



# The International Writing Centers Association

Volume 7, Issue 2

## IWCA UPDATE

Fall 2006

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**INTERNATIONAL  
WRITING  
CENTERS  
ASSOCIATION**  
AN NCTE ASSEMBLY

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### The President's Message



Clint Gardner, IWCA President

These certainly are exciting times in IWCA. First off, the Summer Institute, one of our most successful cohort programs,

took place at a heat-wave affected Stanford University in July. Rather than drained by the heat, however, those involved report to me that they feel energized for writing center work, are keen to continue developing their own centers (new and veteran), and are eager to participate in the field as a whole. This year's participants shared in a week of workshops and discussion. One attendee noted that it was the single most useful writing center educational experience she has ever had. The Institute was lead by 7 writing center professionals: Al DeCiccio, Lisa Ede, Michelle Eodice (co-chair), Miller, Clyde Moneyhun (co-chair), Jenny Jordan, Lisa Lebduška, Scott

**Member of the NCTE  
Information Exchange**

Janet Swenson, and Sherri Winans.

Another example of the important and exciting work we are doing in IWCA is the adoption of a position statement on disability. Through the diligent efforts of a subcommittee of the Policies and Procedures Committee (consisting of Sharifa Daniels, Beth Rapp Young, Rebecca Day Babcock and James Inman), the Association approved such a policy in May. This statement (available on [writingcenters.org](http://writingcenters.org) and in this issue of *Update*) recognizes disability as a special category for research and representation and calls for writing centers at large to consider the challenges that writers with disabilities face and to take action to accommodate those writers.

In another move that will stimulate research into writing center theory and practice, as well as our interactions with each other as writing center folks, the Executive Board has taken up the task of exploring the possibilities of our publications. IWCA publications involve many writers and researchers each year. Scholars contribute a great many pieces to the *Writing Center Journal*, *Writing Lab Newsletter*, [writingcenters.org](http://writingcenters.org), and *IWCA Update* (as shown, for example, in Volume 26 of *Writing Center Journal*, which contains a bibliography of the last five years of scholarship published in the journal). The exploration of the publications by the Executive Board will ensure that each publication has a clearly defined mission for the future, and that IWCA

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<b>Questions?</b>	<b>Send them to:</b> Nita Danko, Editor IWCA Update	(219) 989-2657 (office)
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develops new publications to reach new audiences.

Finally, the organization has completed another round of its semi-annual research grant awards. Five awards were given to projects representing the best of writing center research:

- Tammy Conard-Salvo for "Beyond Disabilities: Text to Speech Software in the Writing Center"
- Diane Dowdey and Frances Crawford Fennessy for "Defining Success in a Writing Center: Developing a 'Thick Description'"
- Francis Fritz and Jacob Blumner for a faculty feedback project
- Karen Keaton-Jackson for "Making a Connection: Exploring the Relationship between Writing Studio Tutorials and Success and Retention for African Americans and Other Students of Color"
- Sarah Nakamura for "International and US-educated ESL Students in the Writing Center"

Congratulations to all the grant recipients, and I know I can speak for the entire organization when I write that we look forward to reading about your work in one of IWCA's publications.

All of the exciting efforts outlined above are due to the participation and dedication of IWCA members. IWCA is you. IWCA is us. IWCA is the whole of our membership. It is not just a select few of very involved members such as the Executive Officers (like me) or the Executive Board. It takes all of our members to get involved and make this organization work. All of the events mentioned above and all of the other things that IWCA does tells me one thing about the Association: it works best when we engage and involve the most number of our members as possible.

Getting our membership involved in any organization is key to its overall success. When more people are involved, more and better ideas are explored and addressed, and more people share in the benefits that can come from such ideas. For example, publications like *IWCA Update* functions best when they have a broad range of the membership sharing their ideas and experiences with others. The Summer Institute grows and improves because of such similar involvement. The field as a whole grows when more scholars submit proposals for IWCA Research Grants. Access to any of these opportunities is just an e-mail away.

The best way to get involved in IWCA matters is to contact your local special-interest or at-large representative or, for that matter, any of the Executive Board officers. Through your representative, you can express your views on important writing center matters as well as volunteer for important committee work.

Other ways to get involved are to visit [writingcenters.org](http://writingcenters.org) regularly for updates on the organization and the writing center community or to contribute to publications like *Writing Center Journal*, *Writing Lab Newsletter*, [writingcenters.org](http://writingcenters.org), and *IWCA Update*. You might also consider attending next year's Summer Institute at Oregon State University and co-hosted by Lisa Ede. A further way to get involved (and meet many others in the writing center community) is to attend the IWCA Conference. The 2007 conference will be held in Houston, Texas, USA, April 12th through the 14th. When I was new to the wc community—and that was not that long ago!—attending the then National Writing Centers Association Conference allowed me to make contact with others and begin to contribute to the organization and the community more fully.

IWCA is an organization of people interested in the improvement and expansion of the writing center theory and practice. IWCA represents writing centers from around the world, and concerns itself with what we do in writing centers and how we do it. IWCA is, indeed, all of us.

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## Got an idea or suggestion for IWCA?

**Look on page 3 for your regional representative's contact information. Write or call your rep with your ideas or suggestions – let your voices be heard!**

**As a regional representative, have you contacted IWCA with your regional's concerns or suggestions? Do you know your regional members' concerns or suggestions?**

[www.writingcenters.org](http://www.writingcenters.org)

**From the Editor...**

Change happens — that's a fact. In his Letter from the President, Clint indicates that a review of the publications for IWCA will take place this year. I'd like to take this opportunity to ask you, the members of IWCA, what changes you would like to see happen with *Update*. Are you partial to having your text in hand when you read? Are you partial to reading your text online? What are you looking for from this IWCA publication? Since *Update* comes with your paid membership, what do you expect to read for your money?

Change happens — When the editor baton was passed to me, I was excited for both the opportunity to volunteer in an organization and for the opportunity to work with a group of people who, like me, are passionate about writing center work. I was excited to be part of a group of 500+ people who do incredible and important work in and for the field of writing centers and writing center scholarship. While I am still excited for this opportunity, I'm hoping for change to take place at the membership commitment level. As Clint has so emphatically stated, "IWCA is you. IWCA is us. IWCA is the whole of its membership." But that also means that IWCA cannot function optimally with only a few members doing all the work.

Change happens — Whether this publication stays in print or moves to online (or both), it is now ADA compliant to the best of my knowledge. Let me know if I've missed something?

Change is good, and even though being the editor gives me a run for my money (my hat is off to all who are in the role of editor for any publication), I look forward to providing a forum for change in the voice of the membership. *Update is us.*

Enjoy —  
Nita

**Are you looking for a change in jobs? Have you received your degree and are looking for work? Are you looking to attend or to submit a proposal to a conference? Have you made your plans for the 2007 IWCA/SCWCA conference? Are you interested in what the Executive Board of IWCA is doing? These questions and more can be answered by visiting [www.writingcenters.org](http://www.writingcenters.org)**

**Disability Advisory Committee**

**Rebecca Day Babcock** teaches, coordinates the freshman writing program, and is the writing center liaison at University of Texas Permian Basin.

**James A. Inman** teaches classes in composition theory and research and professional and technical writing, and he serves as Senior Co-Editor of *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.

**Sharita Daniels** is the Head (Afrikaans) of the Writing Lab at Stellenbosch University, South Africa where her duties include managing the day to day running of the Writing Lab, consultant training and development.

**Beth Rapp Young** teaches, is the Associate Chair, and directs the writing center at University of Central Florida.

**IWCA Position Statement on Disability and Writing Centers**

Based on current research on best practices, the International Writing Centers Association (IWCA) recommends that writing centers explicitly consider disability as we carry out our professional work, including our tutorial practice and our scholarship. The IWCA accepts the United Nations and World Health Assembly's definition of disability as "Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being....[Disability] is a universal human experience and not a concern to a minority of humanity: every human being can suffer from a decrement in health and, thereby, experience some disability" (FAQ 4-5).

As an organization of writing center professionals and those involved in writing center activity, IWCA, therefore, holds that all writing centers should

1. Make every effort to include all writers and staff by enacting communication that takes into account various learning styles or ways of processing language. We believe that people with disabilities should be accommodated and welcomed in the writing center not only as recipients of services but also as people who work in writing centers;

2. Take positive steps to ensure that our physical and virtual layouts and materials such as handouts are welcoming and accessible--not merely legally acceptable, but thoughtfully, accommodatingly, and graciously accessible, since writing centers should adequately serve both those who disclose their disabilities and those who don't;

3. Remain current and familiar with disability issues (including the standards followed by local government and other organizations/institutions) and be involved with disability officers at their institutions; be aware that varying estimates show 15 percent or more of the population is disabled and people with disabilities are considered "the population's largest minority."

Therefore, be it resolved that as a professional organization

- IWCA encourages scholarship that explores the ways disability intersects with writing center work;
- IWCA expects that the IWCA conference, IWCA Summer Institute, and other membership experiences will be accessible to all (which entails all facilities, meetings, materials, and initiatives). Conference organizers should work with their institutions, conference sites, and other entities to make full access a priority, based on the local conditions;
- IWCA will ask the IWCA Press, Writing Center Journal, Writing Lab Newsletter, and IWCA Update staffs to consider making publications available in large print, Braille, tape, CD or other accessible formats upon request;
- IWCA will make accessibility and usability a continuing priority for writingcenters.org;
- IWCA will include disability as a category for special consideration in IWCA training materials and will encourage publishers and authors to include disability as a category in their tutor training materials;
- IWCA will take into account the needs of disabled writers when planning or assessing IWCA services so that discriminatory and inaccessible policies and procedures can be identified and eliminated;
- IWCA will request that the Outstanding Research Awards Committee encourage and recognize research into the ways disability intersects with writing center work; and
- IWCA will work toward making its Constitution and other relevant policies and procedures reflect an understanding of disability and toward making opportunities for officer and board positions accessible to all members.

**Work Cited**

"Frequently Asked Questions." (FAQ). United Nations Enable. >. 2 November 2004. <<http://www.un.org/esa/socdev/enable/faqs.htm#definition> 24 April 2006.


<sup>1</sup> Approved by a vote of 18/0 by IWCA Executive Board on May 1, 2006

## Aftermath of a Leave of Absence

by

Michael Dickel

Director of the Macalester Academic Excellence Center



I represent the Midwest Writing Centers Association on the IWCA Board. This summer I took a leave of absence, which I spent in Israel, planning to study Jewish mysticism and to write poetry, and of course, to take photos, lots of photos. I started out in Tzfat, in the northwest area of the Galilea, a city noted for its arts colony and its long history of Jewish mysticism, going back to the

15<sup>th</sup> century and before. And, as it turns out, Tzfat is within firing range of Lebanon.

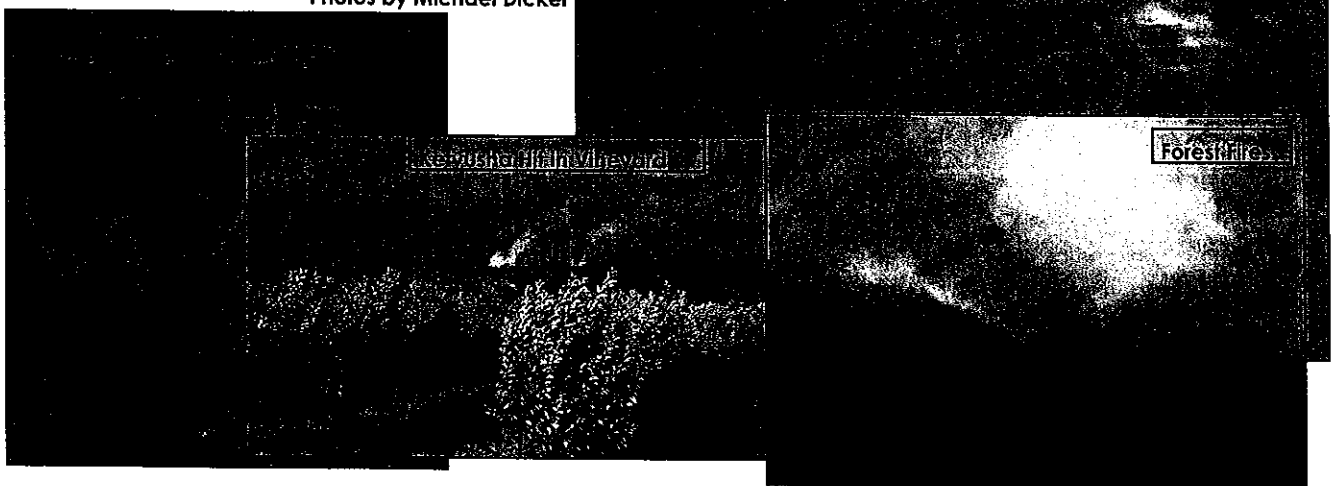
War broke out between Israel and Hezbollah on the Wednesday I headed south, by prior plan, to Jerusalem in order to see the end of the Jerusalem Film Festival. That Thursday, Katyusha rockets landed in Tzfat (also spelled, among other transliterations, Safed). One landed in the neighborhood where my summer flat was located. Several landed near houses of people I actually know and studied with. My perspective on war became, for the first time, personal. As the war continued without sign of letting up, I relocated to Jerusalem.

My writing, as might be expected, took a turn from Jewish mysticism and the experiences of Israel in general to a focus on the war, the contradictions of staying relatively safely in Jerusalem while rockets fell in Tzfat, and the privilege I had of easily relocating and, should I choose, simply leaving Israel altogether—a privilege not enjoyed by Israelis, Palestinians, or Lebanese victims of the war. In addition to poetry, I wrote a couple of essays and produced a photo essay out of these experiences.

The photos for the essay came mostly from one day, when I drove up to Tzfat to collect my belongings from the flat there to move into a new flat in Jerusalem. On the way I also happened to speak with the Palestinian waiter at a roadside café where I stopped for lunch on the way north. He was not happy with either side in the conflict. His main concern was that he had to work two full-time jobs to support his family; he wanted wars to stop and the economy to shift. In other words, he wanted what most of us want in our lives, and many of us here in the US take for granted (even granting that many in the US don't have): a good job with a living wage in a safe environment.

I wish him and all that, minimally.

Photos by Michael Dickel



The following poem, *Peace requires something...* is one of four poems that recently appeared online in the journal *Zone: International forum for experimental poetry and prose* (<http://www.zoneforone.blogspot.com/>), and will soon appear in the next print version of the same journal. All four are from the collection of writing and photos that resulted from my leave of absence and two prior visits to Israel, *Jerusalem Real and Imagined*.

PEACE REQUIRES SOMETHING ...

*... far more difficult than revenge or merely turning the other cheek; it requires empathizing with the fears and unmet needs that provide the impetus for people to attack each other.*

—Marshall B. Rosenberg

The night swing takes you back and forth, laughing and talking about friends, lunch, the joys of playgrounds in the evening as we slide away from the war in the north and slip back again, the metronome of your swing a faster tempo than our recurring theme and variations. The news tonight reports ketyushas in Haifa and bombing raids in Beirut as the clock clicks slowly toward the promised ceasefire and we plan pasta and compare TV-news scenes while dreading the call of the list of the dead, the dread of the dead a laugh track cannot unfold as it presses and creases against our naked longing for quiet, quiet, quite quiet nights. On swings. Recalling. before. Recreating. after. Requesting. our lives in a blender shake of lemon and mint and cool, cold ice. Three weeks, now four, now six how? love has grown with the days of war. how? we feel this deeply after only three, four, now only six weeks of knowing each other? Nights without sleep. When we are seventy let's make love all night as though we are young again and there is peace and people don't die. for words. for land. for names. for country. gods. but hold. on-to. each. other. alone. together. emphasizing. fear. and desire.

I hope to return to Israel soon, to help with rebuilding, to support its peace movement, and to continue to write about my experiences. After having lived there during such a time, I don't see how I can remain here without actively focusing my skills as a writer and photographer, such as they are, on a just peace for all in the Middle East. That is the aftermath of my leave of absence in the summer of 2006. That and sixteen poems, three essays, a creative prose piece, and the photo essay, not to mention a blog.

Some of Michael's photos and other writing from last summer can be found online at [http://web.mac.com/Michael\\_Dickel/](http://web.mac.com/Michael_Dickel/) and [http://people.tribe.net/rainbow\\_watcher/](http://people.tribe.net/rainbow_watcher/)

**Writing Center Research: Insights and Innovations from the Community**

by

**Nathalie Singh-Corcoran****IWCA Research Awards Committee Chair**

The IWCA recognizes that the writing center community is an active and vibrant community of scholars. The Research Grant and Graduate Research Grant encourage and support the making and application of knowledge. For the past three years, I have served on the Research Awards Committee and have had the privilege of seeing the innovative and critical projects that take place at writing centers in the United States and abroad. Each time I review proposals, I am both in awe of and inspired by the wide-ranging and complex work being done in our field.

Our current scholarship is reflection of our material work and our intellectual curiosities. Members of our community are asking important questions about using technology to augment writing center work, about the kinds of partnerships that we can and should build between faculty and tutors, and about how we can best serve our culturally and linguistically diverse student populations.

During this past grant cycle, the Committee received a number of proposals—a sure sign that writing center professionals lead active research lives. The grant recipients were selected for their projects' timeliness and their methodological thoroughness.

Tammy Conard-Salvo's proposed study focuses on how technology can enhance the writing center setting and writing center tutorials. Her project "Beyond Disabilities: Text to Speech Software in the Writing Center" examines text-to-speech software, or speech synthesis programs, and their potential to positively impact writing center work.

Diane Dowdey and Frances Crawford Fennessy's, award recipients for their project "Defining Success in the Writing Center: Developing a Thick Description," argue that higher student numbers are not the only measures for writing center success. Their research examines how writing centers define success and the efficacy of that definition given a center's varied constituency.

Francis Fritz's and Jacob Blumner's, collaborative and cross-institutional, "Faculty Feedback Project, examines tutor feedback on assignment design. Tutors at UM-Flint and Urasnis College are paired with faculty members and invited to critique existing assignments and collaborate on future assignments. Fritz and Blumner are particularly interested in the kind of feedback faculty respond to, and whether their project is a tool for curricular and programmatic change.

Karen Keaton Jackson's proposal, "Making a Connection: Exploring Relationships for African American and Other Students of Color," investigates the connection between tutorials and retention. She believes her research will show how centers encourage student agency and can help increase student retention and success.

Sarah Nakamura's "International and US-educated ESL Students in the Writing Center" also examines student success. She argues that international students and immigrant students are distinct populations with different strengths and needs, particularly in a writing center context. Her research aim is to deepen our understanding of ESL issues.

This year's IWCA Grant Award recipients represent only a fraction of the excellent scholarship in our field. I look forward to the next grant-round because it is yet another opportunity to recognize and support the insights and innovations happening in writing centers around the globe.

Many thanks to Neal Lerner and Charlene Hirschi for chairing this year's selection committees and to Harry Denny, Lisa Ede, Melissa lanetta, Roberta Kjerud, Elisabeth Piedmont-Marton, and Sherri Winans for serving on the committee.

## Looking to advertise your writing center to the campus community?

Many of you have taken advantage of the inexpensive, professional posters the Clarion University Writing Center provides in collaboration with our Student & University Relations Center. The posters are designed to draw the attention of students majoring in various disciplines across campus. We received requests from many of you for posters in disciplines not represented. This year's writing center staff worked to fill that need and are proud to announce the availability of posters in the following areas:

Biology (a new one)

Criminal Justice

Engineering

Environmental Studies

Geology

Geography

Nursing

Pharmacology

Athletics: baseball, basketball, football, lacrosse, soccer, softball, swimming, tennis, track & field, volleyball, wrestling.

You can check out the posters by going to our web site and clicking on "Writing Center Posters" in the navigation bar.

<http://www.clarion.edu/academic/wc/>

Kathleen A. Welsch, Associate Professor and Writing Center Director, Clarion University of Pennsylvania

**Have you had a regional conference lately? E-mail me at [danko@calumet.purdue.edu](mailto:danko@calumet.purdue.edu) with reports and pics. I'll be sure to include them in *Update!***

***Negotiating Religious Faith in the Composition Classroom***, edited by Elizabeth Vander Lei and Bonnie Lenore Kyburz. Portsmouth, NH: Boynton/Cook, 2005. 192 pages.

Reviewed by Tanya R. Cochran, Union College, Lincoln, NE

Too easily, most of us become frustrated when we read student writing saturated in religious dogmatism. Students of faith tend to moralize controversial topics and view negotiation with the audience as compromise. By doing so, they tempt us to censure them rather than foster them in developing a more critical consciousness. Jeffrey Cain, in the collection's final essay, suggests an alternative to this agonistic relationship: "For the composition classroom [or writing center] to depart . . . from the scene of inculcated convention, instructors and students alike must attempt to unfold the discursive spaces through which thought ceaselessly migrates" (180). In other words, neither the writer nor the audience, neither the writing professor nor the writing consultant benefits from denying, ignoring, or rejecting the role faith plays in everyday life. *Negotiating Religious Faith*, then, brings to light issues that writing tutors, professors, and program administrators must think about more intentionally.

The book is divided into four parts. Part I, "Teachers and Students Negotiate," features essays by Juanita M. Smart, Kristine Hansen, and Douglas Downs. In a brief introduction, Vander Lei summarizes the authors' arguments by urging us to accept the presence of religious faith and help writers understand that it can, rather than extinguish or harm, "inspire and nurture effective rhetorical practice" (3). Hopefully, as a result, students will be more invested in education and better equipped to be engaged citizens (3).

In part 2, "Negotiating Pedagogies," Kyburz exhorts us to "motivate and value performances that avoid (linguistic) acts of disambiguation" (59). Because the world's

*continued on page 10*

inhabitants seem to be vying for the ownership of words like *good*, *evil*, and *terror*, kyburz's request is timely. Keith D. Miller and Jennifer M. Santos demonstrate how deconstructing entrenched topoi, or plotlines, can open new ways of navigating life. Mark Montesano and Duane Roen suggest ways to help students make faith and learning more compatible.

Part 3, "Negotiating Cultural Divides," opens with Vander Lei's observation that faith and culture "are weft and warp of a single cloth" (102). Both Bronwyn T. Williams' and Brad Peters' essays speak to the importance of closely inspecting this weave. A rarity in our field, Williams describes working with Muslim students while teaching in England, and in "African American Students of Faith in the Writing Center: Facilitating a Rhetoric of Conscience," Peters explores a rhetoric that provides students an avenue for being true to their faiths and cultures while also being true to academic standards of scholarship.

kyburz contends in part 4, "Negotiating Institutional Spaces," that we do not think deliberately or deeply enough about audience (138); institutional context matters in complex ways (140). Lauren Fitzgerald, Rebecca Schoenike Nowacek, and Jeffrey P. Cain each explore institutional context, considering campuses and students that represent a range of faiths: Jewish, Quaker, and Catholic.

Editors Elizabeth Vander Lei (Calvin College) and bonnie lenore kyburz (Utah Valley State College) hope readers of *Negotiating Religious Faith in the Composition Classroom*—whether we are teachers or tutors—will engage students by inviting them to think critically about their faith as they call upon it in ways that are not only valuable for the audience but also empowering for the writer.

**Do you have an announcement  
to make to IWCA members?  
Contact me at  
danko@calumet.purdue.edu**

### Call for Nominations

Nominations are now open for the 2006 Muriel Harris Outstanding Service Award presented by the International Writing Centers Association. This award is given only at every other IWCA conference to recognize outstanding service that has benefited writing centers in significant and broad-based ways. The award will be presented at the Houston IWCA conference in April 2007.

Please share this call for nominations with any other writing center personnel who might wish to nominate someone.

Send all nominations and supporting documents to Pam.Childers@gmail.com. I will acknowledge receipt of all nominations. If you do not receive such an acknowledgment within a few days, please let me know at Pam.Childers@gmail.com or pchilder@mccallie.org.

Please include the name of the person you are nominating and detailed information about the accomplishments and contributions of this person on behalf of writing centers. Attachments should be submitted as Word documents.

Deadline for submission of nominations is January 15, 2007.

Previous recipients:  
Muriel Harris, 1984  
Joyce Kinkead, 1987  
Jeanette Harris, 1991  
Lady Falls Brown, 1994  
Byron Stay, 1997  
Jeanne Simpson, 2001  
Pamela Childers, 2003

[www.writingcenters.org](http://www.writingcenters.org)

### Writing Centers Research Project Survey

The deadline for the biannual Writing Centers Research Project survey is approaching. If your institution's writing center has not yet taken the survey for the 2005-2006 academic year, please urge your director to do so by going to <http://www.wcrp.louisville.edu>

A list of schools that have completed the survey is available at:  
[http://coldfusion.louisville.edu/webs/a-s/wcrp/reports/reporting\\_institutions.cfm](http://coldfusion.louisville.edu/webs/a-s/wcrp/reports/reporting_institutions.cfm)

The WCRP survey is instrumental in providing benchmark data that can help institutions argue for resources. In addition, the survey serves as a scholarly resource for researchers studying Writing Center administration. Please take the time to complete the survey at <http://www.wcrp.louisville.edu>.

Thank you very much,  
Joanna Wolfe, Acting Director, Writing Centers Research Project, HM 315, University of Louisville, Louisville, KY 40292, (502) 852-0510,

**What would you like to know about our members? What do you want our members to know about you? Send your questions and/or information to [danko@calumet.purdue.edu](mailto:danko@calumet.purdue.edu) with the subject line "IWCA members"**

**Go to [www.iwcamembers.org](http://www.iwcamembers.org) to update your subscription information or to pay your membership dues.**

### IWCA Survey on Assessment and Accreditation

If you are a writing center director or administrator and have not yet completed this survey, please take a few minutes out of your busy schedules to do so. The IWCA wants to provide you with the most useful tools possible to assist in local and regional assessments and accreditation reviews, but we need your input to discover what those tools are.

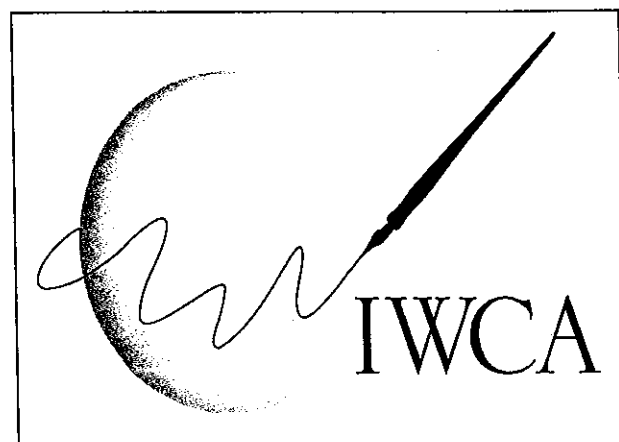
The survey, which is completely anonymous, can be reached via this link:

<http://www.surveymonkey.com/s.aspu=954692692910>

When prompted for a password, enter the term "writenow" (without the quotation marks).

The survey is set to close on **November 15th**, so your prompt response will be appreciated. We look forward to hearing from you.

Members of the IWCA committee on Assessment and Accreditation:  
Michael Pemberton, Leslie Olsen, Brad Hughes, Leigh Ryan, Jeanne Simpson, Michele Eodice, Pam Childers, and Barry Maid



**PURDUE**  
UNIVERSITY  
CALUMET

## East Central Writing Center Association 28th Annual Conference

The following is a report by Jon Olson posted to WCenter on March 13th, 2006. Jon titled this posting "Praise for ECWCA's Rodney Dick, Bill Macauley, and Mount Union College."

My tutors and I had a wonderful time at the 28th Annual Conference of the East Central Writing Centers Association at Mount Union College in Alliance, OH, home of the Purple Raiders. Local director Rodney Dick and his conference co-chair Bill Macauley (formerly of Mount Union but now from College of Wooster), together with their crew, did a terrific job of planning and hosting the program on the theme "The Work at Hand: Investigation, Articulation, and Labor in the Center." Cordial locals (wonderful MUC tutors), with fine food and shiny campus facilities -- very impressive. The ECWCA board is a terrific bunch of folks who function well at very early hours of the morning. Kudos to them. You can tell that ECWCA is the oldest WCA (I think) because of its quality and depth.



Rodney Dick, Co-chair

As I think back on a strong program, some highlights come to mind. I share them in the long descriptions that follow. I also share the view of one of my tutors who has already posted something to her fellow tutors here at home. I take the time to do this because I like it when other people share what they gain from conferences, and I think it helps build community when we share these experiences.

1. An interactive, collaborative presentation on kinesthetic learning in a writing center by the group from West Virginia University (Nathalie Singh-Corcoran, director, with tutors Whitney Holmes, Kasey Kessner, Emily Kooser, Molly Rakes, Ashley Salzman, and Nicole Walter) was especially interesting. This lively and smart group helped me see that we miss out on opportunities for body learning if we only focus on visual and auditory strategies in a tutorial. And what's not to like about tutoring with play dough?

2. A collaborative presentation was first-rate by the group from Taylor University on how a small school with a small budget produces big gains in student writing through writing fellows whom they call Writing Assistants (Barbara Bird, director, with tutors Susie Hinkle, Sarah Stebbe, Joe Patton, and Kimberly Reneau). They have an impressive training program for writing fellows that involves reading and discussing (Gillespie and Lerner's *Allyn & Bacon Guide to Peer Tutoring*), observing, being observed, meeting every week for sharing and discussion, and focusing on theory-practice projects during times that are slow for business.

One thing that stood out about these two presentations I've just mentioned by the tutors-n-directors was that they had obviously practiced. Unified, coherent, articulate. I resolved to spend more time practicing the next time I present something.



Bill Macauley, Co-Chair

**This slide show is brought to you by Barbara Toth**

<http://www.flickr.com/photos/63209064@N00/sets/72057594083451593/show/>

*continued on page 13*

3. Then there was another presentation that was also excellent even though their plan of involving their audience in a play had fallen through because they hadn't been able to finish writing the script in time. So instead of a grand, whole-audience dramatic reading, they turned the session into a tutorial, with breakout groups working on various issues, one of which was how writing centers can use positive metaphors to communicate the benefits of tutoring (rather than what tutoring will NOT do, as in "We're not a dry cleaner"). The discussion that emerged was substantive and energizing. I'm talking about the group from Indiana University-Purdue University Fort Wayne (Mary Arnold Schwartz, director, with tutors Colin Brown, Ruth Langhinrichs, and Stephanie Sample. Colin was especially impressive as the discussion facilitator.)

It's hard to think about positive metaphors for what we are rather than what we are not. I don't think my own suggestion caught on: the writing center is a mango tree in Paulo Freire's back yard. (That metaphor didn't catch on at the first Summer Institute for Writing Center Directors, either, that Brad Hughes and Paula Gillespie coordinated in Madison, WI.)

4. Always impressive for their knowledge, professionalism, and thoughtful discussions is the Writing Center Research Project group from University of Louisville (tutors Dan Keller, Carolyn Skinner, and Stephen Neaderhiser).



Kurt Kearcher, Keynote Speaker

notion of literacy sponsors); and Kurt Kearcher (Director of the Writing Center and Writing Programs at Indiana University of Pennsylvania) spoke at Saturday's luncheon about labor issues in writing center work. Outstanding talks.

6. I have to give special props to Kurt. In my view, Kurt gave the quintessential keynote of its type. He used PowerPoint and spoke from various positions at the sides of the room where his audience sat around tables, deftly using his remote to change slides. He spoke from among us. Issues of labor are often controversial, sometimes depressing, but Kurt kept things upbeat and intellectually stimulating. In fact, much of his illustrative material came from an article published just the day before--it's hard to be more timely than that--in the *Chronicle of Higher Education* (Paula Wasley, "A New Way to Grade," March 10, 2006) about Texas Tech University's computerized first-year composition program called Interactive

*continued on page 14*



Joe (left), Kim Pennesi (center), Molra (right)

Composition Online where writing teachers are divided between the roles of "classroom instructors" and "document instructors." The latter group processes/grades student compositions anonymously online. Kurt's presentation was relatively short, and he designed it so that there was at least as much time for discussion as there was for him to talk. And talk we did. Lordy! Bill Macauley had to finally bring the discussion to a close because the facility had to close and people had to go home.

7. Tammy Conard-Salvo (director) and Tracie DeMarr (tutor) from Purdue's main campus led a stimulating discussion about how writing center work can inform and energize classroom pedagogy.

Doug Dangler and tutors from The Ohio State University



8. A group of faculty from various Kent State campuses was impressive and thought-provoking. Jay Sloan from Kent State, Stark, shared information about distributed learning where his tutor training class was beamed via ancient technologies to groups at other campuses. Carol Robinson from Kent State, Trumbull, had interesting insights into working with deaf writers (see her impressive Web site <http://faculty.trumbull.kent.edu/robinoc/EWS/ews.htm>). Melissa Selby from Kent State's main Kent campus shared helpful thoughts about OWL remote tutoring using iLinc, and Carol Robinson, also from Kent State's main campus, made what was for me one of the most

thought-provoking comments of the conference: strong online communities tend to delete themselves; they tend to move away from interactive community and toward an informational archive of convenience.

9. Tutor Jennifer Foster from Lansing Community College (with a supportive presence from director Jill Pennington) led a stimulating discussion on tutoring vs. teaching. Her handouts--one of which was an extensively annotated bibliography of readings that had helped her--were especially useful to me.



10. And the presentations from Purdue University, Calumet, were stimulating. Tutor Lora Mendenhall got us thinking about the "problem"--or was it a good thing?--of people from the community using her services because of good word-of-mouth PR, including people from several other schools in the area that don't have writing centers. Acting Director Nita Danko's presentation was especially interesting because she dealt so frankly with thorny issues and was so honest about the vulnerabilities of being an interim administrator.

I wish I could have attended all the presentations. I feel sorry for the participants who only had time to swoop in, give their presentations, and then go right back to where they came from. They missed out on an enriching day-and-a-half of learning.

Joy Santee of Purdue University,  
West Lafayette  
Outstanding Tutor of the Year Recipient

I will close by adding that the tutors who went with me were energized as well. One of them has already reported about the conference to our local writing center listserv (something I required them to do). I've included her perspective below, with a couple deletions: I've omitted a sentence that dissed restaurants in Alliance ;) (part of her critique may have had to do with her not caring for the country music played in the Texas Roadhouse, unlike the rest of us who liked the I've also deleted a paragraph that sounded a little prideful, even though it represents a very important quality for tutors to gain from attending conferences like this (such as the NCPTW hosted by George Cooper's crew at University of Michigan's Sweetland Writing Center November 10-12, 2006 <http://www.lsa.umich.edu/swc/ncptw>): they see that they are as good as everyone else, that they can do it. Maybe they can even do it better. I imagine that everyone tends to feel this way. My tutor commented that the workshops she and her classmates had done in their tutor training class were as good as--maybe better than--some of the presentations she saw, and she used that to say, "All the more reason why more of us should go to conferences" and share our ideas. The music and the meat--(lots and lots of meat). She went on to describe one workshop she thought was especially good--a workshop entitled "Analyzing and Revising for Cohesion and Coherence: Teachable Strategies." One of the most common issues with which I've been confronted in tutees' writing is a lack of cohesion and coherence. While I can recognize these problems easily, I realized I wasn't articulating to tutees how to fix these things well. This workshop was presented by Jaisree Jayaraman from Purdue U, W. Lafayette. She used J.M. Williams' *Style: Ten Lessons in Clarity and Grace* as the basis for the material she presented. Jaisree defined cohesion as sentence to sentence connectedness and coherence as "what a paragraph adds up to," or whether or not the sentences in a paragraph are related. Below are the "steps to follow in revising for coherence and cohesion" she included on a handout. (I'd be more than happy to make a copy for you if you're interested. The second page has examples of how to deal with these issues.)

*continued on page 16*



**ECWCA's treasurer, MaryAnn Crawford, stands behind Maria Carter of Central Michigan University. Maria is the recipient of the Outstanding Leader of the Year award.**

1. Identify the topic of each sentence in order.
2. Write sentences beginning with their topics as their respective subjects.
3. Is each topic familiar information? If yes, skip step #4.
4. If not, introduce a transition before the new topic such that the transition connects with information from [*and this is what I found to be most helpful*]
  - i. the last part of the previous sentence, or
  - ii. any part of the previous sentence, or
  - iii. any part of the preceding text, or
  - iv. the reader's knowledge of the subject matter or context
5. Make the transition as short as possible, so that the topic is close to the sentence beginning as possible.

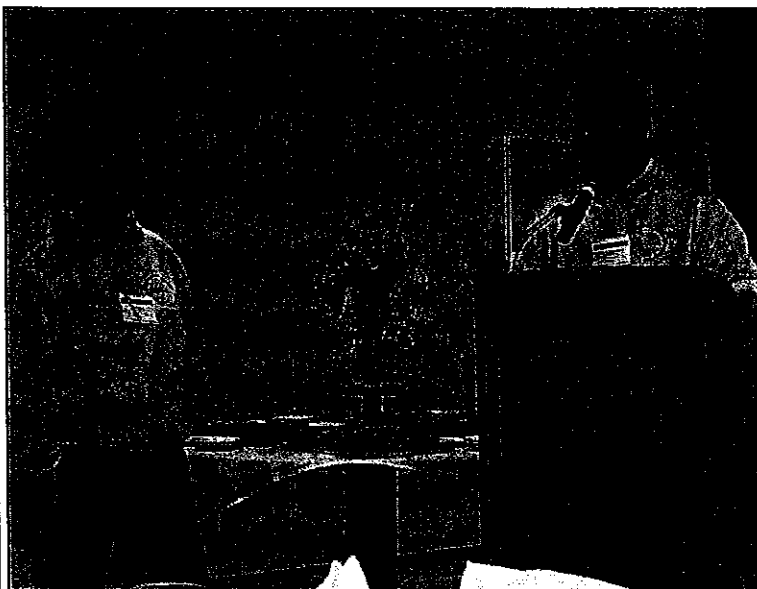
While one could argue the workshops were the main event, meeting other tutors and WC directors/workers was the most valuable part of the experience. I learned a lot about the way other centers work, and learned a lot about the problems that WC's across our region, at least, face. Guess what? We're pretty darn lucky. From what I can tell, we are more respected by other university entities at Penn State than WC's are from other colleges. Not only are we pretty well respected, but this respect manifests itself in that (from what I can tell) we are much better funded than other WC's.

Finally, [we] presented a workshop entitled "The Role of a Writing center in Deliberative Democracy." We focused on discussing how and whether or not our WC can use its collaborative learning approach outside the context of Penn State. I'm sure Jon will be sharing more about that with you at a staff meeting.

I strongly recommend that you all try to attend at least one conference as a tutor. Like I said, it's nice to be engaged with current WC scholarship, and you'll enjoy meeting and learning from other WC folks. Oh – and you get ultra-[...]cool free gear, such as a sophisticated black bag featuring the conference name and logo.

I trust you all have had—or will have—equally stimulating experiences at the conferences in your own regions. I hope you'll share. With thanks, again to Rodney, the MUC "Purple Raider" tutors, and Bill,

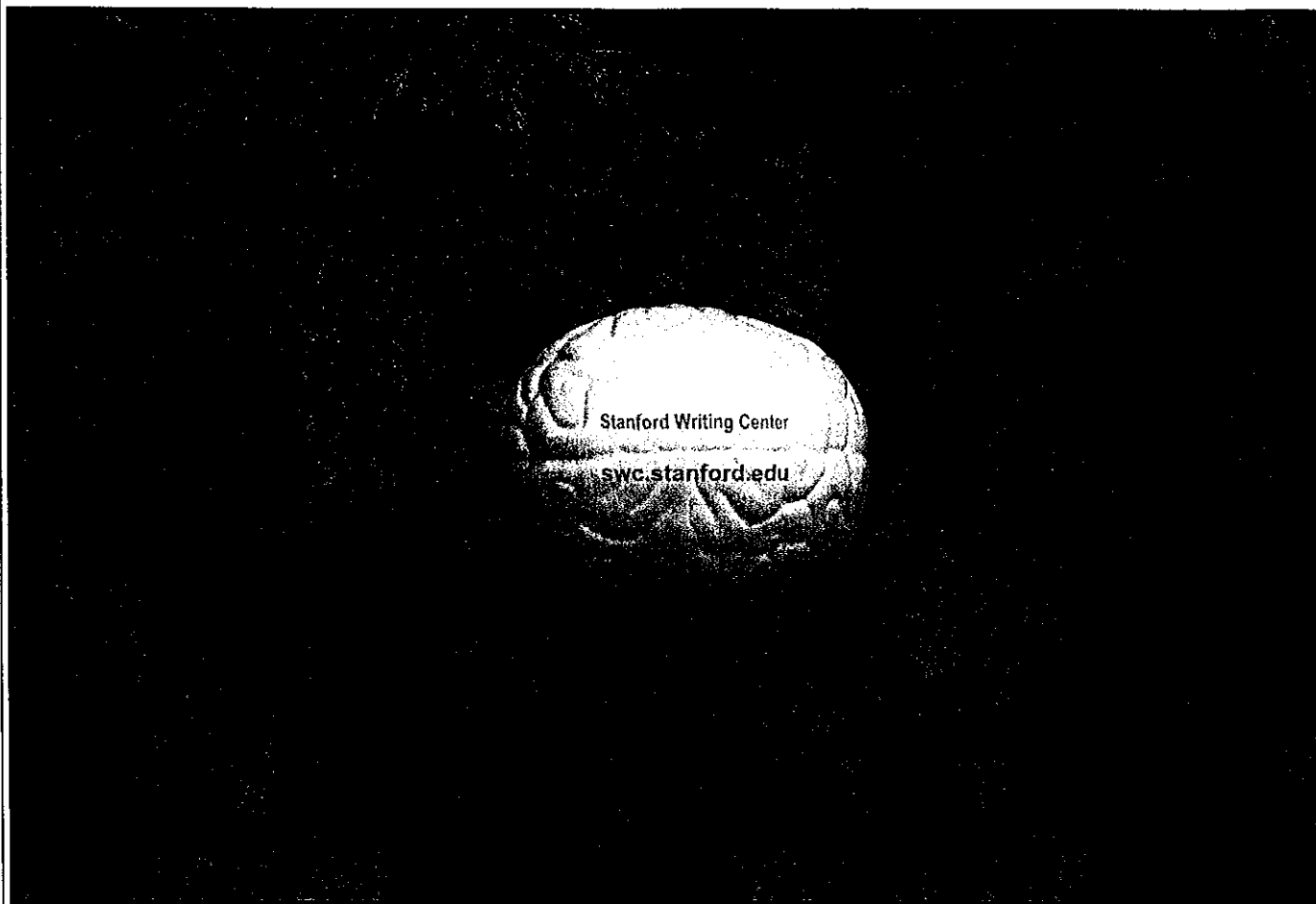
--Jon, Center for Excellence in Writing, Penn State--UP ---



**ECWCA's region serves writing centers from k-12 to college and universities in Indiana, Ohio, Michigan, Pennsylvania, and other regions nearby. Contact Ellen Schendel, Chair of the Membership Committee, at [schendee@gvsu.edu](mailto:schendee@gvsu.edu) for membership information.**

Kim Pennesi and Bill Macauley closing the conference

## The International Writing Centers Association Summer Institute 2006



All photos shown are courtesy of Rob Lee

***This account was posted on July 24<sup>th</sup> to WCenter by Sheri Jordan. It is titled "Day One at IWCA's Summer Institute 2006."***

I (foolishly?) agreed to "journal" about IWCA's 2006 Summer Institute at Stanford today. There's a heat wave all over the U.S., and the San Francisco Bay area is no exception! Record temperatures greeted the participants flying in to the Institute 2006 held at Stanford University's beautiful campus yesterday. In spite of the sluggish heat (and no A/C on the campus!), the energy has been high and the leaders generously helpful.

Last night we were welcomed with bottles of cold water, luscious hors d'oeuvres, drinks, and an impressive Indian buffet. Michele Eodice (of U of Oklahoma), the moderator of our sessions, had to practically kick out the stragglers at the party—the connection-making has been very positive and extremely encouraging to me as a "newbie" writing center director.

This morning after a continental breakfast and more networking (or e-mailing in the writing center, for those of us who are not "morning people"), Lisa Ede (Oregon State U) and Michele led the session on "Pedagogical Models for Writing Centers." Michele had us individually

*continued on page 18*

complete the statement, "I believe students learn best when... because...", and several enlightening answers were shared--my group focused on the theme of students taking ownership, feeling engaged and invested in the process, diving "deep" instead of "shallow" (by picking and choosing from internet sources they've read bits of). Others discussed helping our students to internalize the relevance of their learning, and translating the academic culture to students from non-academic backgrounds, and remembering what it's like to be a beginner (in writing as in any pursuit) again.

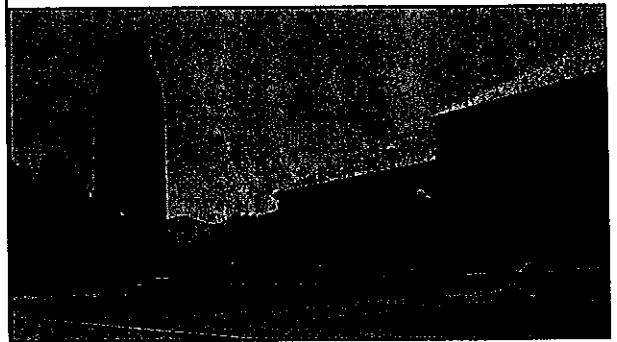
Michele urged us to "unpack our beliefs" about writing centers, our roles, etc. (including all the "myths" and "lore" we entertain subconsciously), and to see how (or whether) they influence all the areas of our work. Lisa emphasized how if we believe that the writing center provides a powerful experience for our students and tutors, we will "make this as visible as possible" throughout our campus communities. Many WC's do this through events such as poetry readings and other forms of community outreach. This was a great session--inspiring, thought-provoking, even sort of mind-boggling for me.

The "Trading Spaces" activity that followed allowed directors to display what their writing centers look like and do on poster boards (repeatedly referred to as an "elementary school" throwback). We then got to go around and check out what other writing centers are doing, how they utilize their space, and so on. My group was comprised of directors new to our jobs, and we created an "ideal writing center" which we called "The Writing Studio," complete with lots of computer terminals, glassed-off tutoring rooms like Stanford has (only some of ours featured sofas and plants), and a loft. Bravo to Sherri Winans (Whatcom CC) and Jenny Jordan (Glenbrook North HS) who orchestrated this happily chaotic event.

I think we could all empathize better with our sleepy students who struggle to concentrate during afternoon sessions right after lunch (especially in the heat--did I mention we have no A/C?! I sympathize with the leaders who tried to keep our attention in the afternoon, and they rearranged the session schedule to accommodate us.

In the session on Staff Education, Scott Miller (Sonoma State U) and Janet Swenson

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A view of Hoover Tower, named for U. S. President Herbert Hoover in 1941



Clyde Moneyhun of Stanford, Co-Chair, and Scott Miller, Humboldt State University, SI '06 Leader



Sherri Winans of Whatcom Community College and Jenny Jordan of Glenbrook North High School, two of SI '06's leaders

(Michigan State U) asked us to remember personal examples of "successful professional development" and to reflect on what made those experiences (either as developer or "developee"—my word) successful. They went through the "Five Phases of Professional Development": 1) Building a Knowledge Base 2) Observing Models & Examples 3) Reflecting on Your Practice 4) Changing Your Practice and 5) Gaining and Sharing Expertise. They briefly modeled the process of taking tutors through a mocktorial session and then interrupting it (like "Herman's Head) to verbally notice what's going on and suggest alternatives.



**Michele Eodice of University of Oklahoma, Co-Chair of SI '06**

Our final session involved breaking up into Writing Groups and discussing our plans of action for the remainder of the week—most groups planned to work on members' individual writing projects ranging from writing center documents to dissertations to works of fiction, and then meet to "support" each other in our groups.

In the evenings, voluntary Special Interest Groups are meeting for dinner and/or drinks, and although I didn't go last night (too exhausted from travel and heat), I will tonight—

these groups have included "interests" in assessment, small school concerns, technology in the writing center, working with L2 students, and so on.

It's been an incredible institute so far, and I look forward to what the rest of the week will bring!

Sheri Jordan  
Interim Director of the Writing Center (2006-2007), Claremont School of Theology

**This account was posted on July 25<sup>th</sup> to WCenter by Dan Emery. It is titled "IWCA Summer Institute, Tuesday."**

This morning, I complained that yesterday's post from the Summer Institute had set the bar too high for later participants. This afternoon I was invited to follow Sheri's opening act. Fortunately, I don't have to be the only reporter.

Our first session offered the sort of interaction that only an INTERNATIONAL organization could provide, discussing the challenges of tutoring academic writing with our multilingual, multicultural student populations. We screened Wayne Robertson's Writing Across Borders developed with Lisa Ede and Oregon State University. The film offered international students' perspectives on academic writing in their home countries and in the United States. Even as students revealed the differences between writing in their home languages and writing at OSU, they also revealed the challenge of classifying writers under any single label (like ESL writers). Faculty from English writing centers located outside the United States, domestic faculty working primarily with international students, and faculty working with L2 and L1.5 students permanently residing in the United States all offered suggestions for approaching tutoring between and across cultures.

Today's mid-morning sessions revolved around technology issues. I attended the session lead by Michele Eodice and Janet Swenson, which presented a cavalcade of technologies that could inform our practices. Michele offered a tour of the University of Kansas' backroom, the virtual space in which tutors could update schedules, post e-mails, and take care of administrative business. This virtual space freed KU from regular "business" meetings, allowing a focus on staff development in face to face encounters. Janet's tour of free technologies for virtual meetings, online conferencing, blogs, wikis, and a host of other resources offered participants several years' worth of options for expanding and improving online presence. Her Michigan State University website was described by Michelle as "the Cadillac of WC sites."

*continued on page 20*

The afternoon meetings reconvened in the acoustically challenged but climate controlled environs of the hotel, with sessions for high school and high school outreach, community colleges, and four year institutions. Scott and Lisa divided the four-year crowd into more manageable size. My group (four year public institutions) enjoyed a lively conversation spurred by opposing polemics from writing center scholarship, weaving between philosophical and pragmatic issues as we discussed independence, interdependence, and the "location" of writing centers.

In my writing group (the Group of 7 Genres), we discussed a supplemental instruction job call and three pieces of blank verse poetry. Tomorrow's agenda includes a longitudinal study of student response and an examination of writing strategies in Chinese and English expository writing.

From Stanford, where the conversation is strong, the campus is good looking, and the colleagues are all above average....

Dan Emery

***This account was posted on July 27<sup>th</sup> to WCenter by Chloe Diepenbrock. It is titled "Re: IWCA's Summer Institute 2006."***

Hello Writing Center Colleagues,

Michele has asked me to write an account of yesterday's sessions here at the IWCA Summer Institute and I could not have had a better day to describe to all of you. (A note on heat: the weather has become far more temperate, but the sessions have remained very hot in terms of the quality of ideas and stimulation.)

We began the day with a remarkable session on "Becoming a Campus Leader," facilitated by Al De Ciccio and Michele Eodice. They asked us to write about times we acted as a campus leader and times we did not. The column that listed ways in which we had acted in a leadership role stretched down the board and crept up into the "not a leader column."



From left to right: Lisa Lebduska of Wheaton College, Sherri Winans of Whatcom Community College, Janet Swenson of Michigan State University, and Scott Millier of Humboldt State University, all SI '06 leaders.

I did find that, though it was painful to explore, thinking about the times I have abdicated my leadership role was also a revealing experience. That discussion was bracketed for me when Michele pointed out that writing center directors are experts at collaboration, yet we often forget those skills when we look outward toward our campus communities. She stepped to the side as she said this and physically demonstrated those skills dropping off as we headed into the somewhat less explored territory of campus leadership and "politics."

The group had excellent contributions about how best to provide leadership on campus in committees and collaborative relationships. Lisa Ede provided a counterpoint by reminding us that sometimes to be a truly effective leader we have to say "no" to requests so that we can take care of ourselves and our primary responsibilities.

Al then told us his moving story. We heard about his journey to his Ph.D. and into writing center work, and then beyond to the uncharted territory of academic administration. I was very heartened by his strong belief that his writing center work prepared him for the work he does now as an academic dean. An inexact summary (sorry if I got it wrong, Al) of one of his inspirational statements is

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that students succeed when they are approached with a pedagogy of love because it is one of hope and success. His passion for the work he does and for the students he serves is apparent in everything he says. Wow--this is leadership at its best!

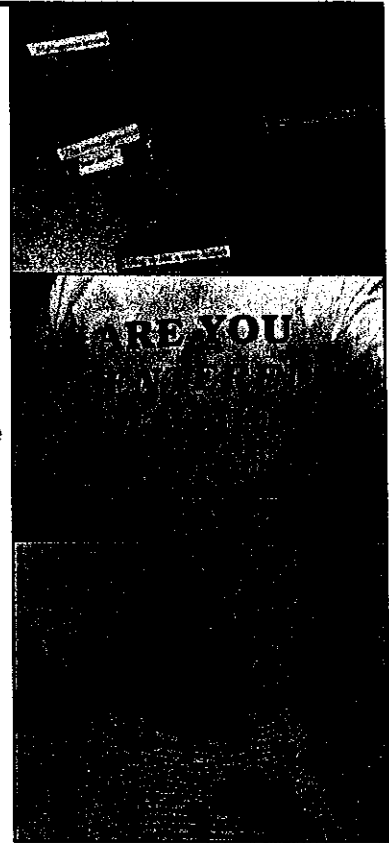
After a delicious pasta lunch, we reconvened in the hotel where we met in break-out groups determined by the length of time we had been doing writing center work. I went with the "Been there, done that" group, which Lisa E. quickly renamed the "old farts." Here we talked about what we found rewarding and what we found frustrating and how to stay energized in our work. The similarities abounded. We agreed that our tutoring communities, the "buzz" of our working centers, and the opportunities to create on an on-going basis provide the rewards that keep us going. The final discussion on what might be in store next was again inspired by Al's experience in administration and added a nice link to the morning discussion on campus leadership.

Our next adventure was into play in the center. Michelle, Scott, and Sherri created "play stations" in which we learned improv techniques, altered fortunes from fortune cookies, and created cootie catchers. Need I say it was fun? (Look at today's summary for a much richer discussion of the reasoning behind the play and the excellent ways in which it can be used.)

Our writing groups met and mine provided some excellent feedback to the projects we had committed to at the beginning of the week and then we headed out for an old-fashioned ice cream social. I can't report on anyone else's selection (though they sure looked good), but my heath bar crunch was fabulous and sinful--a perfect end to a day of deep thought and lighthearted fun.

Chloe Diepenbrock

Reporting from the IWCA Summer Institute



Lisa Ede of Oregon State University, an SI '06 Leader

***This account was posted on July 28<sup>th</sup> to WCenter by Susan Meyers. It is titled "Thursday at the 2006 Summer Institute."***

Dear Writing Center Friends,

Whew! The last full day of the 2006 IWCA Summer Institute has ended, and the knowledge that tomorrow morning will be our last gathering is bittersweet. I have met so many wonderful people here, and the extent to which I have gotten to know many of them in so short a time amazes me. Leaving this Institute, I can honestly say that I am walking away with more friends in my life - not to mention professional connections - than before. Through the break times, lunches/dinners, and session activities, I have met with nearly all of the participants, and they are such wonderful people. The other day, Michele asked a group of us if we envisioned ourselves staying in the writing center world. I couldn't help but answer "yes," if for no other reason than the fact that I want a life full of such like-minded and passionate people. And, for any of you out there considering the Summer Institute in the future, I recommend it to you enthusiastically. It's been a tiring week, full of activity, but a very enriching one. I have learned a lot about myself, my work, and possibilities for the future.

Some highlights from today: We started off the day with a three-part presentation by the staff of the Stanford Writing Center, describing some exciting and engaging outreach and

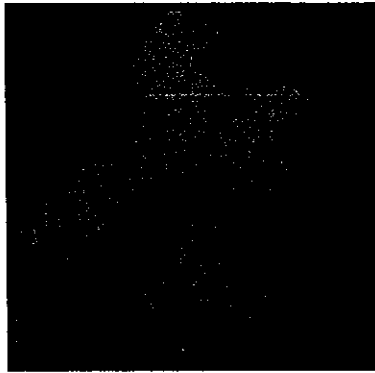
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articulation projects that they are involved in. Stanford has had particular success with workshops for first year students; they have increased their visibility tremendously through this work.

In other venues, they have sponsored poetry slam nights and acquired a grant to help start writing centers in local high schools. Information about this last project, Ravenswood Writes, is available on the Stanford Writing Center website.

The day's second session was very much in line with the spirit of the day: play. During this session, we played language-oriented games and discussed ways of incorporating them into center work. In particular, many of them seemed useful for tutor training. For instance, one of the games had us passing around a collective letter that we wrote one word at a time, passing the paper to the next person word by word. It was hilarious, and several people mentioned that they have also used it for work with ESL students.

After lunch, we picked up group on this topic, we WAC/WID initiative to the ing center. However, the were also addressed, and it might be more appropriate of the particular shape of the that writing center and each other to survive. Many about ways that we can campus for the importance



with the topic of WAC work. In my small talked about the importance of a relative success and survival of a writ-politics and potential problems of WAC was suggested that a WID structure and successful at this point. Regardless initiative, though, it was widely agreed WAC/WID go hand in hand, and help suggestions were made in large group make compelling arguments across of this kind of work. For instance, it can

be helpful to cite existing research on writing, and to remind faculty that teaching writing = teaching thinking. John Bean's "Engaging Ideas" was also mentioned as a compelling and useful resource.

Finally, the day's formal sessions closed with a tremendous Q & A with a group of peer tutors from a community college in Modesto, California. The students were incredibly polished, very articulate, funny, passionate, and just generally wonderful human beings.

We all enjoyed what they had to say; they had us laughing even harder than the morning's game session! This closing activity was as welcome reminder that, beyond all of the politics and strategizing, the lived reality of our daily work with staff and peer tutors makes our jobs worthwhile.

Finally, we ended with a final round of writing group time. In my group, we talked at a meta-level about our writing projects, discussing what we'd done during the week (mostly large scale, cognitive work) and planning a structure for this work once we return.

So yeah, whew! That's about what I have to say just now. It's been a whirlwind week, but I have learned a tremendous amount - both about what I can hope to do, and what I may not be able to do. This week has been inspirational, and it has given me a dose of reality. It has helped me think about where I want to go with my career, and it has suggested to me some ways that I may be able to better contribute to my center, my institution, and the writing center community as a whole. I wish you all the very best in your work, and I hope you will have the chance to attend an IWCA Summer Institute in the future.

Cheers, Susan Meyers, University of Arizona



Al DeCiccio of River College, an SI '06 Leader

***This account was posted on July 30th to WCenter by Sheryl Cavales Doolan. It is titled "More Summer Institute Reflections."***

Before I quickly get mired in prepping for fall classes, I wanted to take some time to reflect on this past week. The Summer Institute was everything I expected and more than I ever hoped for.

The sessions provided avenues for the leaders – Lisa Ede, Lisa Lebduska, Jenny Jordan, Al DeCiccio, Janet Swenson, Clyde Moneyhun, Michele Eodice, Sherri Winans, and Scott Miller – to share their unbelievable wealth of knowledge, to ignite rich conversations, to laugh those belly-aching laughs while still learning, and to engage the participants in the most rewarding professional development I've experienced. Session topics ranged from WAC & Writing Centers to Becoming a Campus Leader to Promoting Play in the Writing Center (please see the itinerary at the SWC website for details).

As you would expect from writing center folks, the learning wasn't – couldn't – be limited to our sessions, wonderful as they were. We were broken up into 9 small writing groups (according to Michele's complicated, randomized algorithm). What a treat it was to not have to make (and break?) that promise to myself, you know the one that goes, "I swear I will spend one hour today on my writing!" because the time was already carved into the schedule for us! The groups set their own agendas and schedules, some sharing works-in-progress, some focusing on professional work, some giving feedback, some listening and sharing. Undoubtedly, the best aspect was connecting with people who started as colleagues and are now good friends. (Pink Ponies, write on!)

There's a difference between what the IWCA Summer Institute *does* and what it *is*. Certainly, it offers incredible resources to new and experienced writing center professionals; it provides a venue for making invaluable contacts; and it gives participants tools we can use when we step into our own centers. At its heart, though, the SI is an international community-building event. I love the tutor training activities, the research methods, the publication possibilities I took from SI. What I value most, however, are the connections (and re-connections) I made with so many people with similar interests.

*Grazie mille* to the leaders, to Clyde and to the woman behind the curtain, Emily, for hosting at Stanford; to the IWCA for putting on such an outstanding event; and to the other participants for making the Institute buzz. Next year's SI will be held at Oregon State University in Corvallis, Oregon, an event I'm sure will be as outstanding as this year's; I highly recommend it to anyone involved with writing center work. The SI is the perfect illustration of what it means to be a writing center professional.

Sheryl Cavales Doolan, Santa Rosa Junior College



## International Writing Centers Association

An Assembly of the National Council of Teachers of English



### ***IWCA Update: The International Writing Centers Association newsletter***

**Purpose:** *IWCA Update* is published twice per year: one issue in the Winter/ Spring semester (late January/early February) and the second in early Fall semester (late September/early October). The newsletter is circulated to all current members of IWCA and *Update* contributors. The purpose of *IWCA Update* is to provide IWCA members with the most current information about the organization and its work. *Update* is also dedicated to providing for writing center professionals a forum in which a wide range of information and writing can be found, work that is important to the field and might not otherwise find publication. Finally, *IWCA Update* strives to provide for writing center professionals up-to-date announcements, calls for proposals and/or submissions, information on awards, discussion/review of publications, & information on IWCA, IWCA regional, and other writing-related conferences.

**Deadlines:** Submissions for the summer/fall issue should be received by no later than June 31<sup>st</sup>. Submissions for the winter/spring issue should be received by no later than November 1<sup>st</sup>.

### **Submissions Guidelines:**

- Short articles, fiction, nonfiction, and conference reviews should be no more than 1500 words.
- "One Question" pieces should be no longer than 500 words (These pieces are designed to provide readers/writers with an opportunity to ask a question of our readers that can be followed up on WCenter).
- CFPs should be no more than 250 words (for the winter/spring issue, CFP deadlines should be no earlier than February 28<sup>th</sup>; for the fall issue, no CFP deadlines should fall before October 31<sup>st</sup>).
- Conference, book, grant, award, and other public announcements should be no more than 100 words.
- Personal and hiring announcements, job postings, and new resources/facilities announcements should be no more than 50 words.
- Poetry, book reviews, short text selections, and other submissions will be considered on a case-by-case basis. If you have other materials you would like to submit, please do so. The editor is very much willing to work with you.
- Please include links to further information, should these constraints prove problematic.

### **Submitting a piece:**

- All submissions should be sent via email. Send your piece to: danko@calumet.purdue.edu by the appropriate deadline.
- Each submission should be sent separately.
- Please include your full name, as you would like it to appear in the newsletter, current title/position, institution, and complete contact information in the email.
- Each electronic submission should be in an MS Word document attached to the email AND pasted into the email message itself.

If, for any reason, you would like to submit a piece for consideration and cannot meet these guidelines, contact Nita Danko, *Update* Editor, to make other arrangements.

Please feel free to email or call if you have any questions.

# PURDUE UNIVERSITY CALUMET

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