the deeply impactful COVID-19 pandemic.

Natalie Gutierrez: Florida International University

K6: Ballroom D

"Beyond Writing Center Lore: Adapting to Students' Changing Needs"

Coming from the perspective of the director and a doctoral writing tutor from a seminary writing center that primarily serves non-traditional and online students, this roundtable discussion focuses on how writing centers can step away from writing center lore and adapt to serve the needs of changing student populations. The presenters will organize discussion around recent writing center literature, their experience with implementing asynchronous tutoring in their

writing center, and feedback from non-traditional students on their writing center preferences and needs.

Katherine Frankel: The Southern Baptist Theological Seminary, Alisha Biler: The Southern Baptist Theological Seminary

10:00-10:50: Coffee in *Prefunction A*

Session L: 11:00-11:50 (Saturday, February 11)

L1: Blues Meeting Room

"Braving the Rapids Together: Shaping Spaces for Writing and Literacy"

A record number of freshman student writers, striving to brave the rapids of college academic discourse, came to the Tennessee State University Writing Center in Fall 2022. The TSU Writing Center staff were also navigating new waters of record enrollment, changes in leadership, understaffing, and no budget. Having opened our online and on-campus spaces to writers, students' challenges and our challenges have prompted us to question how we can best support and advocate for writers and our writing center/space. We plan to discuss our progress reshaping our spaces and learn from others' experiences.

Lori Danley: Tennessee State University, Rhonda Kavan: Tennessee State University

"Horizontal Mentoring"

Our mentoring program at MTSU embraces the same concepts of anti-hierarchical structure that we value in peer tutoring: a more equitable power distribution; collaborative knowledge-making; rhetorical listening. Likewise, in our mentoring structure, we rely upon a peer-to-peer mentoring structure. We find that this horizontal mentoring structure can create a fairer, more democratic space where tutors feel empowered to have meaningful discussions about their tutoring practices and experiences. In this panel, we will describe our peer mentor structure and include voices from peer mentors and their experiences fulfilling their roles.

James Hamby: Middle Tennessee State University, Erica Cirillo-McCarthy: Middle Tennessee State University, Keri Carter: Middle Tennessee State University

L2: Gospel Meeting Room

"Synching with rhythms of student experience: Expanding the conversation with new perspectives and structures in the writing center"

The Appalachian State writing center used the pandemic as an opportunity for renewal and reengagement in training student consultants. Using R. Mark Hall's (2017) framework for developing an inquiry stance, the redesigned course places issues of equity and inclusion at the center of the curriculum to emphasize professional development for critical literacy work. The goal is to create a sustainable cycle that actively listens to and engages with the shifting rhythms of student learning styles while working for language justice. This panel will discuss curricular changes and student consultants will share highlights from their projects.

Julie Karaus: Appalachian State University, Zitalya Leathers: Appalachian State University, Mariana Bonilla-Quesada: Appalachian State University, Ian Daniel: Appalachian State University, Daniel Weaver: Appalachian State University

L3: Rock Meeting Room

"Navigating Actual and Aspirational Campus Leadership for Writing Center Directors"

A recent call inquiring about Writing Center Administrators as campus leaders compelled our panelists to consider how we as Writing Center Directors are possibly positioned as de facto campus leaders. Initially, most of us experienced a moment of discomfort when considering ourselves as campus leaders. This panel hopes to explore that discomfort in hopes of moving towards a braver position where we move from "experts to leaders;" embrace a multimodal leadership framework that sees leadership less as climbing a hierarchical ladder and more as a relational grassroots movement, and consider our programs as aspirational spaces that work for a greater good within often fraught institutional ecologies.

Jennifer Daniel: Queens University of Charlotte, John Bradley: Vanderbilt University, Aaron Beasley, Graham Stowe: Canisius College

L4: Ballroom C

"Antiracist Training Redesign: Planning and Implementing Change in the Center"

In August 2022, our center piloted the redesigned writing consultant training curriculum we had been developing for over a year. Although our training curriculum previously incorporated conversations about antiracism, our efforts here focused on creating a curriculum that centered antiracism robustly. In this presentation, I will address how our center's administrative team prepared for our redesign, how we undertook the redesign effort, and what feedback our writing

consultants shared in their training evaluations. As the lead on this project, I will also share recommendations for a successful redesign process.

Megan Minarich: Vanderbilt University

"I Hear You: Utilizing Authentic and Active Listening Skills with Multilingual Writers"

How do we listen to students in the writing center? Scholar Maureen McBride writes, "Essentially, the student must be listened to, respected, and trusted in order for self-actualization to occur" (2018). While listening is a critical skill for consultants to employ with all students, it can be especially useful with multilingual consultees. This session will familiarize participants with the concepts of authentic and active listening, which are two critical listening skills that can be utilized to help consultants effectively empathize with multilingual students, understand and address their concerns, and support them in authentic, written self-expression.

Mary Beth Bauermann: William & Mary

"Using Culturally Relevant Metaphors in Tutoring International Students"

Teaching American writing principles to international, non-native English writers is challenging. Using culturally relevant metaphors has been effective in advocating and bridging international students' cultural identities to the American writing process. By using student-generated, culturally relevant metaphors to teach American writing principles, this session will provide you with several culturally relevant metaphors to use in your very next tutor training meeting.

Ban Phung: Brigham Young University-Hawaii

L5: Ballroom D

"The Translingual Approach: Unifying A Writer's Voice"

This presentation focuses on the significance and interpretations of adopting a translingual to writing, editing, and understanding text. Using explanations of this approach from both Horner (Language difference in writing: toward a translingual approach) and Canagarajah (Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging), the presentation analyzes on the practical application of the translingual approach, delving into the applicability of codemeshing in real writing examples, and emphasizing the root purpose of this approach: helping an author to engage in their own authentic voice.

Ekta Anand: Vanderbilt University

"Writing Confidence Differences Between English Language Learners and Non-English Language Learners in Asynchronous Tutoring Sessions"

Writing centers have experienced significant changes during the pandemic and current times to better accommodate students. Considering this, asynchronous tutoring has become more commonplace. However, few studies have focused on how asynchronous tutoring affects English language learners' writing confidence. It is important, therefore, to examine confidence resulting from these sessions to see the differences between ELL and non-ELL writers. I will share data from a survey about writing confidence and include analysis from an independent samples t test comparing confidence scores between ELL and non-ELL writers resulting from asynchronous sessions. I will also discuss recommendations for further research and practice.
Keri Carter: Middle Tennessee State University

"Most Common Issues Writing Consultants Encounter with ESL Speakers; Practical Solutions"

This study surveyed university writing consultants to investigate the most common issues ESL students encounter with their writing and to overcome them. The findings suggest that ESL students commit different kinds of errors depending on their English language proficiency such as verbs agreement, misusing and overusing cohesive ties, and producing incoherent texts. Implications for coping with ESL students' struggle and recommendations for future research directions are discussed in the presentation.
Bakheet Almatrafi: The University of Memphis, Uthman Alzuhairy: The University of Memphis

Session M: 12:00-12:50 PM (Saturday, February 11)

M1: Blues Meeting Room

"Listen to Your Tutors: Discrimination Against Race, Gender, and the LGBTQ+ Community in the Writing Center"

This panel presentation explores how implicit biases and discriminations against sexuality, race, and gender can arise in writing centers, with local data and testimonies from the presenters' writing center used to illustrate how these biases can adversely affect tutor-client interactions and program functionality as a whole. Four presenters will examine a specific dimension of this problem, with the first three speakers examining the importance of intersectionality in

relationship to sexuality, race, and gender. The fourth speaker will discuss practical solutions that writing centers can implement to combat discrimination and promote inclusivity.

Maggie, Sharp: The University of Alabama at Birmingham, Brianna Carnley: The University of Alabama at Birmingham, Emmett Christolear: The University of Alabama at Birmingham

M2: Gospel Meeting Room

"Transitioning Between STEM and Humanities Disciplines in the Writing Center"

Our workshop focuses on how liberal arts students and consultants often have to switch their disciplinary frames when transitioning in-between STEM to humanities classes. As writing consultants, we are tasked with helping students understand what different disciplines require and tackling the frustrations that can come along with this process. Our ultimate goal is to help consultants become better generalists consultants by understanding different disciplines and their writing styles. Workshop participants will hear from Callista Tyson and Shadira Chester, both liberal arts students at Berea College and staffers in the writing center, discuss how and their experience with their own transitions between disciplines.

Callista Tyson: Berea College, Shadira Chester: Berea College

"Improving Data Literacy in Writing Studio Consultations"

This presentation will provide practical strategies for consultants to feel more empowered editing data analysis including questions consultants can ask themselves as a reader, some common data misconceptions to look for, and easy ways to help writers avoid them.

Chloe Hall: Vanderbilt University

"Teaching from the Outside: Life as a Writing Tutor and Federal Employee."

This session will discuss the process of navigating my role as both writing tutor and federal employee at National Defense University, a Department of Defense-affiliated, graduate-level, Professional Military Education (PME), and how military culture aligns with Writing Center best practices.

Trela Anderson: National Defense University

M3: Rock Meeting Room

"The Practical Application of Accessible Spatial Design for Sensory Issues in High School Writing Centers"

Little research exists in how to make writing centers accessible to people with sensory issues, especially in high school writing centers. However, by using flexible spatial design which can be changed for each individual tutee's needs, high school writing centers, and therefore writing centers everywhere, can make their centers accessible. This proposal explores the possible solutions and limitations of the practical application of flexible, accessible spatial design in high school writing centers.
Kaelyn Hardin: Middle Tennessee State University

"The (Writing) Center of Your Peace: Cultivating, Maintaining, and Expanding Safe Spaces From the Top Down"
This presentation explores the ways writing centers can build a safe space for consultants and clients alike by demonstrating how one center provides a model of positive reception. As a consultant with anxiety, I have been able to see how leadership at my writing center creates a safe and open space for everyone. From my first interview where I learned the center's core value of kindness to my own session notes where I help students feel less alone in their writing, I will share effective strategies I have learned through experience which contribute to a safe and positive environment.
Claire Scobie: Nova Southeastern University

"Strategies for Working with Writers with Autism Spectrum Disorder"
Many writers with Autism Spectrum Disorder might find common aspects of the Writing Center challenging. This presentation highlights best practices for facilitating productive consultations for writers with ASD, and includes actionable strategies and practical exercises to facilitate learning. This presentation centers on diverse practices which are accessible to writers at various points on the autism spectrum.
Kat McKay: University of Tennessee Chattanooga

M4: Ballroom C
"Meeting Them Where They Are: (Re)Considering Outreach and Social Media"
This three-presentation panel explores the topic of writing center outreach and promotion post-pandemic. The first presentation discusses a general focus on outreach at STEM institutions and describes how services outside of the typical session contribute to outreach. The second highlights a case study on revamping social media, and the third addresses how outreach

initiatives serve as active practice for consultants. The panel concludes with takeaways regarding implementation at other institutions.

Lily Soetebier: Georgia Institute of Technology, Abigail Reams: Georgia Institute of Technology, Alyssa Ramos: Georgia Institute of Technology

Thank you for coming!

See you at Emory University in 2024.