

CLOSING THE CIRCLE

Theorizing Practice, Practicing
Assessment, and Assessing Theory



NORTHEAST WRITING CENTER ASSOCIATION
College of the Holy Cross | March 24-25, 2018

NEWCA 2018 WELCOME

Robert Mundy, Steering Committee Chair



On behalf of the Steering Committee, I would like to welcome you all to NEWCA 2018. In what seems to be an eternity ago, NEWCA was one my earliest conference experiences, a time in which I first became aware of the support and mentorship this community of teachers, writers, tutors, and researchers offers. Words cannot express my gratitude for the years of encouragement and guidance I have received throughout the many stages of my academic career.

Thank you to both our host institution, College of the Holy Cross, for making available its resources and facilities, and the Center for Writing's staff and administration for dedicating their time and, most importantly, expertise. Through their efforts, they have provided us with yet another opportunity to continue exploring our field and ourselves. I would also like to thank the steering committee and all of the NEWCA members who began preparations for this weekend only minutes after last year's event came to a close, getting right to work, never taking a minute to catch their collective breath. The entire organization has worked tirelessly to take an idea in its infancy and develop it into this year's theme: "Closing the Circle: Theorizing Practice, Practicing Assessment, and Assessing Theory."

What excites us about the upcoming weekend is the sheer scope of conversations that will be had, dialogue that is free to move in many directions, while still finding a sense of overarching focus. Over the next two days, the local stories of our day-to-day experiences, the tests we face and the manner in which we respond to such challenges, will, with any luck, serve to inform and inspire. The recursive nature of our work will take center stage, signaling what we already know to be true, that in order to be successful in our assigned duties we must continually think about our practices. Theorizing and assessing at each and every turn—experimenting, asking questions taking risks, and returning to our centers better informed—enables us to best engage the writers we encounter and further equip ourselves to be mindful and self-reflective practitioners.

From the entire steering committee, we thank you for partaking in NEWCA 2018 and hope you leave feeling both accomplished and invigorated.

SCHEDULE AT A GLANCE

“Closing the Circle,” NEWCA 2018

SATURDAY, MARCH 24

Registration and Breakfast	7:45am-8:45am
Dunn Reception Room in Hogan	
Welcome and Keynote	9:00am-10:15am
Hogan Center Ballroom	
Concurrent Session 1	10:30am-11:45am
Lunch and Awards	11:45am-1:00pm
Dunn Reception Room and Hogan Center Ballroom	
Concurrent Session 2	1:15pm-2:30pm
Concurrent Session 3	2:45pm-4:00pm
Concurrent Session 4	4:15pm-5:30pm

SUNDAY, MARCH 25

Breakfast	8:00am-9:00am
Dunn Reception Room in Hogan	
Concurrent Session 5	9:15am-10:30am
NEWACC Meeting	9:30am-12:00pm
Dinand Library, Center for Teaching Lounge, 2nd Floor	
Concurrent Session 6	10:45am-12:15pm
NEWCA Steering Committee Meeting	12:30pm-2:00pm
Hogan 304	

The Northeast Writing Center Association is a regional affiliate of the International Writing Centers Association (IWCA). NEWCA brings together a diverse group of secondary and postsecondary educators from around the region. Each year NEWCA presents a conference with various themes.



NortheastWCA



@NEWCAconference



NortheastWCA.org



Harry Denny is Associate Professor of English and Director of the Writing Lab at Purdue University. Before heading to West Lafayette, he was faculty director of the University Writing Center at St. John's University in New York City. Under his leadership, that writing center, along with the university's Writing Across the Curriculum Program, were recognized as Conference on College Composition & Communication Writing Programs of Excellence in 2014.

Harry's research focuses on composition studies, writing center theory and practice, cultural studies and research methods. His research also analyzes the rhetoric of social movements and identity politics, particularly around LGBTQ issues at the intersection of race, economic class and institutional or systemic oppression. With Robert Mundy, Richard Sévère, Lila Nayan, and Anna Sicari, Harry has co-edited the collection, *Out in the Center: Public Controversies, Private Struggles* (Summer 2018, Utah State University Press). Harry's first monograph, *Facing the Center: Towards an Identity Politics of One-to-one Mentoring* (Utah State University Press), explores how sociocultural dynamics impact the everyday interaction of writing conferences. His co-authored article with Anne Ellen Geller, "Of Lady Bugs, Low Status and Loving the Job," published in *Writing Center Journal*, won the Best Article Award from the International Writing Centers Association in 2014. Harry is currently at work on two book projects: One on the contemporary politics of gender and sexuality around masculinity that's being co-authored with Robert Mundy, and another on contemporary civil rights rhetoric in Supreme Court activist briefs.

Harry received his Ph.D. in 1996 from Temple University in Rhetoric and Communication. He also holds an M.A. in sociology from the University of Colorado.

NEWCA STEERING COMMITTEE

“Closing the Circle,” NEWCA 2018

Robert Mundy, Chair, NY State Representative
Michael Turner, Vice Chair, NY State Representative, Website Manager
Richard Severe, Chair Ex-Officio
John Hall, Treasurer
Elizabeth Powers, IWCA Representative, ME State Representative
Laurie Britt-Smith, NEWACC Chair
Kate Tirabassi, NEWACC Vice Chair, NH State Representative
Stefan Spezio, Listserv Manager, NY State Representative, CFP Writer
Sami Grayson, Historian
Sophia Mavrogiannis, Blog Manager
Stephanie Carter, Scholarship Committee Co-Chair, RI State Rep.
Rebecca Martini, Scholarship Committee Co-Chair
Cyndi Smith, Proposal Reading Committee Co-Chair
Kelli Custer, Proposal Reading Committee Co-Chair, CT State Rep.
Susan DeRosa, Proposal Reading Committee
Jan Robertson, Proposal Reading Committee, NY State Representative
Kristina Reardon, MA State Representative
Catherine Siemenn, NJ State Representative
Dalyn Luedtke, VT State Representative

The 2017-2018 Steering Committee honors Patricia Bizzell, Ph.D:

As NEWCA hosts its annual conference this year at the College of the Holy Cross, the home institution of Patricia Bizzell, Ph.D, since 1978, the steering committee would like to honor Professor Bizzell’s work as a highly influential, ground breaking scholar and teacher. Professor Bizzell is a Distinguished Professor of English and an early champion of writing center pedagogy. She founded the Writer’s Workshop in the early 1980s and directed it and the writing-across-the-curriculum program at Holy Cross until 1994. Her contributions to the discipline of Rhetoric and Composition are numerous, including over 60 articles on Composition, and seven authored and co-authored books. She was given the CCCC Exemplar Award in 2008, and she continues to teach and expand her research agenda.

The 2017-2018 Steering Committee extends gratitude and thanks to:

Margaret Freije, Provost and Dean of the College of the Holy Cross, **Mary Ebbott**, Dean of the Faculty, **Helene Uysal**, Director, Academic Budget and Operations, **Laurie Ann Britt-Smith**, Director, Center for Writing, **Kristina Reardon**, Associate Director, Center for Writing, **Kate Riley**, Administrative Assistant, Center for Writing, **Patricia Bizzell**, Distinguished Professor of English, **The Staff of the Holy Cross Writer’s Workshop**, and the **Office of Academic Affairs**.

CONCURRENT SESSION 1

Saturday, 10:30am-11:45am

HOGAN 407

Roundtable: *And How Does That Make You Feel?: Impressions Before Sessions*

KEENE STATE COLLEGE: Katherine Tirabassi, Director; **Cynthia Smith**, Assistant Director; **Caroline Gamble**, Head Tutor; **Adam Filkins**, Tutor; **Aleah Sussman**, Tutor; **Erin Morley**, Tutor; **William Sheerin**, Tutor

In this roundtable, presenters will share survey results focusing on how students' first impressions about the Center can change based on tutoring sessions. Presenters will share themes from tutors' pre- and post-session notes reflecting on factors that affect their first impressions of students. After sharing this research, presenters will lead a discussion to learn about innovative ways to generate conversation and strategies that create more positive first impressions and to strengthen student-tutor interactions.

HOGAN 304

Roundtable: *Can You Fix Me?: Negotiating a Non-Directive Approach with Non-Native English-Speaking Clients*

ST. JOHN'S UNIVERSITY: Celina Chapman, Writing Consultant; **Abiesha Smith**, Writing Consultant, **Marla Katz**, Writing Consultant; **Panayiota Charidemou**, Writing Consultant

St. John's Writing Center consultants Marla, Penny, Abiesha, and Celina will lead a roundtable discussion about our research on and utilization of Jennifer Ritter's essay, "Recent Developments in Assisting ESL Writers." We will facilitate conversation on non-directive approaches while collaborating with non-native English-speaking clients. As the nation grapples with "othering" non-native English speakers, we will explore how writing centers meet the needs of clients/consultants and all respective members of our intellectual and social communities.

HOGAN 305

Individual: *The Politics of Tutoring: Inquiring Into Difference at the Writing Center*

UNIVERSITY OF MASSACHUSETTS, AMHERST: Robin Garabedian, Assistant Director; **Kyle Piscioniere**, Graduate Tutor

This presentation examines the possibilities and effects of focusing professional development around questions of difference. Drawing from the professional development conducted at the University of Massachusetts - Amherst Writing Center, to address issues of race, ethnicity, and xenophobia in our practice, the presenters examine how we conducted this work in order to open a conversation with our audience about anti-racist work in writing centers and the kind of action we can and should be taking.

Individual: *Tool & A Weapon: Trans-ing the Writing Center*

NYU TANDON SCHOOL OF ENGINEERING: Zef Lisowski, Writing Consultant; **Jesse Rice-Evans**, Writing Consultant

Peer-to-peer consulting and tutoring services allow for students with marginalized identities to articulate and claim their own narratives in exciting, disruptive ways. Writing Center pedagogy explicitly encodes a neoliberal post-identity-politics moment into its pedagogy, but there are revolutionary opportunities at the junction of student and tutor, and the sometimes-messy liminal space carved by peer support services. This radical potential is especially visible in interactions between trans and gender-nonconforming tutors, students, and peers, a subject surrounded by relatively little scholarship. Drawing on our own embodiments as gender-(il)legible bodies, both trans and allied tutors, this presentation explores issues and initiates a conversation on how to both insert transgender into the writing center and challenge the post-identity constrictions that limit its presence therein.

HOGAN 320

Workshop: *Workshop: [Re] Directive Approaches and Assessment for STEM-trained Tutors*

UNITED STATES COAST GUARD ACADEMY: Christopher J. La Casse, Ph.D., Assistant Writing Center Director; **Mariette C. Ogg**, LCDR, Acting Writing Center Director

At our STEM-focused service academy's writing center, which is largely staffed by STEM faculty, both mentors (tutors) and students have resisted "minimalist" and "collaborative" tutoring models. This workshop explores how and why directivity in tutoring sessions can lead to student-centered sessions while at the same time socializing STEM-trained tutors and students in the writing process.

HOGAN 402

Roundtable: *Reassessing Our Responses to the Everyday Language of Oppression*

UNIVERSITY OF CONNECTICUT: Kathleen Tonry, Associate Professor and Associate Director of the UConn Writing Center; **Gabe Morrison**, PhD Student and Assistant Director of the UConn Writing Center; **Anneliese Lapides**, Student and Tutor at the UConn Writing Center

This roundtable draws from our experience using Brown and Suhr-Sytsma's 2011 article, "Theory in/to Practice: Addressing the Everyday Language of Oppression in the Writing Center." Six years later, we realize our national and local climate around oppression has substantially changed. Through an interactive exercise and discussion, we hope to engage our audience as we reassess the heuristics developed in that piece and think through the possible extensions of and limits to that earlier work.

HOGAN 403

Individual: Language and Identity as Resources in a Writing Center's Community of Practice

SUNY POTSDAM: Jennifer Mitchell, Director of SUNY Potsdam Writers' Block and Associate Professor

In negotiating the diverse social backgrounds of tutors, staff, and writers, our center has drawn on theoretical work on identity politics, discursive resources, code meshing, and community of practice. This session will discuss the impact of these theories on our tutor education and training efforts.

Individual: Tools for Dialogue: Investigating the Conversational Aspect of Tutoring

COLLEGE OF THE HOLY CROSS: Lucas Hildreth, Peer Consultant

A peer tutor presents findings from a study on the efficacy of four specific conversational techniques in sessions. The study involves a post-session survey that generates data on students' thoughts on the helpfulness of each technique. The data will be analyzed through tests of significance, and the study as a whole attempts to close the gap between theory and practice as it relates to peer-to-peer conversations in writing center contexts by assessing specific data points.

HOGAN 406

Group Panel: Why and How You Should Host a Secondary School Writing Center Conference

UNIVERSITY OF CONNECTICUT: Tom Deans, Writing Center Director; **Christopher Iverson**, Graduate Assistant Director; **Sierra Rice**, Undergraduate Tutor

This panel offers both a theoretical rationale and practical tools for writing centers that wish to help local schools start and sustain peer writing centers. Colleges can use the infrastructure they already have in place to host a conference for teachers and students, which is a practical way to build a network. A writing center director chronicles lessons learned from ten years of doing this kind of work, and the two tutors who organized the most recent conference share how they did it.

HOGAN 409

SIG: Drilling Down Into Data Sets

Chaired by **Harry Denny**, Associate Professor of English,
PURDUE UNIVERSITY

CONCURRENT SESSION 2

Saturday, 1:15pm-2:30pm

HOGAN 407

Workshop: Tutors Have Feelings, Too: The Phenomenon of Emotion in Tutoring Practice

WESTERN CONNECTICUT STATE UNIVERSITY: **Kelli Custer**, Director; **Charlie Falaguerra**, Writing Consultant; **Kendyl Harmeling**, Writing Consultant; **Zachary Schroeder**; **Bill Silvia**, Writing Consultant; **Sophie Pizzo**, Writing Consultant

Nearly every tutoring manual offers advice to tutors for helping emotional writers. However, the emotions that new tutors experience are rarely discussed. This panel will open a conversation about the phenomenon of humans helping other humans. In the workshop, we will share and invite reflections from participants. We will explore if the shared emotional experience is data and, if so, how tracking data can help us understand the emotional labor of tutoring.

HOGAN 304

Workshop: Assessing and Responding to Stress/Anxiety in Tutoring Sessions

UNIVERSITY OF VERMONT: **Sue Dinitz**, Writing Center Director; **Drew Pizzo**, Peer Writing Tutor; **Laura Felone**, Academic Coach and former Peer Writing Tutor

We examine how stress and anxiety operate in sessions, and consider how exploring the causes of stress can open up more targeted strategies for responding, both in supporting writers and when applied reflexively to the practice of tutoring. Groups will discuss scenarios describing a stressful situation that the tutor wasn't sure how to address, practicing some of the strategies presented in the first part of the session and developing additional ones to share.

HOGAN 305

Individual: Centering the Tutor: An Experiment with Assessment

UNIVERSITY OF MASSACHUSETTS, LOWELL: **Taylor Steinbrecher**, Peer Tutor; **Mary Gormley**, Director

This presentation shares the development and progress of an ongoing writing center self-assessment primarily designed and carried out by an undergraduate peer tutor. Presenters argue that because the writing center is a site of learning and professional development for tutors as well as clients, assessments designed by tutors, with particular attention to tutor experience, benefits both tutors and clients, and helps to address institutional concerns and constraints.

Individual: Asking Questions and Making Meaning: Writing Centers as Leaders in Assessment Conversations

MASSASOIT COMMUNITY COLLEGE: **Erin Harte**, Writing Center Coordinator

This presentation examines the ways that one community college writing center has helped to support the developing culture of assessment on campus. This pre-

sentation will also consider some of the challenges the writing center has faced in the cultivation of a meaningful assessment program for the writing center itself, as it has undergone significant physical, technological, and pedagogical transformations in the last four years.

HOGAN 320

Group Panel: Building Bridges: Exploring and Strengthening Teaching Assistant and Tutor Alignment

UNIVERSITY OF MAINE: Paige Mitchell, Ryan Dippree, and Kat Dubois

Writing Center tutors and first-year composition teaching assistants both help students develop as writers, but do so in very different ways. In an ongoing study aimed at bringing a Writing Center and a FYC program into alignment, we draw on interviews, document collection, and observations to understand overlaps and divergences between demands on first-year writing GTAs and Writing Center tutors. We present some principled practice for strengthening overlaps and minimizing divergences.

HOGAN 402

Individual: Late Night Write Night: Incorporating High Impact Practices in Writing Center Events

SOUTHERN NEW HAMPSHIRE UNIVERSITY: Selina Marcille, Writing Tutoring Coordinator; Megan Leger, Writing Graduate Assistant

In this 20 minute presentation, we will share our journey with the Late Night Writing Night program and how other schools can create their own Late Night Write Night event. We will discuss how Southern New Hampshire University's Woak Learning Center created this writing based event that focuses on Kuh's 10 high impact educational practices.

Individual: Problems, Procedures, and Practice: Using the Point-Predict Method in the Writing Center

STATE UNIVERSITY OF NEW YORK AT ALBANY: Stacie Klinowski, Peer Tutor

"Problems, Procedures, and Practice: Using the Point-Predict Method in the Writing Center" responds to Rebecca Block's proposal of the point-predict method in her article "Disruptive Design: An Empirical Study of Reading Aloud in the Writing Center." First addressing concerns over the directive nature of this method, this presentation proposes a revised procedure for using point-predict. This presentation also reports research on how point-predict can make writers more aware of organization and audience when writing.

HOGAN 403

Workshop: The Transformation of Writing Tutor Training: An Internship Model in the Digital Age

GORDON COLLEGE: Lynn Marcotte, Assistant Professor of English and Writing Center Coordinator; Rachel Edney, Peer Writing Tutor; Jenny Broder, Peer Writing Tutor; Hannah Park, Peer Writing Tutor

Tutor training traditionally involves theoretical and practical training, pedagogy combined with experience. In this digital age, training must be practical and relevant. We have redesigned our tutor-training course to take skills beyond the classroom and writing center. Using presentations, brochures, websites and tutorials, our tutors combine their training and research to more fully serve our campus. Through workshop and roundtables, we will share projects, brainstorm together, and hear innovative training ideas from other writing centers.

HOGAN 406

Poster: *Do they think they do what we think we do?: Examining Writer & Tutor Goals in Both Online & In-Person Help Requests & Session Notes*

UNIVERSITY OF MAINE AT AUGUSTA: Rachel King, Undergraduate Peer Tutor; **Amy Jones**, Undergraduate Peer Tutor; **Michelle Roderick**, Undergraduate Peer Tutor

This poster presentation reviews a collaborative assessment activity undertaken by three undergraduate peer tutors and their director during '17 - '18. The tutors share highlights from their comparative review of the language of student help requests and the language of tutor post-session notes. The poster includes data visualization, opportunities for "closing the loop" that stem from their findings, and a clearly outlined methodology for passersby interested in constructing a similar review.

Poster: *Decrypting the Dialogue: How the First Five Minutes Shapes the Session*

KEENE STATE COLLEGE: Joseph B. Lendaro, Tutor; **Sonja Martineau**, Tutor

In a poster session, Keene State College tutors will share their research on the interaction and dialogue techniques used in tutoring sessions that shape first impressions. Through a combination of psychological and writing center research, observations, and post-session interviews with tutors, the presenters will discuss how tutors can adopt specific behaviors or practices that create positive first impressions.

Poster: *Faculty Writing Retreats as Sites for Reflection on Student Writing*

AMHERST COLLEGE: Cassie Sanchez, Senior Writing Associate; **Jessica Kem**, Associate Director of the Writing Center

Amherst College's writing center, like many others, supports faculty writing by offering a variety of structured retreats. Faculty appreciate and benefit from our efforts, but we are curious about whether these programs influence how faculty think about and teach writing. Our research considers the ways that our two areas of faculty support (as writers and teachers) overlap, inform each other, and create more meaningful writing and teaching experiences.

Poster: *From Student Writers to Tutoring Approaches: Navigating the Spectrum of Students' Needs*

UNIVERSITY OF RHODE ISLAND: **Robert Halley**, Undergraduate Peer Tutor

This poster presentation addresses two long-standing debates in writing center studies-directive versus non-directive tutoring on the one hand, and the role that disciplinary expertise plays in tutoring on the other. Specifically, I draw on recent theory to examine the ways these two conversations impact practice, and propose tutor training practices designed to maximize student tutors' resources and discursive knowledge in relation to the writing that students from across the disciplines bring into writing centers.

HOGAN 409

Individual: *Subconscious Decision-making: Construction and Communication of Feedback in Writing Tutoring*

UNIVERSITY OF NEW HAMPSHIRE: **Alicia Clark-Barnes**, Graduate Student

This presentation shares results of a study investigating which tools for providing feedback writing assistants employ in online and face-to-face settings and how they are used or re-designed in each setting. Some findings were incorporated into a Twine game designed to assist writers in choosing between formats. I hope to discuss how the study and game can be used by writing assistants to reflect on their practices as well as provide more information to writers.

Individual: *Problems, Procedures, and Practice: Using the Point-Predict Method in the Writing Center*

STATE UNIVERSITY OF NEW YORK AT ALBANY: **Stacie Klinowski**, Peer Tutor

"Problems, Procedures, and Practice: Using the Point-Predict Method in the Writing Center" responds to Rebecca Block's proposal of the point-predict method in her article "Disruptive Design: An Empirical Study of Reading Aloud in the Writing Center." First addressing concerns over the directive nature of this method, this presentation proposes a revised procedure for using point-predict. This presentation also reports research on how point-predict can make writers more aware of organization and audience when writing.

HOGAN 407

Roundtable: Training that Transcends, Education that Empowers: Collaborating on Consultant Education Across Centers

ST. JOHN'S UNIVERSITY AND ST. THOMAS AQUINAS COLLEGE: Cristen M. Fitzpatrick, MA Writing Lab Coordinator; **Alison Perry**, PhD Interim Co-Director; **Samira Grayson**, MA Assistant Director of Student Success and Coordinator of the Writing Center; **Kristen Hoffman**, MA Professional Assistant of Rose Tehan Writing Center

Four very different Writing Centers evaluate and assess their respective consultant education practices, and then engage session attendees in a conversation about which values and skills imparted in training transcend our unique institutional contexts.

HOGAN 304

Workshop: Fight the Power?: How Peer Tutors Negotiate, Disown, and Ultimately Reclaim Their Authority as Writing Experts

NEW YORK UNIVERSITY: Jonathan Mischkot, Senior Lecturer and Assistant Director of the Writing Center; **Michelle Dent** and Senior Lecturer and Writing Partner Mentor; **Tara Parmiter**, Senior Lecturer and Writing Tutor Mentor

In this workshop, we explore how peer tutors wrestle with their dual (and often conflicting) roles as peers (collaborative partners in learning) and tutors (disseminators of knowledge). In what ways do peer tutors feel uncomfortable claiming a position of authority as writing experts? In what ways does writing center theory, which stresses non-directive approaches, deflate a peer tutor's sense of him/herself as expert? Finally, how might we better assess and determine the roots of peer tutors' anxieties in order to transform our training and empower tutors to see themselves as writing authorities without sacrificing the collaborative learning that remains a hallmark of peer-tutoring practice?

HOGAN 305

Group Panel: Assessing Our Practice: A Writing Center Fellow-To-Fellow Support System

UNIVERSITY OF CONNECTICUT: Odia Kane, Writing Center Fellow; **Rashauna Banks**, Writing Center Fellow; **Khari Reynado**, Writing Center Fellow

This panel discusses how to improve the Writing Center Fellows Program through a fellow-to-fellow formal support system. Three writing fellows will present on an internal assessment process. Outgoing fellows compiled a resource list of classroom activities and strategies with an assessment of their effectiveness. Then, this resource list is given to incoming fellows. This project increases the effectiveness of the fellows program by providing tried and tested ideas - giving fellows more confidence when entering classrooms.

Individual: Are You a Nurse? Tutoring and Teaching Writing for the Health Sciences

ROGER WILLIAMS UNIVERSITY: Catherine Forsa, Assistant Professor of Writing Studies

How can I best tutor nursing students if I am not a nurse? In this talk, I discuss effective applied strategies for tutoring in the health sciences. I outline work to support tutors who are new to tutoring in this field. The talk considers challenges and key topics (such as planning and assessing sessions). Ultimately, I consider these strategies in terms of research about writing from experts in the health fields.

Individual: Disciplinary Expertise in the Writing Center

UNIVERSITY OF MASSACHUSETTS, AMHERST: Kristen Forscher, Peer Tutor

This presentation of an undergraduate thesis examines how tutors utilize their disciplinary expertise, or lack thereof, in the writing center, as researched in case studies of UMass Amherst writing center tutors. The implications of this research explore the strategies of specialist and generalist tutoring, inquiring whether they can be used interchangeably if we consider the effects of tutors deploying or hiding their disciplinary expertise within writing center sessions.

Workshop: Theory on the Ground: Building Writing Center Research Groups

NORTHEASTERN UNIVERSITY: Abbie Levesque, PhD Student and Director of Research, Northeastern University Writing Center; **Cara Messina**, PhD Student and former Director of Research, Northeastern University English Department; **Kyle Oddis**, PhD Student and Director of Programing, Northeastern University Writing Center

This session will provide a space to help diverse types of centers set up and sustain their own research groups using research strategy toolkits that can be implemented according to the scope of resources available. This will allow more centers, and especially centers that lie on the margins, to theorize their own practices and contribute to the field in innovative and important ways.

Group Panel: Using Appreciative Advising Theory in the Writing Center: Engaging Students through Embedded Writing Coaching

MOUNT IDA COLLEGE: Christine McLaughlin, Senior Director of Academic Services and Programing; **Andrea Jabbour**, Writing Coach; **Kate Donius**, Writing Coach/English Dept. Adjunct Instructor; **Carroll Beauvais**, Writing Coach/English Dept. Adjunct Instructor; **Donna Gulotta**, Writing Coach/English Dept. Adjunct Instructor; **Ellen Stein**, Writing Coach/English Dept. Adjunct Instructor

Since 2014, the Mount Ida College Writing Center has been successfully using an embedded Writing Coach model. In addition to traditional one-on-one tutorials, Writing Coaches connect with faculty who choose to work with an assigned Writing Coach. This collaborative relationship engages the student and de-stigmatizes tutoring. Additionally, Writing Coaches apply appreciative advising techniques to enhance the tutorial. Attendees to the session will hear from a panel of Writing Coaches and learn about our ongoing program assessment.

HOGAN 406

*Roundtable: Where in the World is the Writing Center?:
Bridging Student and Administrator Perspectives on
Writing Center Location, Services, and Amenities*

UNIVERSITY OF NEW HAVEN: **Devon Moore**, Administrative Assistant for Writing Programs; **Mary Isbell**, Assistant Professor of English, Director of First-Year Writing & University Writing Center; **Kristen Mennillo**, Student, Writing Center Tutor

Participate in a discussion about the “ideal writing center” that looks to bridge student and administrator perspectives. Hear from students: if the decision-making was left to the students, where would the writing center be located? What amenities would it have and what services would it provide? Learn from writing center staff members how they solicit and implement feedback from student workers while staying within budgetary and space confines.

HOGAN 409

SIG: Assessment Culture of Higher Education

Chaired by **Kelli Custer**, Director of the Writing Center and Tutoring Resource Center, **WESTERN CONNECTICUT STATE UNIVERSITY**

HOGAN 407

Individual: Identifying and Coping with Changes in the Center: Curriculum and Leadership Changes at Boston University

BOSTON UNIVERSITY: David Shawn, Interim Assoc, Director of Writing in the Disciplines, Senior Lecturer – Masters Level and **Heather Barrett**, Lecturer and Writing Center Coordinator

Are changes in leadership or curriculum most significant for writing centers? This presentation considers how theoretical, practical, and assessable features of BU's Writing Center are affected by two changes: turnover in the Center's leadership and a new university-wide general education curriculum. Using Raymond Williams's concept of emerging, dominant, and residual culture, we identify the particular and most significant changes to the Center. This presentation will provide tools for audience members to consider their own centers' changes.

Individual: How Can We Measure the Impact of Tutoring on Writers' Philosophies of Writing?

WORCESTER POLYTECHNIC INSTITUTE: Ryan Madan, Associate Teaching Professor and Writing Center Director

Arguably the most important work writing centers can do is reveal to students the hidden complexities of the scene of writing. As Linda Adler-Kassner says, "writing is never just writing." But what means of assessment can we adopt to gauge whether tutoring sessions are successful in helping writers internalize a more sophisticated awareness of writing's complexity? How do we measure the writing center's impact on a shift in an institution's culture of writing?

HOGAN 304

Roundtable: How'd it Go?: The Conference After the Conference

UNIVERSITY OF NEW HAMPSHIRE: Meaghan Dittrich, Acting Director, Connors Writing Center; **Samantha Riley**, PhD Student and Writing Assistant; **Kelly Sennott**, MFA Student and Writing Assistant; **Allison Giannotti**, PhD Student and Writing Assistant; **Lauren Short**, PhD Student and Writing Assistant

This roundtable discussion addresses post-conference collaborative learning styles of tutor training. Writing assistants express varied perspectives on recent conferences by bringing those experiences to a shared space, "The Big Table." By utilizing the social nature of a writing center, writing assistants provide each other with invaluable feedback on their conference practices. In return, the team builds collective knowledge and develops strategies for future conferencing. This interactive roundtable asks audience members to engage in similar dialogue.

Workshop: When Theory is Not Enough: Writing Center Tutors in a School of Health Sciences Use Assessment Data to Inspire Change in Tutoring Practices and Institutional Policies

ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES: **Laura Rogers**, Writing Center Director; **Katherine Bogari**, **Kyle Farina**, **Veronica Lee**, **Dawn Pluckrose**, and **Morgan Sanders**, Writing Center Peer Tutors

This interactive workshop explores how a writing center at a school of pharmacy and health sciences has used past research to interrogate whether or not that research has informed changes in how we approach issues of gender and diversity in our tutoring practices and larger institutional issues. Participants will participate in small group exercises to support their investigations into how they have, have not or could use their past research to inform their current practices.

Roundtable: Assessing Antiracism Efforts in Communication Centers: Closing the Gap between Intention and Practice

HAMPSHIRE COLLEGE: **Laura Greenfield**, Director of the Transformative Speaking Program, **Adin Buchanan**, Undergraduate Peer Speaking Mentor; **Lile Merrell**, Undergraduate Peer Speaking Mentor; **Cheyenne Palacio-McCarthy**, Undergraduate Peer Speaking Mentor; **Aaron Richardson**, Undergraduate Peer Speaking Mentor; **Kaylie Vezina**, Undergraduate Peer Speaking Mentor

In this roundtable discussion, participants will be invited to explore tangible strategies to put our antiracist intentions into action. Guiding questions might include: In what ways do we identify racism to manifest in our centers? What steps have we taken to try to make change? How we assess whether our efforts are effective? In what ways does racism still persist despite our efforts? What might we learn from each other moving forward?

Roundtable: Training that Transcends, Education that Empowers: Collaborating on Consultant Education Across Centers

ST. JOHN'S UNIVERSITY AND ST. THOMAS AQUINAS COLLEGE: **Cristen M. Fitzpatrick**, MA Writing Lab Coordinator; **Alison Perry**, PhD Interim Co-Director; **Samira Grayson**, MA Assistant Director of Student Success and Coordinator of the Writing Center; **Kristen Hoffman**, MA Professional Assistant of Rose Tehan Writing Center

Four very different Writing Centers evaluate and assess their respective consultant education practices, and then engage session attendees in a conversation about which values and skills imparted in training transcend our unique institutional contexts.

Group Panel: Cracking the Code: A Method for Designing and Implementing a Writing Center Honor Code

UNIVERSITY OF CONNECTICUT: Dan Johnson, Undergraduate Tutor; **Kaylee Thurlow**, Undergraduate Tutor; **Joseph Greenwald**, Undergraduate Tutor

As the Honor Code Committee for the University of Connecticut's Writing Center, we will discuss the process of creating our honor code. We will encourage writing center staff to consider the values they uphold and unique challenges each center contends with. Audience members should leave with a better understanding of what an honor code looks like in a writing center context and various ways for such a project can develop.

Poster: Anchored or Adrift?: Circumnavigating Objective Data Collection

UNITED STATES COAST GUARD ACADEMY: Christopher J. La Casse, Ph.D, Assistant Writing Center Director; **Mariette C. Ogg**, LCDR, Acting Writing Center Director

A visual presentation of the inter-animating relationship between Writing Center mentor assessment tools and professional development in a Federal Service Academy context.

Poster: Mandatory Writing Center Visits Increase Repeat Usage, But Do They Create Stronger Writers?

GEORGIAN COURT UNIVERSITY: Anthony Brano, Ph.D., Assistant Professor of English and Writing Center Director

This project investigates the extent to which required visits to the Georgian Court University Writing Center created stronger writers. The policy increased usage and repeat visits among first-year students, and I predict they will become stronger writers. But the opportunity to present data during a poster session will help me hone my argument further and discuss with other Writing Center professionals the ways in which mandatory visits have influenced their Centers and students.

Poster: Positions and Power: How the Writing Center is Viewed in the Institution

NORTHEASTERN UNIVERSITY: Abbie Levesque, PhD Student and Director of Research, Northeastern University Writing Center; **Cara Messina**, PhD Student and former Director of Research; **Siddharth Pannir**, MA Student and Writing Center Consultant; **Quisqueya Witbeck**, MS Student and Writing Center Consultant

With a large corpus of data, we have used a unique coding mechanism on our client and tutor reports to form theories around center tensions and the impacts they have on our centers and the people who populate them. With an eye towards language about diversity, we've discovered the ways that we within the center position ourselves in comparison to the ways the institution and students view our work.

Poster: *Unlearning Whiteness in the Composition Classroom*

FRANKLIN PIERCE UNIVERSITY: Molly Badrawy, Writing Center Coordinator, Humanities Senior Lecturer; **Zan Goncalves**, First-Year Writing Program Coordinator, Associate Professor of Composition; **Damani Brandon**, **Natalie Hamilton**, **Cameron Day**, **Macklin Lang**, **Gabriel Norwood**, **Victoria Vargas**, and **Sadie Pavao**, Peer Tutors

How does an overwhelmingly White faculty and staff at a small liberal arts university in rural New England address the “new Racism” using Critical Whiteness Studies as well as composition theory? An assessment of our qualitative and quantitative data not only suggests greater success in previously underserved composition students, but also directly links first-year composition success to the retention of first-year students.

Poster: *Why Are We Here? Using Data to Understand High School Students’ Perceptions of a New Writing Center*

AMHERST HIGH SCHOOL: Amanda Lewis, Writing Center Coordinator

This poster reflects on the role of data in understanding students’ shifting perceptions of the type of support our newly established secondary school writing center provides, and at what point in the writing process they would benefit from an appointment with staff. Mapping these trends allows for reflection on student understanding of the writing process, the role of the writing center in the broader academic ecosystem, and future possibilities for growth and engagement.

HOGAN 409

Workshop: *The Writing Center as a Studio: Focusing on Space, Art-Based Practices and Improvisation in Relation to the Writing Process*

CONCORDIA COLLEGE – NY: Nathalie Virgintino, Ph.D., Assistant Professor of English and Director of Writing Center; **Margaret Massimi**, Writing Specialist; **Roshny Roy**, **Auliarahmah Gobel**, **Candice Mark**, and **Bianca Mark**, Student Writing Consultants; **Vittoria Rubino**, Specialist; **Shashank Dimri**, Student Writing Consultant; **ROCKLAND COMMUNITY COLLEGE:** **Meghan P. Nolan**, Ph.D.

When we design Writing Center spaces, we have writers in mind. But, what does the ideal Writing Center space look like? When we think of designing a space, we now need to not only consider students’ backgrounds, but also the type of 21st century composing many students engage in, including multimedia, multi-genre and multimodal. With that said, Jackie Grutsch McKinney warns us against designing cozy home like spaces, but what alternatives make a Writing Center space open and welcome to diverse students? Both directors in this workshop were involved in designing the Writing Center spaces on their campuses and believe the answer is found in treating the Writing Center as a studio space.

HOGAN 407

Individual: *Measuring Motivation in Writing Center Research*

UNIVERSITY OF CONNECTICUT: **Chris Wenz**, MA Graduate Tutor and Doctoral Candidate; **Kathryn Warrender**, Graduate Tutor 2nd MA/PhD Student

In this presentation, we will describe an 18 item survey measuring writing motivation in undergraduate students. We will distribute copies of the final version of the scale and answer any questions related to its development. Then, we will open up a conversation about the potential applications of the CWMS (and other measures of motivation) especially in research assessing and evaluating the efficacy and effectiveness of Writing Centers.

Individual: *Confidence in the Writing Center: Confronting Local Realities*

COLLEGE OF THE HOLY CROSS: **Patricia Corey**, Undergraduate Consultant

This individual presentation will confront differences between theory and the local realities regarding first generation college students, and how this changes the way I tutor. I will discuss 1) my own research findings and how lack of confidence manifests in sessions 2) how to navigate difficult discussions surrounding confidence and 3) how tutors can move beyond confidence in writing center sessions to make students feel valued for their skills, stories, and multiple intersecting identities.

HOGAN 320

Roundtable: *Writing Center Approaches to Maximizing ELL Inclusivity*

WESTERN CONNECTICUT STATE UNIVERSITY: **Gina Atanasoff**, Tutor, Proposer, and Presenter

Harry Denny asserts that we have a moral obligation to guide ELL students toward knowledge and practices that empower them. In this roundtable/workshop, the presenter will pose a series of questions surrounding Denny's identity politics and sociocultural dynamics that will work toward maximizing comfort, inclusivity, and equal access and opportunity in writing centers. Navigating the complexities of diversity in a university setting will also challenge tutors in their writing center interactions.

Roundtable: The Center CAN Hold: The Evolution of the Writing Center from the 80s to the Present

MERRIMACK COLLEGE: Kathleen Shine Cain, Professor of Writing; **Rob Koch**, Writing Center Director; **Courtney Carrozzo**, Peer Writing Consultant

This roundtable will facilitate discussion of reasons for the evolution of Writing Center missions in order to address the latest iteration of Writing Center identity: one component of a unit combining multiple centers under a single umbrella. Our goal is to develop strategies for dealing with change, identifying means by which stakeholders can engage in managing change, and projecting future directions. We envision such evolution in terms of ever-expanding concentric circles.

Individual: Responding to Stephen North: Rethinking Foundational Readings in Writing Center Training

COLLEGE OF THE HOLY CROSS: Emily Kulp, Peer Tutor; **Campbell Loeber**, Peer Tutor; **Demitria Tsitsopoulos**, Peer Tutor

This presentation considers the ways that writing center consultants are influenced by early exposure to non-directive tutoring and investigates what consultants think of these methods after they have been working in the writing center for more than one semester. We will assess application materials where would-be consultants respond to a Stephen North quote and compare responses to those solicited in a recent staff meeting to determine how useful it is to use North in training.

Individual: Reclaiming Control: Writing Centers and Libraries in the Digital Age of Research

TRINITY COLLEGE: Sarah L. Thomas, Peer Tutor

I will examine the role of writing centers as technology and search engines explode the scope of research across all disciplines and academic experiences. This change in research, a critical part of the writing process, shifts how tutors and administrators must approach sessions. The new digital age changes tutor engagement by challenging the creative and sovereign control of writers over the research and writing process.

Roundtable: How I Stopped Worrying and Learned to Love Qualitative/Quantitative Research

NEW JERSEY INSTITUTE OF TECHNOLOGY: Catherine Siemann, Writing Center Director

Many writing center directors, as well as graduate students and professional staff, come from disciplines not based in data-driven research. Qualitative and quantitative writing center research is exciting, but we may be still learning methodology while training students and producing scholarship. This session provides a forum to address our learning process in introducing ourselves to data-driven research. We will discuss resources, approaches, and collaborations that have aided us in engaging with RAD research.

HOGAN SUITE B *Roundtable: Promoting Linguistic Diversity When Faculty Ask for Standard English*

WESTFIELD STATE UNIVERSITY: **Carlin Mackie**, Assistant Director

How do we promote linguistic diversity within our students' writing when their professors are taking points off for grammar? What role can we play when advocating for a translingual approach to student writing? This roundtable discussion will consider how writing centers, through faculty outreach and student advocacy, can promote linguistic diversity within the larger campus community. To accomplish this, we will work together to generate a list of practical actions we can take at our universities.

HOGAN 403 *Roundtable: Dis/Inviting Spaces and Practices: How Nonnormative Student Populations Access or Are Absent from the Writing Center*

UNIVERSITY OF MASSACHUSETTS, AMHERST: **Dina Al Qassar**, Former Graduate Tutor; **Joshua Barszczewski**, Assistant Director; **Julia Caudle**, Undergraduate Tutor; **Kelin Loe**, Assistant Director for Writing Across the Curriculum; **Avery Lussier**, Undergraduate Tutor; **Indira Rao**, Undergraduate Administrative Assistant; **Allison Yelgin**, Undergraduate Tutor

This roundtable will lead a conversation on how the online and physical spaces of a writing center invite or disinvite nonnormative students. The presenters (grad/undergrad tutors, grad directors, and an undergrad administrative assistant) will briefly share their analysis of data and experiences in their writing center, focusing on working with (or being) nontraditional or disabled writers. They will invite attendees to share experiences working with (or being) any kind of nonnormative writers in physical and online spaces.

HOGAN SUITE C *SIG: Writing Centers and Social Media Presence*

Chaired by **Samira Grayson**, MA Assistant Director of Student Success and Coordinator of the Writing Center, **St. John's University**

HOGAN 407

Workshop: Assessing Ourselves: Using Critical Discourse Analysis to Read Our Practice

LONG ISLAND UNIVERSITY, POST: Mary Pigliacelli, Director; Azarias Perez, Peer Tutor; Nicole Bellinger, Peer Tutor

This workshop will share one writing center's attempt to merge theory and practice by using Gee's (2014) theory of critical discourse analysis to examine tutors' written reflections on their video-recorded sessions, providing helpful insights to both tutors and directors as they continue to develop their ability to work collaboratively with students and with each other. Participants will be introduced to Gee's method and will use it to analyze and discuss a sample reflection.

HOGAN 320

Roundtable: The Hard, Good Work: Implicit Bias Training in Our Center

ST. JOHN'S UNIVERSITY: Alison M. Perry, PhD Interim Co-Director; Ellen Urtecho, Undergraduate Writing Center Consultant; Hannah Pruzinsky, Undergraduate Writing Center Consultant; Mikayla Torres, Undergraduate Writing Center Consultant; Lauren Astl, Undergraduate Writing Center Consultant; Sydney Fucci, Undergraduate Writing Center Consultant

In response to gender biases uncovered during an assessment of our hiring practices last year, our writing center conducted implicit bias training. In this roundtable, we will discuss the impact of this training and then ask audience members to take a short implicit-bias quiz hosted by Harvard's Project Implicit. We will talk about our findings and their implications for our respective Centers.

HOGAN 402

Workshop: Space-based: Writing Centers and Physical Design

PACE UNIVERSITY: Robert Mundy, Assistant Professor; Paul Ziek, Associate Professor, Communications; Michael Turner, Writing Center Director; Catherine Robustelli, Writing Center Consultant

In this workshop, participants will reflect on the ways in which they construct the physical layout of their writing center spaces. We will consider the consequences of these choices on interpersonal interactions and on the rhythms of those spaces (i.e. how they interact with, and organize, time). Participants will also develop approaches for when they are brought into institutional conversations about the fate of their spaces and how they want their spaces to perform.

HOGAN 406

*Panel: Literacy Support in the Writing Center:
Experimentation and Implications*

UNIVERSITY OF ST. JOSEPH: **Amanda Greenwell**, Writing Center Administrator; **Renee Lavoie**, Literacy & Learning Coach; **Gissel Campos**, Peer Tutor; **Sarah Gerrish**, Peer Tutor; **Mary Joerg**, Peer Tutor

The idea of supporting reading in the writing center is gaining importance, and recently, our center has introduced literacy support training into our writing tutor practicum course. Through a polyvocal, conversational narrative, panelists will share the story of this process, attending to such factors as tutor training, literacy support praxis, and its intersections with FYC, ELL and WAC/WID, as well as the sometimes surprising implications and future directions that evolve from this work.

HOGAN 409

Workshop: The Frequency and Factors Affecting Session Success

ENDICOTT COLLEGE: **Sara Hopper**, Peer Tutor; **Emily Laliberte**, Peer Tutor

The success of sessions will be determined and discussed to help increase success of session and frequency of successful sessions. Audience members will be encouraged to help define session success and discuss the effecting factors, including topic, writing center theory, writing center spaces, tutoring policies, etc. Data determining the tutor and student perceptions of session success will be discussed. A comparison between perceptions might show a disconnect concerning the success of sessions. Techniques will be created to help create successful sessions.

HOGAN SUITE B

Roundtable: Quantifying Tutoring Practices Outside the Writing Center

FRANKLIN PIERCE UNIVERSITY, SOUTHERN NEW HAMPSHIRE UNIVERSITY, UNIVERSITY OF NEW HAMPSHIRE AT MANCHESTER: **Alan Schulte**, Writing Center Director; **Selina Marcille**, Writing Tutoring Coordinator; **Kim Donovan**, Director for the Center for Academic Enrichment

Three New Hampshire University Writing Tutoring Programs will discuss their implementation and assessment of in-class tutoring initiatives, including class-linked writing assistants, writing workshops, and faculty support services, as a supplement to traditional writing center conferences. Various approaches to assessing value in these initiatives will be explored. The presentation will not only offer theories to support such initiatives, assessment practices, and preliminary data, but also will invite discussion from participants on their own experiences.

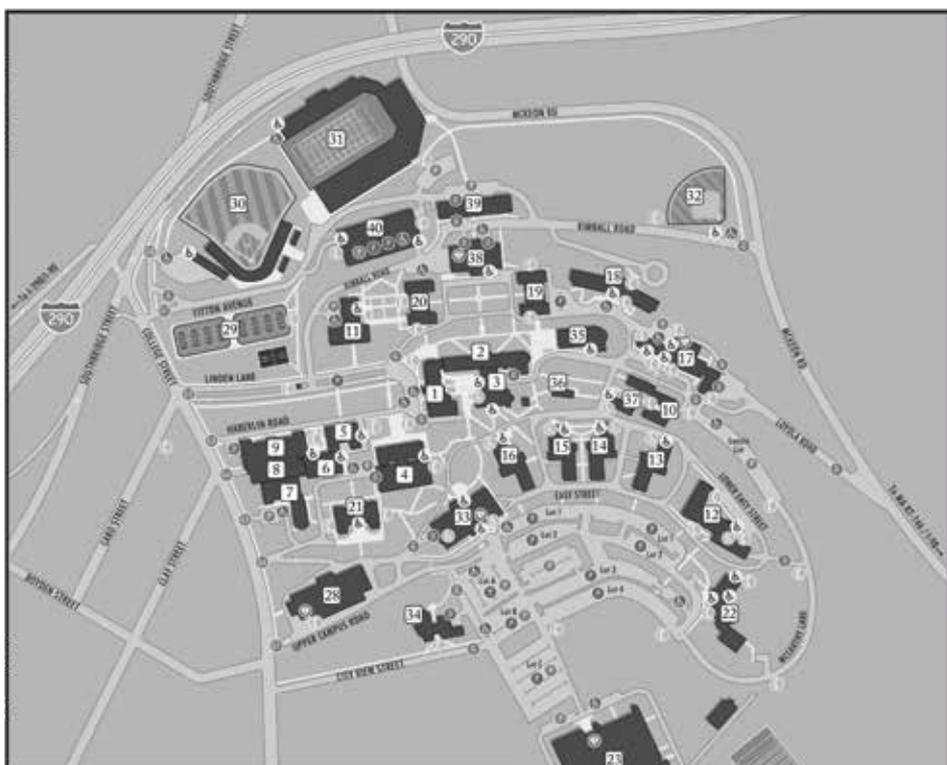
HOGAN SUITE C *Workshop: Deliberately Reinventing the Wheel: Using Technology to Adapt Writing Center Resources*

UNIVERSITY OF NEW HAVEN: Mary Isbell, Assistant Professor of English, Director of First-Year Writing & University Writing Center

In this workshop, I encourage writing center administrators and tutors to consider how online publishing platforms and collaborative annotation tools might be useful in tutor training and writing center appointments. Using laptops or other mobile devices, participants will be invited to read a text created with the Pressbooks platform (<https://pressbooks.com/>) and annotate that text collaboratively using Hypothesis (<https://hypothes.is>). After some hands-on experience with these tools, participants will brainstorm possible uses of these technologies and consider how their inclusion might impact the balance of theory, practice, and assessment in writing centers.

CONFERENCE NOTES

“Closing the Circle,” NEWCA 2018



CAMPUS FACILITIES

Academic Buildings

- 1 O'Kane Hall
(Forum Theatre, Dance Studio, Center Art Gallery, Public Safety)
- 2 Fenwick Hall
(Admissions, Broads Concert Hall)
- 3 Smith Hall
(Registrar, Class Deans, Center for Religion, Ethics and Culture)
- 4 Disnard Library
Integrated Science Complex
- 5 Beven Hall
- 6 Smith Laboratories
- 7 O'Neil Hall
- 8 Swords Hall
- 9 Habertus Hall
- 10 Millard Art Center
- 11 Sois Hall

Residence Halls

- 12 Mulloy Hall
- 13 Clark Hall
- 14 Hanselman Hall
- 15 Lely Hall
- 16 Healy Hall
- 17 Loyola Hall
- 18 Williams Hall
- 19 Alamsi Hall
- 20 Carlin Hall
- 21 Wheeler Hall
- 22 Papp Hall

Athletic Facilities

- 23 Hart Recreation Center
Smith Wellness Center
Basketball Arena (3,600 seats)
Swimming Pool (250 seats)
Ice Hockey Arena (1,050 seats)
Rowing Tanks
- 24 Johnson Smith Soccer Stadium
(1,310 seats)
- 25 Playing/Practice Fields
- 26 Holy Cross Field
(Lacrosse/football practice, 1,000 seats)
- 27 Artificial Turf Field and Track
- 28 Fieldhouse
- 29 Sinnott Family Tennis Facility
- 30 Fittson Baseball Field (1,000 seats)
- 31 Fittson Football Field (23,500 seats)
- 32 Softball Field / Freshman Field

Other Facilities

- 33 Hogan Campus Center
- 34 Ciampi Hall *(Jewish Community)*
- 35 St. Joseph Memorial Chapel
(Mary Chapel, McCree Chapel)
- 36 Greenhouse
- 37 Campion House *(Chaplain's Office)*
- 38 Kinball Hall
(Student Dining, Scribe Theater)
- 39 Maintenance Building
- 40 Parking Garage

- Student Parking
- Gate
- AEDs (Defibrators)
- Employee Parking
- Accessible Entrance
- Emergency Call Box
- Visitor Parking
- Wheelchair Lift
- Accessible Parking
- Shipping & Receiving Dock

