



# The **International Writing Centers Association**

## **UPDATE**

Volume 8, Issue 2

Spring 2008

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Questions, comments, or submissions? Send them to:

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**Columbia** COLLEGE CHICAGO 

INNOVATION IN THE VISUAL, PERFORMING, MEDIA, AND COMMUNICATION ARTS

**Note: This is Clint's outgoing letter to the membership dated October 2007**



Clint Gardner, IWCA Past President

"Has it really been two years?" I asked myself this morning when I noticed on my calendar that I had my last President's Message to write for *IWCA Update*. I was saying something similar last weekend, when I was harvesting the last of the vegetables that I wrote about in the last Update: "is it already fall?" While my garden was small, it has yielded much more than I expected. Quite like my garden, these past two years have been fruitful ones for IWCA. We've made significant moves to diversity and broaden our membership through adopting a diversity initiative, and through the adoption of a position statements on disability and two-year college writing centers. We've made steps to make ourselves a more environmentally sustainable association by adopting a green initiative. We've worked diligently to develop better ties to our publications: *IWCA Update*, *Writing*

Clint is instrumental in connecting computer technology and global writing center communication. As Clint would say...

PeerCentered, along with its blog (<http://bessie.english.slcc.edu/pc>), which peer tutors and anyone else for that matter can join too, and its podcasts (<http://bessie.english.slcc.edu/pc/podcast/>) has also started up a Facebook group. If your tutors are Facebook adepts, you might encourage them to search for the PeerCentered group in Facebook. You are, of course, welcome to join the group too!!

*Center Journal*, and *Writing Lab Newsletter*. This spring we had a very successful and engaging conference that brought those interested in writing centers from around the world together in Houston. We are also looking forward to meeting again next fall in Las Vegas for the 2008 IWCA Conference. The IWCA Executive Board is, as you read this, considering a mission statement that will define IWCA's overall purpose and direction. Finally, we ensured the continuation of IWCA through the election of Roberta Kjesrud (Vice President), Dawn Fels (Executive Secretary), and Harry Denny (Treasurer).

In looking back on these last two years, I feel that all IWCA members can be proud of the work we are doing to promote, throughout the world, writing centers, writing center professionals, peer tutors, and scholars of writing center work. I have had the great honor to serve as President of the IWCA during this time. As with any volunteer organization, the key to success is actively engaging the membership to share in the development of the organization. The other executive officers and I (Jon Olson, Past President, Michele Eodice, Vice President, Ben Rafoth, Treasurer, and Dawn Fels, Executive Secretary), as well as the IWCA Executive Board, have striven to ensure that as many members as possible have the opportunity to serve the writing center community through involvement in IWCA. Such service really is an opportunity to become better connected with others in our field, to share insight and knowledge, and to help shape the future of writing centers.

Your involvement is essential to the continuation of our Association. In any organization such as IWCA no one person can do it all, nor should they even be expected to, nor should they even attempt to. As I've said before, IWCA is about all of us sharing and working together to carry writing center theory and practice into the future. Even as I leave the office of President and hand it on to Michele, I realize that there will always be opportunities for me in IWCA to get involved and continue to do the good work that we do.

I encourage you to join me in taking advantage of those opportunities.

**Note: This is Michele's incoming letter to the membership dated March 2008**

### Letter from Norman, March 2008

Last year my letter from Norman noted the wild weather patterns we experience in our home towns and inside our institutions. A year later I have to say that wild weather is still with us: the December ice storm here in Oklahoma altered our campus landscape dramatically, downing almost 1,000 trees. The first order of business was replanting in order to replicate the familiar look of our campus; our trademark ovals looked too bare and no longer resembled the historic photos that evoked nostalgia for alums. One thing I asked myself: why do we cling to pictures of how things used to be in order to preserve what we perceive as the way things always looked to us? Why don't unexpected natural disasters that wipe out the past invite us to re-envision the future?



Michele Eodice, IWCA President

In the same way, why don't major shifts within our institutions invite innovation? We often lose opportunities when we scramble to simply return to the way things have always been done. When there is a personnel shake up, a bad budget year, a move to a new location, writing centers often take shelter. What would happen if we poked our heads out and said, hey, this could push us to try something different, something new, something we did not plan for.

The small town of Greensburg, Kansas is a good example [<http://www.greensburgks.org>].

On the night of May 4, 2007, 95% of our homes and businesses were destroyed by a massive EF5 tornado that was nearly 2 miles wide. Although this storm was devastating to our community, we are presented with an incredible opportunity to show the world our strength and to create a new future for those who will live here. We strongly believe that we will be back, better than ever, and will be a model for rural America.

Greensburg's community recovery goals include a "green" agenda for each new project and the building of a Business Incubator to provide entrepreneurs a place to collaborate and generate ideas and support.

Writing centers might begin by converting problems to opportunities. We viewed the inundation of students in the first year orientation course, who were required to visit us, as a problem. Now, we prepare for that time in the semester when we know they will come in. What once frustrated us – "my teacher made me come here" or "just sign my paper that I was here" – provided a new challenge to understanding what students could not possibly know in advance. With few high school writing centers in Oklahoma, most of our first year students had no way of knowing what to expect. In one of our staff education meetings, we talked about what it is like to know how something works, a cafeteria, an iPod, a poem. We uncovered how uninterested, even resistant or down-right scared, we might be to encounter a place and a pedagogy – or site and method (Boquet) – that we have yet to experience in our learning histories. Now our consultants realize they are insiders who already know the schema and are better positioned to help orient these students by telling them how learning might work for them in this environment. This is not inauthentic authority over less experienced students – it is mentoring and leadership at its best. We join in a common effort to help each other learn.

In the coming year I hope to see many of you at conferences. I have had the privilege of attending several regional conferences in my role as vice president and now as president of IWCA, and some photos from my visits are included in this newsletter. Please know too that you are always welcome to visit Norman!

### ***Congratulations to Melissa and Lauren!***

The selection committee for the *Writing Center Journal*, Harry Denny (chair), Neal Lerner, Gerd Brauer, Howard Tinberg, and Lil Branon, recommend the selection of Melissa lanetta from the University of Delaware and Lauren Fitzgerald from Yeshiva University as the next editors of *Writing Center Journal*.

These two outstanding scholars and professors have lengthy experience as writers, reviewers, writing center professionals. They also possess rich records publishing in the field and making larger connections to composition and English Studies, and their vision for soliciting and shepherding new scholarship will only make the tradition of Writing Center Journal grow stronger. Drs. lanetta and Fitzgerald's institutions have committed resources to enable them release time, travel support and administrative assistance sufficient to produce the journal with excellence, all the while maintaining its independence. Given our selection criteria - broad understanding of the writing center scholarship and of rhetoric and composition studies; experience with writing center administration and board service; ability to marshal institutional support for sponsorship of the journal; and publication and editorial experience - these candidates easily enabled the selection committee to reach a consensus, especially in the face of strong competition.

### ***Congratulations to Michael and Janet!***

Michele Eodice, IWCA President, and Muriel Harris, *Writing Lab Newsletter* editor, are both pleased and honored to add two Associate Editors to the staff of *WLN*: Michael Mattison (Boise State University) and Janet Auten (American University). They will bring energy and impressive skills to this position, and we thank them for their willingness to work on *WLN* as they somehow carve out even more time and expend even more effort in their already busy lives as writing center directors. The IWCA *WLN* AE Selection Committee members included Michele Eodice, Clint Gardner, Pamela Childers, and William Macauley.

### ***Congratulations to Bill and Nick!***

The Outstanding Scholarship Committee awarded *Marginal Words, Marginal Work?: Tutoring the Academy in the Work of Writing Centers*, edited by William J. Macauley and Nicholas Mauriello, the International Writing Centers Association 2007 Outstanding Scholarship in a Book Award.

The Committee, Wayne Roberston (chair), Glenda Conway, Treasure Ingels, and Jennifer Wells, recommended *Marginal Words* for its strong scholarship, its rich theoretical base, and its potential for practical applications.

### ***Congratulations to the IWCA Scholarship Award Best Article Winners!***

This year the committee--Lisa Ede, Oregon State University; Kurt Schick, James Madison University; Lisa Zimmerelli, University of Maryland University College, and Leigh Ryan (Chair), University of Maryland—reviewed an especially rich and diverse group and chose two articles to share the top spot: Michael Mattison's "Someone to Watch Over Me: Reflection and Authority in the Writing Center" (*WCJ* 27.1, 2007) and Renee Brown, Brian Fallon, Jessica Lott, Elizabeth Matthews, and Elizabeth Mintie's. "Taking on Turnitin: Tutors Advocating Change." (*WCJ* 27.1. 2007).

The committee liked the way Mike engaged in the difficult activity of critiquing a practice (reflection) to which he is strongly drawn. We found his sophisticated analysis and integration of theory, practice, and reflection quite compelling. The "Turnitin" article offers a wonderful description of timely and collaborative research that included undergraduates. We liked their questions, and especially appreciated the blend of political/institutional, pedagogical, and ethical considerations.



**Keynote Anne Ellen Geller and closing speaker Kevin Davis at the South Central Writing Centers Association Conference at the University of Oklahoma**

I just got back from "Writing Out Loud!" It was the 18<sup>th</sup> annual South Central Writing Centers Association conference in Norman, OK, hosted by the University of Oklahoma writing center and their fearless leader, Michele Eodice. We were very well taken care of, attended great sessions on a fantastic theme, and learned a lot. Some of us experienced our first snowfall (on the way from Texas).

The keynote by Anne Ellen Geller revealed the source of the conference theme and stimulated us to think about how and why we "write out loud." She described a course many of us would probably love to teach (I would). At the end of the conference, we had a wonderful closing talk by Kevin Davis, which brought it all together with his conference observations and his personal stories.

Thanks from all of us conference participants!

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## Introducing a new e-publication

*Harlot: A Revealing Look at the Arts of Persuasion*

We're proud to announce *Harlot: A Revealing Look at the Arts of Persuasion*, a digital magazine and web forum dedicated to exploring rhetoric in everyday life. As the name suggests, Harlot is not another academic journal, nor is it a pop culture magazine. It's a combination of both and neither, and its goal is to provoke real conversations in the public sphere about how communication shapes our world -- from topics on reality television to public monuments to religion to pop music, and so on.

As a digital community, Harlot promotes collective invention and discussion through multimedia and traditional texts, creative pieces, artistic works, blogs, and wiki pages. We welcome submissions in a range of genres and media formats and imagine a variety of possibilities:

- \* art inspired by gaming culture
- \* a mock interview with a political candidate
- \* a short film on green architecture
- \* a collaborative review of a popular documentary
- \* an experimental poem about social-networking sites
- \* a parody of a popular advertisement
- \* whatever else will spark thought and conversation

We invite adventurous critics, artists, and thinkers to take part in promiscuous investigations into the social, cultural, and political powers of rhetoric ... for play with a purpose. Check out our site at [www.HarlotoftheArts.org](http://www.HarlotoftheArts.org) to learn more.

**For publication in Harlot's debut issue in Fall 2008, submissions must be sent in by July 1st, 2008.**

The Harlot team  
[harlot.osu@gmail.com](mailto:harlot.osu@gmail.com)

[http://english.osu.edu/newsevents/features/yr2008/02-19\\_harlot.cfm](http://english.osu.edu/newsevents/features/yr2008/02-19_harlot.cfm)



Outside the Pacific Northwest Writing Centers Association Conferences , April 2007, at Whatcom Community College, Bellingham, Wa.

– Photo by Whatcom Learning Center Director Dean Hagin

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Registration table for the Pacific Northwest Writing Centers Association Conferences , April 2007, at Whatcom Community College, Bellingham, Wa.



Audience during the opening session of the Pacific Northwest Writing Centers Association Conferences , April 2007, at Whatcom Community College, Bellingham, Wa.

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Muriel Harris delivers Keynote Address at opening of the Pacific Northwest Writing Centers Association Conferences , April 2007, at Whatcom Community College, Bellingham, Wa.

### 5th Annual PNWCA Conference--closing the book

Submitted by Ann Harrington on Mon, 2008-05-12 14:18. **General Discussion**

Hi everyone,

My appreciation goes out to all of you who attended and made this such a special event. If you haven't already done so, please take a moment to provide feedback so we can make the next conference even better.

Want to see conference pics? Go to:

<http://picasaweb.google.com/harrington.writingcenter.pnwca>

(Brandon Osborn, photographer)

<http://www.flickr.com/photos/djwudi/sets/72157604785356775/>

(Micheal Hanscomb, NCSS, photographer)

See you all next year at Central Washington University.

Best,

Ann Harrington  
2008 Site Chair

**2008**



**The Outstanding Scholarship Committee awarded *Marginal Words, Marginal Work?: Tutoring the Academy in the Work of Writing Centers*, edited by William J. Macauley and Nicholas Mauriello, the International Writing Centers Association 2007 Outstanding Scholarship in a Book Award.**

The Committee, Wayne Roberston (chair), Glenda Conway, Treasure Ingels, and Jennifer Wells, recommended *Marginal Words* for its strong scholarship, its rich theoretical base, and its potential for practical applications. As one Committee member noted, the essays in *Marginal Words* are “set clearly and fairly against a pre-existing body of knowledge” but yet also “provide thorough information about specific writing centers, writing programs, and WAC initiatives.” As a result, writing center directors of all experience levels, as well as peer tutors, graduate students, and professional tutors, will be able to see how the authors took familiar theory, examined it in new lights, and then applied it in innovative ways to specific, localized contexts.

## **Out of the Margins, Into the Middle?**

### **Book Review**

by

**MaryAnn Crawford, Ellen Schendel, Barbara Toth**

*MaryAnn Crawford is the Director of the Writing Center/Basic Writing and University Writing Program and a Professor of English at Central Michigan University*

*Ellen Schendel is an Associate Professor in the Writing Department, and the Director of the Fred Meijer Center for Writing and Michigan Authors at Grand Valley State University.*

*Barbara Toth is the Assistant Director of the Office of Academic Enhancement and the Writing Center Coordinator at Bowling Green State University.*

***Marginal Words, Marginal Work?: Tutoring the Academy in the Work of Writing Centers.*** Eds. William J. Macauley, Jr. and Nicholas Mauriello. Cresskill, NJ: Hampton Press, Inc. 2007. 277 pages. Index. [27.50] ISBN 1-57273-770by

### **Introduction**

This collection represents the testimonials of writing center workers claiming the current writing center predicament: Catch-22s, struggles toward disciplinary recognition, and celebrations. As the title *Marginal Words, Marginal Works?* suggests, the testimonials situate current writing center praxis relative to often marginal and inferior positioning of writing centers within academia. They also speak to some advantages of marginal positioning but also to the dangers of passively accepting life on the margins as destiny. And, yes, the testimonials speak about the recognition and success of their work as well as the work that still needs to be done.

Encompassing fifteen different articles, this book is anything but marginal. The question mark in the title captures the point: despite (or perhaps “in spite of”) the lore of writing centers as marginalized, e.g., housed in garrets (or basements), underfunded, and fighting fix-it shop and remedial identities, this collection suggests that writing centers have arrived on the academic scene (and possibly elsewhere, although the articles in this book speak only to academic settings). If these articles are any indication, writing centers are prominent and visible in their institutions, and, if not exactly at their respective centers, then at least in the middle of a wonderful mix of ideas and practices that foster writing and learning. Perhaps, as Ben Rafoth suggests in his foreword, “our words and work are on the move and quietly leading the academy” (x).

This book asks us to reconsider this notion of “margins” and sets up a conversation to that end – a Burkean parlor that one can enter *in medias res*. The editors do not mention any kind of organizational pattern, and that absence reinforces the sense that the articles are “speaking” to each other and to us, about who we, and they, are. Like most good conversationalists, the authors reveal things about themselves and their centers while giving ideas for what other centers might want to

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become. There are many such ideas offered. A reader can dip in and out of the book, reading early, middle, late, backward or forward, and come away with an understanding of how another center functions, of practical ways of designing or redesigning a program, and of the current issues in our profession.

While the book as a whole examines the work of writing centers in a variety of configurations and contexts, some themes appear while reading it. Loosely, the three themes we consider are: identity within institutional contexts, expansion and collaboration, and the importance of viewing writing centers as more than service facilities.

### **Identity at Heart**

MaryAnn K. Crawford

This book suggests various definitions for “margin.” As a writing center director, I thought about the tension between margins and centers as metaphors for what we do. I remembered a conference session ten years ago devoted to the benefits of living in the margins. I thought about the meaning of “being marginalized” and the difference between that meaning and the notion of “having margins.” Being marginalized implies a victim, while living within margins means defining who we are and what we will and won’t do. I found such identity work explicit in chapters 1, 4, 9, 12, and 15.

The book begins with the way stories shape identities. In “Why There Is No ‘Happily Ever After’: A Look At The Stories And Images That Sustain Us,” Melissa Nichols reminds us of an all too familiar origin story: once a upon a time, there was created a writing center to take care of students who just couldn’t write; it was hidden away in a basement (or garret), with few

resources and an underpaid staff (2). Subsequent metaphors such as “midwife, parlor, wife” continue a feminine, subservient view of writing centers. Instead of feminized spaces, Nicolas advocates rearticulating writing centers as feminist. She encourages us to be activist both on campus and in our professional relationships: identifying the stories that encode us, examining our relationships to composition studies, agitating for more recognition, moving from directive/nondirective pedagogy to thinking about a rhetorical framework, finding those whom we do not serve and then deciding how we can. While these strategies will not necessarily lead to “happily ever after,” we can begin to tell new stories that will better support an adult identity for writing centers, one that looks toward the promise of future generations of students, faculty, and professionals.

Chapter 4, “Situated Learning in the Writing Center,” by Neal Lerner, is one of my favorite pieces in the book. Thinking about my reaction, I realized just how important having a common language is to identity. I’m familiar with situated learning, the concepts are familiar and comfortable; the references Lerner cites are people I’ve read: Gee, Wenger. In this way, writing centers share “an affinity group” (57) across institutions. The ease with which I read brought home even more quickly Lerner’s point: that students also need to find such familiarities and writing center work can help them do so. Our tutors interpret the college world in which they and student writers live at the same time that they share the intricacies of writing. Much like the conversations represented in this book, writing centers provide a “parlor” in which talk of writing and learning (in whatever discipline) can take place. Rather than marginal, writing centers are at the heart of a particular kind of learning opportunity, one rarely if ever available otherwise.

Chapters 9 and 12 both focus explicitly on issues of identity. In Chapter 9, “Two Centers, Not One,” Derek Owen questions writing centers as being a “service.” While a center obviously performs a service, to the students and to the university, it is not “only” a service, he claims. In fact, Owen suggests, centers do something much more important and much more subtle: they do the cultural work that underpins an institution. As sites of multi-disciplinary learning, often incorporating multimedia and current technology, writing centers are at the forefront of the critical and creative literacy learning crucial to education today. Similarly, Jennifer Beach (Chapter 12) examines the roles writing centers are assigned by their institutions and that they assign for themselves in relation to the ideals of the profession. She brings Goffman’s notion of “underlife” (198) to her analysis. Here, Beach looks not so much at what people say about her center as at how identities are encoded in the very documents used to report writing center work. I wanted to revisit my annual report immediately.

The book ends, appropriately so, with a success story – of sorts. In the final chapter, “Expanding the Center: A Narrative about Resources, Roles, and the Right Tutors,” Terry Myers Zawacki notes the benefits he sees in being director of both the writing center and the writing across the curriculum program, especially in leveraging resources. The combined existence of the two programs under one identity also meant that he was the go-to person when his college’s new campuses wanted to cash-in, so to speak, on providing the same benefits for their students. The difficulties he encountered across campuses remind us of centers needing to be responsive to local needs and pressures. This article, as do many others in this collection,

*Continued on page 10...*

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illustrates the extent to which our writing centers are part and parcel of the local cultures in which we, and they, exist. And yet, despite such local exigencies, the ease with which these articles speak to me and for me points out that we are also part of a larger but equally important professional identity and conversation. This book is a fine example of just how vibrant such conversations are today.

### **Moving Out Into the Larger Community**

**Ellen Schendel**

This is the sort of scholarship I enjoy reading. The chapters in Macauley and Mauriello's book make important theoretical and disciplinary arguments about the centrality of writing center work to teaching and learning, and they give readers innovative models to follow in planning how to make their writing centers more proactive on their campuses. Its positive, can-do tone is inspiring and motivating.

The five chapters I examined share the themes of expansion and collaboration, of moving the writing center outward, into other classrooms, other programs—into the thinking and teaching and learning of students and faculty across the university.

"Exporting Writing Center Pedagogy: Writing Fellows Programs as Ambassadors for the Writing Center" is the story of the University of Iowa's fellows program, and it's centered on the idea that the writing center can be a force of profound change. In fact, the final section of the article is titled, "The University as Writing Center," underscoring the potential Carol Severino and Megan Knight see for connecting writing center pedagogy and staff to other programs on campus. "Risks in

Collaboration: Accountability as We Move Beyond the Center's Walls" is the story of yet another fellows program, that of the Illinois State University writing center. It's a celebratory (and yet cautionary) tale about the possibility and limits of bringing the collaborative spirit of the writing center into the realm of classroom-based work, in which tutors lead peer response groups and therefore realize a collaboration, of sorts, between the writing center and the classroom instructor.

Muriel Harris's "Writing Ourselves into Writing Instruction: Beyond Sound Bytes, Tours, Reports, Orientations and Brochures" is a useful essay that discusses the challenges writing center directors face in finding the right metaphor or description to promote the center's services to such a diverse audience: students, composition faculty, faculty in other disciplines, administrators. Harris's solution is to resist the sound byte, at least some of the time, by facilitating a workshop for faculty that connects their own writing processes to the way they go about assigning writing in their classes and addressing the problems they seem to identify in student writing. And Chapters 13 and 14 are problem-solving narratives as well. In "Encouraging or Alarming?" Jill Frey recounts how the writing center at Presbyterian College caught the attention of the college's new president, and how that precipitated a series of opportunities for the writing center to become involved with a number of programs and initiatives across campus. In "Quietly Creating an Identity for a Writing Center," Jill Gladstein describes how internal changes in the training and expectations of the writing center staff as well as responsiveness to the student culture on campus led Swarthmore's writing center to reinvent itself—and she focuses on how these changes came about in subtle, though powerful, ways that very few people even noticed.

What I most appreciate about all of these chapters is the level of detail they include about their programmatic success and challenges. For example, Severino and Knight's chapter on the University of Iowa's fellows program describes the recruitment and training of tutors, their funding, the programmatic relationship between the writing center and the WAC program, and the duties/responsibilities of the fellows. An appendix includes relevant resources on beginning a fellows program as well as the cover sheet students are required to fill out before submitting their work to a fellow for response. Likewise, Harris gives enough detail about the workshop that it would be relatively easy for a writing center director to offer something similar on his or her campus. The narration and analysis in the other chapters would help readers to anticipate a number of complicating factors in beginning and expanding a fellows program, changing the culture of the writing center from within, or following an administrator's vision for college initiatives.

Perhaps with all these examples of proactive expansion and collaboration, more writing centers will seize opportunities to leave the margins of their institutional culture and become central to the teaching and learning that happens at their university and beyond.

After all, writing centers are powerful spaces. The offerings in *Marginal Words*, *Marginal Works?* make this fact clear.

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### **In and Out of (the) Margins--But Not Just a Service Facility Anymore**

**Barbara Toth**

Numerous articles in this anthology testify to writing center work across oceans, across research projects, across new purposes, across writing programs, and across tutor/faculty interactions. Implicit in all of these articles are strong arguments for active participation of writing centers in the construction of universities and against writing centers as mere service facilities.

Kate Chanock in "On Being a Colleague" writes from Australia describing successes that she has experienced with a faculty-based model that positions her writing center staff to interact with faculty *as colleagues*, rather than as service workers. Chanock cites "*othering* that contributes most to the sense of insult felt by writing tutors" (91) when the "multidimensional" (87) nature of writing center work is misunderstood or ignored.

Paula Gillespie, Bradley Hughes, and Harvey Kail in "Nothing Marginal About This Writing Center Experience: Using Research About Peer Tutor Alumni to Educate Others" speak powerfully and persuasively to the disciplinary recognition due writing centers. According to Gillespie *et al.*, "We want to argue that once a writing center has 'graduated' peer tutors, it is no longer exclusively a service facility that provides tutoring for struggling writers" (37). The research Gillespie *et al.* have conducted, eliciting feedback from "graduated tutors" about the role writing center work has played in their post-writing center life, substantiates their claims.

In "Institutionalizing Ethical Collaboration Across Difference In Writing Centers," Christopher Wilkey and Donelle Dreese call for "a citizenship-driven writing center" as "an ethical one" (173). Wilkey and Dreese remind readers of Nancy Grimm's

postulation and write that "writing centers should move away from an autonomous model of literacy towards an ideological model that explicitly places texts into social and cultural contexts" (172). They claim that initiating such changes will "transform perceptions of the service role of writing centers." According to Wilkey and Dreese, "At stake in making convincing arguments about the appropriate role of writing centers is nothing less than the status and the role of literacy as a genuine contributor to the values and mission of a university education" (173).

In "Dialogue and Collaboration: Writing Lab Applied Tutoring Techniques to Relations with Other Writing Programs," Linda S. Bergman and Tammy Conard-Salvo describe what happens when they apply the writing center signature of collaboration to negotiate meaning with staff in the first-year composition and professional writing programs on their campus. Bergman's and Conard-Salvo's use of "ongoing professional conversation" (195) as means to cope with change and construct mechanisms for student success provide valuable examples for writing center administrators to learn from and emulate.

Crystal Bickford in "Inside Looking Out: Trading Immediate Autonomy for Long-Term Centrality" describes her center as one in which "tutors, students, and faculty are talking and negotiating writing and learning" (149). Bickford's tutor-centered approach and ability to negotiate an internship by which a tutor received academic credits argues strongly against the perception of the writing center as remedial and operating on the margins of her university's mission. Bickford warns that "working behind closed doors," i.e., in the margins, "only increases the opportunities for negative speculation" (149).

In a sense, these articles are a call to work toward perhaps whole new spaces where ideas and language get forged into new meanings and maps. They call not only for context-specific re-modeling but also for a rethinking about how writing center professionals define who they are and where they work. As Nicolas reminds us in "Stories and Images That Sustain Us," the Burkean parlor's connections to "women and the home" (5) promote a feminine rather than feminist message that may be counterproductive to "creating an adult identity" (15).

These moving and resounding articles deserve a place on our physical, virtual, and mental bookshelves. Perhaps Ben Rafoth may be suggesting too gingerly in the introduction that writing center "words and work are on the move and quietly leading the academy" (x). I, along with Beth Boquet, would assert perhaps not so "quietly."

The authors in this anthology present lucid and candid records of writing center struggles and achievements at the start of the 21<sup>st</sup> century. These articles are useful not only for writing center people but also, perhaps more importantly, for non-writing center readers who are interested in viable models of collaboration, interested in persons not merely personnel. It is a call to non-writing center colleagues to work along side us to take responsibility for student literacies in more dialogic ways.

# Regional and Conference Pics!

## Southeastern Writing Centers Association

### Conference on Peer Tutoring in Writing



Nathalie Singh-Corcoran and Michele Eodice at NCPTW at Penn State



Poster session at SWCA in Savannah, Chad McClain, Sarah Yost, Angelica Blackman

## South Central Writing Centers Association

Linsey Allnatt and Charley Bevill at the South Central Writing Centers Association Conference at the University of Oklahoma



Continued on page 13...

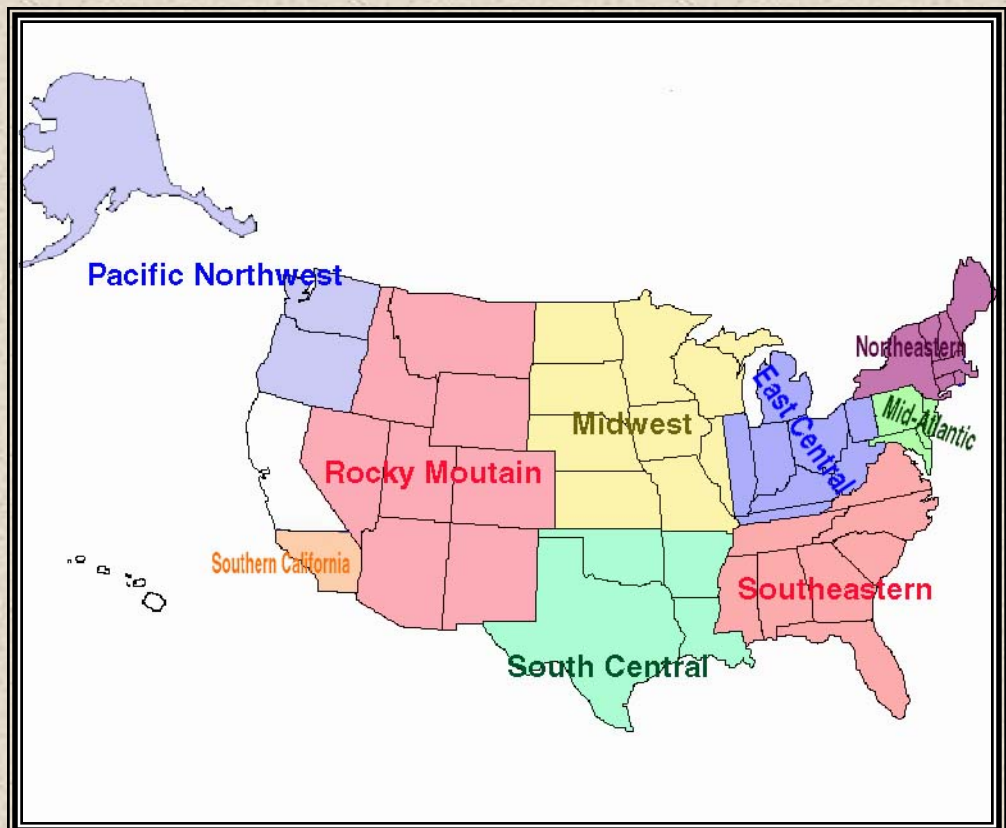
Continued from page 12...



Keynote speakers at Southeastern Writing Centers Association conference in Savannah: Kevin Dvorak, Christine Cozzins, Michele Eodice, Chris Ervin

To which regional does your writing center belong?

Map courtesy of Neal Lerner



Visit the International Writing Center Association's web site at [www.writingcenters.org](http://www.writingcenters.org)

***Steve Bithos, an adjunct faculty member and Writing Center tutor at Columbia College Chicago, recently presented at ECWCA's spring 2008 conference at The Ohio State University. The following is Steve's report to his Director on not only the sessions he attended but also his own presentation.***

The sweeping title of this year's ECWCA conference *Looking Back, Looking Forward: The Next 30 Years of ECWCA*, held at The Ohio State University (OSU), seemed extremely relevant to the future changes that Columbia College Chicago's Writing Center (CCCWC) is currently experiencing. Therefore, in my capacity as a seasoned tutor, adjunct instructor in the English Department's First-Year Writing program, as well having taught the Writing Center Theory and Practice course twice, this conference piqued my curiosity. The sheer number of presentations dealing with familiar WC issues along with some unique ones meant that there were enough events to attend over the two-day conference. In speaking with many neat WC folks from schools all around the Midwest, the discussion usually returned to CCCWC's reputation as one of the finest if not *the* finest writing center around. By the end of the conference, I had received so many questions and comments about our center such as: "You have how many tutors from all kinds of disciplines?" "There are ESL and LD specialists as well?" "Columbia's writing-center tutors help students with resumes and other non-comp writing?" and "How cool that you guys have an art show every year." Of course there were the usual "What's the training class like?" (from my own experience I was able to answer this in two different ways), and "How does one become a tutor at Columbia?" inquiries as well. I found myself continually answering these general but similar type questions without any irritation on my part because I feel that I am a representative of the WC, and proud that our stature has remained, for the most part, intact despite the upheaval of the last few years. So indeed, we need to build on the positive things that have been done in the past but also have a clear vision for the future.

In the introduction to the conference, OSU's Writing Center Coordinator and Media Specialist, Doug Dangler set the pace for the entire conference in mentioning that all writing centers and the people that work in them—administrators and tutors alike—need to refresh themselves in order to fully reflect on the importance of the past and contemplate a future that will no doubt include change. Dangler sees technology as an integral component of future writing-center pedagogy where student writers will engage with a multiple of different "texts" not just written ones. In fact, the objective of OSU's new program for writing faculty is to integrate writing and technology more closely, so that this knowledge can easily be transferred to students in the classroom. In turn, the goal of OSU's Writing Center is not to be so focused on English per se, but instead become an integral part of the college by being a center that provides a "synergy of programs" including Writing Across the Curriculum. In addition to this more broad and inclusive approach, the OSU Writing Center has also done notable outreach to both middle schools and high schools in the Columbus area.

This same value in writing was also apparent in the brief remarks made by administrators at the conference introduction. John W. Roberts, Dean of Humanities has been an ardent supporter of the university's writing center and its associated programs. Roberts adheres to the philosophy that all begins with writing and it is "imperative to write well" in all disciplines—an ability that future students will need to master with more proficiently than their predecessors. Similarly, Executive Dean of the Colleges of Arts and Sciences, Jacqueline J. Royster has always believed in a multidimensional approach to education, one that constantly challenges students to learn in different capacities. According to Royster, writing in its myriad of forms should "add value to educational vibrancy" and this factor will no doubt take on even more importance for future writers. The introduction's closing remarks were made by Richard (Dickie) Selfe, Director of the Center for the Study and Teaching of Writing, a program that our own former Writing Center Assistant Director, Derek Boczkowski will be entering in the fall semester at OSU.

Those presentations that I found most relevant to me were, in fact, ones that dealt with change and the social dynamics of the writing center. One of the best was the first presentation I attended, "Three Spheres of Influence: The Writing Center's Effect on Itself, Its Tutors, and Its University" conducted by Helen Raica-Klotz from Saginaw Valley State University (her co-presenter Helen Boehm was absent due to illness). After breaking up the audience into three groups and then reconvening, we discussed how tutors must have social skills when working with students, instructors, and administrators while always fostering a sense of community. The work of tutors in this sense effects the social development of students both in the university and beyond, most notably in their career paths. Raica-Klotz maintains that in order for this important work to continue and prosper, tutors must not only be authoritative but empathetic with students, and also understand the power of effective writing in all academic disciplines. Therefore, the importance of First-Year Writing courses (FYR) can be a crucial step stone to other forms of academic writing. Tutors build students' confidence in writing, and all three areas (writing center, tutors, and the university) accomplish common goals of making students more analytical readers and writers. In turn, the Writing Center not only establishes and strengthens its reasons for credibility and viability, but contributes to the "dynamic interplay" of writing and learning. Raica-Klotz also advocates tutor involvement in assuming leadership roles along with the development of original research and attending conference presentations.

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A very different but equally interesting presentation, "Trying on New Hats: One Writing Center's Initiatives into New Roles," was given by Julia Gorell, Art Mann, and Andrew Johnson of Indiana University Purdue-Fort Wayne. At this university, tutors must balance their dual roles of writing center consultants and content tutors. Writing center consultants work in a more non-directive manner with students, while content tutors practice a more directive approach. There are two distinct "entities" that support students at this university; the Writing Center and the Spot. The Writing Center here is a small space with cubicles that offer one to one tutoring, or group tutoring as needed, while satellite tutoring around campus such as in classrooms or student housing is also provided. This writing center has about twenty-five tutors working during regular semesters. Adjacent to the Writing Center is the Spot which students can use for any class, up to two hours per day, per subject. For both "entities" students must make appointments by e-mail and work with tutors who are either undergraduates, graduates, or instructors. Students wishing to become tutors must take a 'Writing Center Theory and Praxis' class (WCTP) but have the option of tutoring either while in this class or wait until the following semester. Tutors come from a wide variety of majors but FYR students are not required to come for tutoring since space limitations and the small numbers of tutors prohibit such activity at this time. Previously, both entities were under the auspices of Academic Affairs (with the director being an English Department faculty member) but recently changed to the direction of Student Affairs. Although the future remains uncertain at this point, in the fall, some tutors will participate in a control group to explore how more effective connections can be made to the larger academic community.

At first glance, Jacqueline Justice's presentation "Limiting Assumptions: Doing More with Less in Your Writing Lab" would not seem a very relevant concern for us at CCCWC. The Writing Lab at Bowling Green State University Firelands must continually deal with the serious lack of space for students and tutors, much like Columbia's Writing Center did over a decade ago before moving into our current location. Although part of the university's Teaching and Learning Center (TLC), the space at Bowling Green is little more than an inconspicuous library classroom with hardly any presence to the wider college community. As director of this writing lab, Justice recognizes the value of such isolation in creating "an outcast identity" but also experiences great frustration in not having access to a supportive academic structure or an adequate budget. Yet with all this constraint, Justice and her small staff have been able to individualize sessions as much as possible to students' needs and various learning styles. As expected, many questions were directed toward me about how the "ideal space" can enable both the learning and writing of students in a supportive environment and allow the best practices of tutors to flourish. Yet the most striking similarity to our center was in Justice's echoing of writing center theorists such as Steven North, Elizabeth Boquet, and Peter Carino. In some capacity, these theorists all grapple with such issues as the lack of recognition and the devaluing of peer tutoring that the academic world often has toward this form of learning. No doubt, these are more serious matters to contend with when working in a small space, but even in our commodious space we continue to experience such indifferent attitudes by many instructors, administrators, and, unfortunately, even most students.

The importance of adequately training tutors was the main focus of Ann Litman's presentation, "Grab Your Bedford Guide: Best Practices for Tutor Training." Duquesne University's Writing Center has no formal training course, but prospective tutors must attend a three-hour orientation at the beginning of the semester. To augment this brief training the new tutors are given a packet of writing-center articles along with a copy of *The Bedford Guide for Writing Tutors*. Throughout the semester, tutors gather for informational meetings to discuss how theory has influenced their individual practice of working with students. Periodically, tutors are observed by staff to evaluate their best practices and progress. Interestingly, the most valuable information that I received from this presentation was the importance placed on theory in its relation to tutor training. In this respect, CCCWC and Duquesne's Writing Center share almost identical values but diverge greatly in terms of the amount and quality of that training. The core component missing from this center—due to space limitations, budgetary concerns and insufficient staff—is a semester-long training class. In my capacity as a former WCTP student, instructor, and seasoned tutor, I felt qualified to contribute to this discussion in a meaningful way. I explained to this group that at Columbia, the WCTP class lays the foundation for tutors in training in not only applying theory to what they practice when working with students, but also cultivating an ability to adapt to different situations, personalities, and learning styles. Tutors must meet the expectations of students, instructors, administration, their fellow tutors, and in a wider sense, the entire college community. Therefore, theory is not some abstract concept but something applicable to the multifaceted learning that characterizes much of peer tutoring. Theory also moves outside the classroom and beyond the cubicle as tutors engage in meaningful discourse with each other about their best practices. One venue where this dialogue has continued is in informal forums such as 'Caffeinated Theory.' Unlike their counterparts at Duquesne, most of CCCWC's tutors benefit from both *formal* (i.e. classroom) as well as *informal* models of training. Duquesne long-term plans will mostly likely include a semester-long course, to provide more support for tutors in training, but no definite time has been established.

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Litman's presentation provided a neat segue into the next session entitled "Singing the Same Song: Maintaining Consistency of Information While Actively Promoting the Work of the Writing Center." Rodney Dick and Kate Schoneman of Mount Union College focused on the complexity of issues involved in promoting their Writing Center to the entire academic community, but not controlling every single aspect of that outreach. The main goal in this approach is to promote and disseminate accurate information while helping all students develop positive attitudes and strong relationships to their writing. Maintaining consistency involves dealing with codes that allow for degrees of guidance including: Open/Closed (O/C), Static/Dynamic, Total/Partial/No Control, and Direct/Indirect patterns of outreach. The intended result is for an ongoing discussion about writing and its connection to learning throughout the entire college community to continue in a beneficial manner.

Attending these presentations before giving my own allowed me to reflect a bit more about what we do at Columbia's WC; mainly contributing to learning in all disciplines and being an important part of many students' college experience. Indeed, there were many similarities to some of the issues that our center has experienced in the past and others must currently contend with in their centers, albeit on a different scale. In some ways, CCCWC has solved many of these issues in its past, yet some still linger, and others remain unsolved. So in this respect, using our past to guide our future will be helpful only if we apply this history in a precise and careful manner. This is the very reason why my first question on the survey addressed this issue of historical guidance for the Writing Center.

In my presentation, "Looking Forward: Columbia College Chicago's Writing Center in a Time of Transition," I presented an overview of our history while reviewing the timeline with this audience. I also articulated the reasons I undertook this project, how I crafted these questions, as well as how this project can positively impact our change. Naturally, the audience (mostly made up of tutors) was most interested in how tutors at CCCWC are reacting to such recent changes. Since this process is not yet complete, I could only answer that my sense of the situation is that most tutors have mixed emotions and feel perplexed about this whole state of flux. For example, I mentioned that many of our tutors see our new director *only* as an agent of change, and *not* as their advocate. Many individuals at my presentation were curious as to the reasons that our Writing Center has moved away from the auspices of the English Department to that of Academic Support. To the best of my ability—given the knowledge that I have—my response was that despite our past successes in the areas of tutor training, and various forms of outreach to the larger college community, the school maintains that these things can be improved by grouping all the school's learning centers to a more central campus location. The Writing Center at Columbia should, however, still retain much of its current identity and autonomy even once these changes become complete. In my view, the two most important factors that characterize this type of learning are *the quality of learning* that takes place, and *the satisfaction students receive* by working one on one with an experienced tutor who can support all of their writing efforts. Therefore, we build on this legacy, and continue to strengthen it regardless of physical location and new policies—the Writing Center's ethos and mission must remain unchanged.

After beginning my presentation with the historical overview and answering the many questions about the changes of the CCCWC, I asked the audience to answer question #7 of the survey. The question asks: In your view what is a writing center and how should it support student learning in all academic disciplines? Here are the answers:

"A place for students/staff to become better writers no matter what type of writing they come in with"

"A WC to me is a welcoming space that works w/students at every level of the writing process, incl. [sic] writing related items, like speeches. At MCCC, we battle hard to reach a lot of students and the idea of it being a 'remedial' resource.

"I believe that a writing center is a place for students to come and receive specialized help w/their writing."

"A place for writers to have their papers and [?] responded to before they are finished with it.

"A place for all students, faculty, and staff to go for all types of help on all types of writing.

"A writing center is a place where students can go to learn more about their own writing process."

"A place that 'deals with' all sorts of writing and the joys and problems that come with the writing process."

"Our Writing Center is a place that focuses on helping students develop skills at all stages of the writing process. As a secondary goal, we try to help students become better students and improve their awareness and communication skills."

If these responses are representative of most tutors' views, then writing centers as places that support learning in all its complexity form an integral part of academia, despite such challenges as student apathy, constant stigma regarding "remedial writers," and sometimes even academic indifference. Andrea Lunsford brilliantly articulated a definition of what a Writing Center should be so as she gave her keynote speech that closed the first day of the ECWCA conference. According to Lunsford, the Writing Center must be *the center* for the entire college or university community. This is only possible if students receive the best help from tutors who are well-rounded and "intermodal" in their ability to work on many different kinds of writing. In effect, this must be our future here at Columbia's WC if we wish to remain relevant, viable, and better known to the college at large.

## ***Want to host ECWCA in 2010?***

The East Central Writing Centers Association, which serves writing centers in Michigan, Ohio, Indiana, Kentucky, Pennsylvania, and West Virginia, is accepting applications from institutions to host its 2010 conference. A copy of the application form, as well as detailed information on hosting this annual conference, can be found at <http://www.ecwca.org>. The deadline for applications is May 31.

I'd be happy to answer any questions via email or at this year's ECWCA in Columbus, OH, and other ECWCA Executive Board members will be available at the conference to answer questions also.

Thank you!

Tammy

Associate Director, Writing Lab  
Purdue University

[tcsalvo@purdue.edu](mailto:tcsalvo@purdue.edu)

765-494-4102

<http://web.ics.purdue.edu/~tcsalvo>

## **Tutor Training Videos**

[http://www.ncsu.edu/tutorial\\_center/ttvideo\\_main.html](http://www.ncsu.edu/tutorial_center/ttvideo_main.html)

<http://www.dartmouth.edu/~writing/materials/tutor/videos/training.shtml>

<http://cwl.oregonstate.edu/wab/index.html>

<http://writingcenter.tamu.edu/podcasts/>

## **IWCA/NCPTW 2008 Conference Alternate Routes: New Directions in Writing Center Work Oct. 30-Nov 1, 2008, Thursday - Saturday Pre-conference workshops, Wednesday, Oct. 29, 2008**

<http://departments.weber.edu/writingcenter/IWCA%202008/IWCA.htm>

Alternate Routes: New Directions in Writing Center Work, invites you to explore how writing centers best serve writers and their communities, academic or otherwise. What are best practices for writing centers in collaboration with academic affairs? How might we productively question received truths of writing center practice?

The IWCA/NCPTW conference welcomes administrators and tutors who are undergraduates, graduate students, and professionals from all varieties of writing centers--university, two-year college, secondary school, and community centers.

Please feel free to contact me if you have questions. Also feel free to consult the website FAQ page for more information.

Claire Hughes  
ASCP Writing Center Coordinator  
RMWCA President  
IWCA Executive Board Member  
Weber State University  
1107 University Circle  
Ogden, UT 84408-1107  
office 801-626-8722  
[clairehughes@weber.edu](mailto:clairehughes@weber.edu)

**Does your Writing Center have a public blog? If so, contact Jackie Grutsch McKinney of Ball State University at [jrgmckinney@gmail.com](mailto:jrgmckinney@gmail.com).**

## Responses from Summer Institute, 2007

### [WCenter] Updates from the Summer Institute

**Date: Monday, August 06, 2007 7:58:53 PM**

Hello all,

Greetings from Corvallis where Oregon State University is hosting this year's IWCA Summer Institute! For those of you unable to attend, here are some highlights from our first day:

After a lovely breakfast in the student union, our institute leaders kicked off the day by asking us to reflect on our histories and what we "share" with one another. Indeed, "sharing" became the buzzword of the day as our conversations led us to consider both the commonalities across disciplines, institutions, spaces, philosophies, and countries as well as our differences. In a session appropriately titled "Trading Spaces," we shared our writing center spaces with one another by creating visual representations of those spaces for all to see. Participants did not disappoint! What became a gallery of poster boards decorated with photographs, three-dimensional models, colorful diagrams, and even some flashing lights(!) was a rare opportunity to see the diversity of spaces we are each creating (and to get some good ideas for redecorating...).

After lunch we broke up into SIGs based on institutional type. I sat in on a conversation about writing center work at research institutions where our discussion focused on strategies for garnering greater institutional support for research and, of course, finding \*time\* to write. Participants shared their various strategies for finding such time, and perhaps one of the most helpful tips I learned was to cut yourself off while you're still on a roll (and leave yourself a note about your next step) so that when you pick it up the next day you've already got a plan in place and the motivation to do it (rather than using up valuable time trying to figure out where to start and muster up the energy).

The final session of the day focused on "outreach," where a group brainstorming session resulted in an impressive list of what exactly outreach means to us, why it's important, and how many of us are doing it. The consideration to reach out to the community beyond the walls of the institution and also to "inreach" and consider how outreach informs the mission of the center itself stood out to me as helpful ways to continue to think about such work.

The day concluded with some freewriting on what we would take away with us from the day, followed by conver-

sation with those sitting near us about what we had written. Here's one idea that my little group discussed, that goes back to the idea of history raised this morning: as a way to record the history of our centers, why not compile an ever-expanding collection of narratives written by graduating tutors of their experiences in the center?

Clyde's fortune cookie from lunch prophetically noted that there's no such thing as strangers, only friends you haven't met yet. With that charming sentiment in mind, I'm looking forward to what the rest of the week will bring...

Best wishes,

Laura Greenfield  
Coordinator, Speaking, Arguing, and Writing Program  
Mount Holyoke College

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### [WCenter] Summer Institute Day 5

**Date: Friday, August 10, 2007 6:39:10 PM**

Dear Colleagues,

We've arrived at the last day of the IWCA Summer Institute in Oregon. Today we had a panel of undergraduate peer tutors from Stanford and OSU at our disposal who spoke candidly about their experiences as tutors and offered advice to those of us directing centers. Here are a few of the questions we asked and the thoughts the tutors shared:

What do new tutors need to know?

-You don't have to be perfect, just do your best.

-You don't have to have all the answers – as a tutor, sometimes your job can be to listen and help a student work through the non-writing issues he or she is facing.

What do you wish you had known as a new tutor?

-How to say "no" nicely.

-How to handle offensive writing.

-The value of establishing rapport with a student outside of the paper.

What advice do you have for center administrators?

-Tutors find it helpful to know they are part of a community.

-Tutors benefit from meetings at which they can discuss any aspect of the job.

-Tutors appreciate directors' flexibility.

-Provide encouragement and positive feedback.

-Continue to communicate the center's mission and services to instructors and other campus colleagues, and continue to work to dispel the myth that centers are for remedial work.

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to dispel the myth that centers are for remedial work.  
-Keep the center focused on students.

We also had a laugh when the tutors told us that, yes, a supply of tissues is necessary in the center; one OSU tutor also shared that if he could add one thing to his center, it would be an espresso machine.

Best,  
Ann Litman  
Writing Center Director  
Duquesne University  
Pittsburgh, PA

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### [Wcenter] IWCA Summer Institute

**Date: Friday, August 10, 2007 7:13:53 PM**

Today marks the end of the five-day institute sponsored by Oregon State. Our conversations have ranged from managing space effectively to training tutors to becoming members of the professional community. David Mearns from Yuzyil Isil High School in Istanbul even taught us to "loosen up" after our lunch break so that we could focus on afternoon activities: snap/clap/count.

For someone who's been a teacher for thirty years and the director of a remedial writing center for 15 of those thirty years, I loved the opportunity to be a student again for a week. Learning from the presenters was an expected and much anticipated joy, and learning from other participants -- many of whom are young enough to be my students -- was an unexpected joy. That is not to say that I don't always come away from conferences wiser than I was before I went; I think what I learned reinforces my awareness that each writing center is shaped and shapes the campus culture of which it is a part.

I loved the video Clyde Moneyhun showed us of the writing activities at Stanford, but I know that my small campus of 8,400 commuter students couldn't sustain such a rich program. We might could have (that double modal is for you, Pati) two or three events a semester. Two or three, however, seems to me to be a good beginning.

Hearing articulate, experienced tutors talk about their experiences reaffirmed my belief that I need to listen more carefully to my tutors, and when they make suggestions, implement those that are workable.

Talking to new colleagues from two year colleges, high schools, and private schools has inspired me to look for ways to expand my collaborations back home. I firmly believe that each of us has the power to be real agents of change, and I know that having participated in this summer's institute will enable me to be such an agent with more intentionality, with a clearer vision of what is good for my center, my students, and my faculty.

Delma Porter  
McNeese State University  
Lake Charles, LA 70601

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### [wcenter] Closing day of IWCA Summer Institute 2007

**Date: Friday, August 10, 2007 7:26:05 PM**

Colleagues,

As we close the IWCA SI 2007, I would like to thank the organizers for their hard work and thoughtful mentorship this week: Lisa Ede, Clyde Moneyhun, Chloe Diepenbrock, Lauren Fitzgerald, Dodi Forest, Cinthia Gannett, Patricia Melei, Leigh Ryan, Wayne Robertson, Dennis Bennett, and the writing assistants and tutors from the Oregon State Writing Center and the Hume Writing Center at Stanford. Thank you for your time and efforts this week. This was truly a valuable experience for me, and well worth the wait (I've been waiting five years to attend and finally received a faculty development grant that funded me for this year's SI).

As someone with fourteen years of experience in writing centers--as a writing tutor, then a writing consultant, then a graduate student administrator, and now a faculty administrator--I came into the SI knowing that the leaders would necessarily be speaking to multiple audiences, from brand new writing center directors who are going back to their institutions to start their centers, to veteran administrators with decades of experience. Somewhere in between those two groups is a cohort of experienced but relatively new-to-career writing center directors who are wrestling with the various challenges of new administrative positions, tenure-track expectations (including research), and teaching responsibilities. It was this subset of participants that I'd like to especially thank in advance because they're already in my e-mail address book and will be hearing from me soon.

The point is this: The SI isn't just about learning about and reflecting on our pedagogical and administrative practices and research in our centers. The relationships we cultivated here this week are invaluable.

Next year the SI is in Madison, and I'm not certain how the organizers feel about repeat visits, but I'll certainly be looking into the possibility of a second go-round.

Christopher Ervin  
Director of Writing/Writing Center  
University of South Dakota  
605-677-6502

## Call for Proposals for a Special Issue of the *Community Literacy Journal*

Special Issue Guest Editor

Anne Mareck, University of Kentucky, Lexington

[sustainable-clj@mtu.edu](mailto:sustainable-clj@mtu.edu)

The peer reviewed *Community Literacy Journal* invites articles for its Fall 2009 special issue on Sustainability, the Environment, and Community Literacy. Special issue guest editor Anne Mareck of the University of Kentucky, Lexington welcomes manuscripts that explore the interconnections among community literacy, sustainable practices, and cognizance of biospheric situatedness.

Prominent thinkers such as David Orr, Arne Naess, Carolyn Merchant, and others have suggested that in order to create a truly sustainable society our fundamental conception of what it means to live on a planet must evolve. We must develop a "biospheric literacy," an understanding of ourselves as members of a global biotic community who are entirely dependent upon stable ecosystems for our continued existence. And as Paul Hawken wrote in *Blessed Unrest*, myriad efforts toward the creation of environmentally sustainable, socially just communities are already underway.

Particularly welcomed for this issue are pieces co-authored in collaboration with community partners. Submissions of shorter and longer works (8-20 manuscript pages) including scholarly articles, essays, case studies, ethnographies, and reflective narratives are invited. Poems, drawings, photographs, and cartoons are invited as well. Topics might include:

- Reflections on the notion of a Biospheric Community Literacy
- Syntheses of Cultural, Functional, and Biospheric Community Literacies
- Locavore, Walkshed, and 350: The Emerging Lexicon of Biospheric Community Literacy
- Ecopedagogy and Biospheric Community Literacy
- Activist-Intellectuals: Service Learning, Community Service, and Sustainable Practices
- Ecocomposition, Sustainability, and Community Literacy
- Nature Writing, Sustainability, and Community Literacy
- Rhetoric, Sustainability, and Community Literacy
- Professional Communication, Document Design, and Biospheric Community Literacy
- Environmental Communication and Community Literacy
- Conservation Psychology and Community Literacy
- Ecological Education and Community Literacy
- Experiential Education, Sustainability, and Community Literacy
- Food Politics and Community Literacy
- Creating and Living in Sustainable Community
- Globalization, Localization, and Community Biospheric Literacy
- Community and Individual Agency in Creating a Sustainable Human Society
- Indigenous Perspectives on Biospheric Community Literacy
- Cooperative and Grassroots Community Sustainability Ventures
- Environmental/Social Justice and Community Biospheric Literacy
- Community Conservation Strategies
- Green Campus Community Organizing
- Organizational Transformation and Biospheric Community Literacy
- Dialogue in the Public Sphere: Democracy, Community, and Fast Change
- Community Literacy, Climate Change, and Adaptation-Mitigation
- Ethnographies and Case Studies of Sustainability Efforts
- Social Networking and Climate Change
- Species Interdependency and Biospheric Literacy
- Celebration: Art, Music, and Dance as Conveyors of Biospheric Community Literacy
- Hope: Building the Sustainable Just Communities of the Future

Suggested reading:

Peck, Wayne, Linda Flower, and Lorraine Higgins. "Community Literacy." *College Composition and Communication* 46-2 (May 1995): 199-222.

**By July 15, 2008 please send your 500 word MS-Word proposal as an electronic attachment to special issue guest editor Anne Mareck [sustainable-CLJ@mtu.edu](mailto:sustainable-CLJ@mtu.edu)**

**<http://communityliteracy.org/special-issue-32-cfp-sustainability-the-environment-and-community-literacy>**

## And the nominees are...

### Nominees for At-Large Representative Choose no more than six nominees

#### **Patricia E. Ackerman, Kansas State University-Salina**

As a National Writing Project Fellow, I researched and founded K-State at Salina's Writing Center. In 2005, I attended IWCA's Summer Institute. While co-directing our writing center, I continued to research writing center pedagogy. In 2007, I successfully defended my doctoral dissertation *The Application of Think-Aloud Protocols to Assess Higher Order Learning Strategies Employed During Tutorial Discourse Over College Student Writing*. In the past year, I have presented my dissertation research at the annual conferences of the Kansas Association of Teachers of English, MWCA, IWCA, and CCCC. In June, I will present my research at the European Writing Centers Association Conference in Freiburg, Germany. I am the current Kansas Consortium Representative to MWCA. As a member of NCTE, CCCC, MWCA, IWCA, and NWP, I am available to attend board meetings. My vision for IWCA is to encourage programs that foster future scholastic research and proactive practices in writing center pedagogy.

#### **Valerie Balester, Texas A&M University**

I am an Associate Professor with a background in rhetoric and composition and Director of the University Writing Center at Texas A&M. I was a tutor in 1977 at Penn State, and in 1984, I became the Assistant Director of the University of Texas center. In 1990, I founded a center at Texas A&M which, in 2001 under my direction, became the University Writing Center, with responsibility for writing-in-the-disciplines for the whole campus; in 2007, graduate students voted to pay a student fee to use the center. I believe writing centers can be the locus of campus writing programs. As an at-large representative, I will work to increase membership and expand resources so that IWCA can continue to advocate for writing centers in national conversations about composition. To strengthen membership, I will look to enhance regional affiliates, encourage continued partnership with the National Conference on Peer Tutoring, and improve the Web site.

#### **Kathryn Byrne, Johnson County Community College**

I am a nontraditional graduate student, currently working as Assistant Professor, Writing Center Director at a Community College. My PhD studies cover WAC, Writing Center Assessment, and qualitative methodologies. Having started in 1993 at a Community College Writing Center, I understand our inherent transitional state in both two and four year institutions, yet feel strongly that we are not marginalized sites but rather under-utilized dynamic nodal points (Grabill 2001). Our work locates us closest to the moment of invention and creativity in a writer, a place in which we are best situated to know and impact pedagogies of invention, development, and cognition. My current research focuses on how a tutorial impacts student writing, and results so far indicate gesture plays an important part in tutorials. Over the years, I have developed and initiated proactive outreach workshops with high levels of success, greatly improving Writing Center awareness and attendance.

#### **Pamela (Farrell) Childers, The McCallie School**

I consider myself a pragmatic visionary. Winner of the 2003 IWCA Muriel Harris Service Award, 2003 SI leader and a past president, I have been involved with writing centers at all academic levels and interested in continued partnerships internationally as well. I have directed secondary school writing centers at both public and independent schools and teach the teaching of writing to graduate students. Because I work with K-graduate programs, I often respond online to students researching secondary writing centers and to teachers wanting to start centers. It is hard for me to separate WAC, faculty development and technology from writing center work, as evidenced in my publications and presentations. I love mentoring new directors, collaborating with peer tutors and other directors, and challenging experienced ones. I want to continue offering IWCA my time and talents, especially as an advocate and liaison for directors and tutors at all academic levels internationally.

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**Mary Cianflone, , University of New Mexico**

I currently work at the University of New Mexico's Center for Academic Program Support (CAPS), dealing extensively with the Writing Center. As an undergraduate, I studied English literature and linguistics, and my current graduate-level study is in dance history and criticism. I am interested in written work across multiple disciplines. I have the unique perspective of a student user of a writing center, a writing tutor, and a Program Coordinator of a writing center. I look forward to collaborating with the many dedicated people in the IWCA on current student writing issues, such as graduate and professional students, ESL speakers, and creative and technical writing, as well as supplementing CAPS's growing student writing needs. I am dedicated to the study of writing, to programs like Writing Across Communities, and to the theory and pedagogy of writing centers and am excited about this opportunity.

**Frankie Condon, University of Nebraska-Lincoln**

As a candidate, I bring over fifteen years of experience as a writing center consultant and administrator. I have served on the Boards of both the MWCA and IWCA and chaired conferences at both the regional and international levels. I am committed to diversity matters and am eager to work to insure that our professional organizations advocate for inclusive and just communities of scholarship and practice. Having now inherited my third writing center, I have become increasingly interested in the needs of second-generation writing center administrators. While many of us continue to find ourselves in writing centers by accident or by assignment and some of us continue to be tasked with starting up new writing centers, a growing number of us are legatees not only of the scholar/practitioners who have framed our discipline, but also of our institution's existing writing centers. We face new challenges as we work to grow our existing centers, initiate change within our established centers, and to adapt these centers to changing conditions within our institutions. I am very interested in working with the IWCA to learn more about and better meet the needs of second generation writing center staff and directors.

**Kimberly Crowley, University of North Dakota**

This is my second year as writing center/WAC coordinator; I also worked for two years as a writing center tutor while earning my Ph.D. in English. I have taught extensively in the field of composition and also in language and learning, have presented at conferences, and conducted numerous faculty development sessions on college writing. My experiences as a teacher, tutor, and WAC coordinator would help me speak to a variety of concerns for IWCA members. As a board member, I would concentrate on writing center assessment as a way to add scholarly legitimacy to the work we do and dispel ideas about the writing center as a proofreading service. Writing center performance is not easily measured by the number of visits tallied or feedback forms from clients; the IWCA needs to help develop methods of assessment that recognize the very unique nature of the work we do in writing centers.

**Christopher Ervin, University of South Dakota**

I have worked in writing centers for fifteen years, first as an undergraduate peer tutor, then as a graduate student consultant, a graduate student administrator, and currently as the faculty director of a university writing center. Additionally, I worked with the Writing Centers Research Project at Louisville in its formative years, and I have served as Web Editor for IWCA for two years. Most recently, I joined three of my colleagues to deliver opening and closing keynote addresses at the Southeastern Writing Centers Association's regional conference, and I am co-directing the Midwest Writing Centers Association's next conference in Rapid City, South Dakota in October 2009. My current project argues for a model for undergraduate research in writing centers that grows out of peer tutoring and collaborative learning theory. As an at-large representative, I would hope to advocate for new models for professional-undergraduate collaborations that create new knowledge in our discipline and that encourage professional and intellectual development of peer tutors, some of whom are our future colleagues.

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**Shareen Grogan, National University**

I attended the first Summer Institute for Writing Center Directors in 2003 and have been an active participant in IWCA ever since, frequently attending IWCA and regional conferences, writing center pre-workshops at 4Cs, regularly lurking and occasionally participating in discussions on wcenter. I am on the board of the WCRP and have served as president and vice president of the SoCal WCA. As director of writing centers at multiple satellite campuses across California and as a co-leader of WAC workshops, I travel frequently and work with faculty and tutors in differing contexts. As a member of the IWCA Board, I would complement representation of my region, and I would provide a voice to institutions that primarily serve returning students, institutions employing professional and faculty tutors, and institutions with online writing centers. I am particularly interested in discussions of accreditation and with providing support to new writing center directors.

**Alice Hines, Hendrix College**

Having served for twenty years as Writing Center Director and Coordinator of our WAC program, I know first-hand the concerns and issues facing small liberal arts colleges--population less than 1200 students and faculty less than 110 members. Our size tends to magnify the concerns of most Centers: budgets, staff, programs, and campus-wide recognition and support for the work done. However, with knowledge of current curricular movements and consistent networking among our colleagues and administrators, we can offer stellar programs and the same level of service found in larger, more well-funded and supported Centers. I have worked to move our Center from being a mere appendage to becoming a substantive participant in our general education program. Small Centers can lead the way in pioneering new programs and more effective service delivery. Given this reality, I would focus attention on Writing Center involvement in the overall assessment of student learning.

**Karen Keaton Jackson, North Carolina Central University**

Since my position as Writing Studio director is fairly new and required me to revitalize our space, I have a fresh understanding of writing centers' growing pains. In my three years as director, our numbers have nearly tripled and our writing intensive program has become official. Being a director at an HBCU gives me insight into the needs of professionals of color and those at non-majority institutions. As an SWCA board member, I reached out to other new HBCU directors to provide support and information about my own experiences and the benefits of SWCA. If IWCA's mission is "to foster the development of writing center directors, tutors..." then having diverse voices will help us provide support for those in all institutional contexts. My goal as an IWCA board member is to create consistent, thoughtful ways of recruiting non-majority institutions and directors to become active IWCA members.

**Jeanette Jeneault, Syracuse University**

Considering the large slate of candidates, I wish to point out my potential uniqueness. Firstly, in my role as a consultant and tutor for the past 23 years, I have worked as a part-time faculty member, leading me to work at multiple writing centers from two year to doctoral institutions, and even online. Secondly, I have never directed a writing center. This again makes me better able to understand issues that relate to IWCA's broader constituency. Yet, I have remained active in research via the IWCA, regional conferences, local professional development workshops for tutors (as many as two each year for the past 18 years), and mentoring of peer and new-faculty tutors as well as developing and enacting outreach curricula including graduate-level workshops. Perhaps my strongest quality relates to my extensive background in faculty activism via the AAUP, AFT, and governance, serving as my local's President, executive member of the AAUP state conference, and as a university senator, all volunteer yet vital endeavors. Clearly, I have the experience and ability to effectively advocate for all IWCA members.

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**William J. Macauley, Jr., College of Wooster**

IWCA has been a wonderful community and professional inspiration for me. I have been working in/with IWCA since 1998, as editor of IWCA Update, chair of a number of committees (4), a participant in others (3), and an At-Large member of the Executive Board since 2004. I was fortunate to make a presentation at the first NWCA conference in 1994, too. Why tell you all of this? No, not because I want you to know how old I actually am but because I want you to understand that I know this organization very well and can be very effective in helping to move the organization forward. I want to represent you. I am particularly interested in the experiences of peer tutors in IWCA toward engaging potential future professional members of our field. I also hope to build and reinforce IWCA's relationships with smaller, more locally-defined writing center associations and consortia.

**Steve Sherwood, Texas Christian University**

I direct the William L. Adams Center for Writing at TCU, where I also serve as the associate director of TCU's Writing Associates program. Having completed a first term as an at-large member of the IWCA board, during which I served as chair of the Website Revision Subcommittee, I seek a second term. I am a past president of South Central Writing Centers Association and one of the founding members of the North Texas Writing Centers Association. The coeditor of *the St. Martin's Sourcebook for Writing Tutors* and *Writing Centers: An Annotated Bibliography*, I have published a number of articles on writing center theory and practice.

**Connie Snyder Mick, University of Notre Dame**

My writing center work began 13 years ago as a graduate writing tutor. Enamored with writing centers, I then directed the centers at Loyola University, Chicago, before moving to the University of Notre Dame to help develop a fledgling center. I teach "Writing Center Theory and Practice" and develop new programs, such as tutor-taught Academic Writing Seminars for ESL and Upward Bound students, student-athlete and library satellite centers, and a foreign languages writing center. I am proud that many of our tutors present at writing center conferences, become university writing center administrators, and even start secondary centers. A regular at writing center conferences and workshops, I also had the pleasure of attending the 2007 Summer Institute. I review for the WLN and have written on writing centers for the WCJ, my dissertation, and a forthcoming collection. My research on computer-mediated communication led me to the CCCC Committee for Online Writing Instruction, where I focus on writing centers. As a board member, I would bring a particular interest in technology, the consolidation of writing centers into larger student services, and community outreach.

**Marcia Toms, North Carolina State University**

I am honored to be nominated for an at-large position. Since taking my position as director of the Writing and Speaking Tutorial Services at NC State University in 2004, I am thankful for the support and mentoring that IWCA has provided through its summer institute, publications, and conferences. Because of their guidance, I am currently researching writing centers situated within learning centers (as mine is). My larger questions are what kinds of assumptions does the writing center community make about itself, and are these assumptions valid? As an at-large board member, I would encourage the board to consider what lore it propagates and to investigate ways we can make it possible for all members who wish to contribute time and effort to IWCA to do so. (For instance, I would like to have open calls for assistance on committee work so that members may contribute and feel connected without committing to a two-year term).

**Deaver Traywick, Black Hills State University**

While directing writing centers in South Carolina and South Dakota during the last six years, I have served on the boards of both the Southeastern and Midwestern Writing Center Associations. Having worked closely with these two regional boards, I feel particularly well-prepared to represent a broad constituency as an at-large member of the IWCA Board. From another perspective, attending the 2005 IWCA Summer Institute and helping lead this year's IWCA pre-conference workshop for new writing center directors in Las Vegas is familiarizing me with some of the strengths and limitations of our global organization. As an at-large representative, I'd specifically encourage IWCA to formalize its position on accountability measures for writing centers. These efforts could be as simple as a position statement or best practices document, and as complex as an independent certification program. Proving our worth continues to be a challenge—a challenge to which IWCA can more vigorously respond.

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### **Nominees for Community College Representative**

#### **Choose one nominee**

#### **Tiffany Rousculp, Salt Lake Community College Community Writing Center**

I will bring a fresh, distinct perspective to the IWCA Executive Board, one based in two-year colleges and community outreach. I have directed the SLCC Community Writing Center (CWC) since opening in October 2001 and have been an English department faculty member since 1995. I have publications in Writing Lab Newsletter, The Writing Center Director's Resource (with Clint Gardner) and Reflections: A Journal of Writing, Service-Learning, and Community Literacy. I serve as a manuscript reader for WLN, and am on the editorial board for the Community Literacy Journal. Since opening, the CWC has supported 2000 community members in the Salt Lake City area, and has partnered with 100 community organizations. Because the CWC breaks multiple boundaries in writing center work and in academic/community relationships, it can become a "mirror of possibilities" for all writing centers. I will bring this reflective and hopeful approach, along with strategic support, to the IWCA.

#### **Katie Stahlnecker , Metropolitan Community College**

I joined the community college scene in July 2002 when I was hired to design, open, and direct Writing Centers for Metropolitan Community College in Omaha, Nebraska. The very next year, I participated in the First Annual Summer Institute for Writing Center Directors and Professionals in Madison, Wisconsin. This experience, along with my participation at many regional and international writing center conferences over the years, helped me come to know the writing center folks as what I affectionately call "my people." Last year, I completed my dissertation on the writing center's capacity to be a democratic force within the hierarchal space of the institution, and I am now the Coordinator of the Nebraska Writing Center Consortium. As the IWCA Community College representative, I would be especially interested in finding ways to put the community college writing centers in conversation with one another and in promoting their value within their home institutions.

#### **Sherri Winans, Whatcom Community College**

I have served as the two-year college representative for the IWCA since January 2006, and I love this job. As a board member, I have participated actively in discussions online and at conferences, have served on the diversity statement committee and chaired the *Update* review committee, and, last fall, helped to lead the all-day IWCA workshop at NCTE. I am also a happy member of the Pacific Northwest Writing Centers Association and have served as a Summer Institute leader. Most recently, because of my work with community college students, I gave the keynote for the 2008 conference of the Northern California Writing Centers Association. I am passionate about listening to two-year college students and finding ways for their views and experiences to be heard in the disciplines. In our work and writing, my student colleagues and I have been studying and reporting on our interests, including politics, play, and potential space in the writing center.

### **Nominees for Secondary School Representative**

#### **Choose one nominee**

#### **Andrew Jeter, Niles West High School**

For the past three years, I have overseen the development of the Niles West Literacy Center. During this time, we have seen the number of students attending our center increase from 5,600 in the first year to over 22,000 this year. I engage in annual research to prove the efficacy of our center and was a founding member of the Chicago-Land Organization of Writing Centers. I believe that as the secondary school representative of the IWCA, I can help other high school writing centers find ways, through research and promotions, to make themselves indispensable to their learning communities. I also believe that the secondary school community needs to have a louder, more organized voice in the organization as a whole. I believe that we can reach out to more high schools and thereby increase our membership.

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**Jeanette Jordan, Glenbrook North High School**

As the writing center coordinator at Glenbrook North High School for the past 17 years, I have gained an understanding of the particular challenges and opportunities facing secondary school writing centers. In the role of secondary representative, I have presented at numerous conferences, co-authored several pieces promoting the development of writing centers, collaborated to start a sswc-listserv, and been invited as a leader at both the 2006 & 2008 Summer Institutes. I have also worked with my colleagues in the Chicago area to organize a new regional consortium to support the further development of secondary writing centers. Sustaining writing centers once they are created and improving communication among schools are important to the growth of our profession. As an effort to increase awareness and involvement of secondary writing centers nationally and internationally, I recently created a secondary school writing center wiki to encourage collaboration and communication. It is an honor to represent this group on the Board.

**Jennifer Wells, Mercy High School Burlingame**

With the many directions secondary writing centers are taking come many new voices who are ready to enter the secondary writing center conversation. As the first secondary school member of the NCWCA board, I have been developing a website that will feature the high school writing centers in the San Francisco Bay Area. Next year, I am excited to co-chair the secondary strand planning committee for IWCA in Las Vegas, and co-chair the IWCA workshop for secondary school educators at NCTE. My vision for the future includes: 1) Increasing awareness among secondary educators about the possibilities of writing centers in general/ IWCA in particular; 2) Reaching out to Schools of Education and other organizations that are embracing the idea of secondary writing centers; and 3) Encouraging more secondary writing center directors to assume leadership roles within IWCA.

**Nominees for Graduate Student Representative**

**Choose one nominee**

**Andrea Alden, Arizona State University**

I am currently a PhD student in Rhetoric and Composition at Arizona State University as well as the Writing Center Coordinator at ASU's Tempe campus. I began my career in and love of writing center work when a part time assistantship was offered to MA students in my program by ASU's new Writing Center Director, Jeanne Simpson. I knew right away that the Writing Center was exactly the right place for me, and under Dr. Simpson's excellent mentorship, I am expanding my knowledge of writing center theory and practice, along with doing some fascinating research. I am honored to be given the opportunity to represent graduate students in IWCA. As the graduate student representative, I will have the departmental support necessary to be present at conferences, in addition to taking on any other roles as needed, and most importantly, the aspiration to bring the important needs and concerns of the graduate student community to the organization.

**Frances Crawford Fennessy, Sam Houston State University**

I am the Assistant Director of the Writing Center at Sam Houston State University (SHSU) in Huntsville, Texas. I have a background in business, and a master's degree in English. I am currently enrolled in my PhD program at Indiana University of Pennsylvania. I would like to represent graduate students' interests and concerns on the IWCA board by being elected the graduate student representative. I have substantial writing center experience, as an undergraduate tutor, graduate teaching assistant in the writing center, and currently in an administrative capacity. I have been researching, writing about and presenting on writing centers, and related subjects, for over eight years and have presented my research at a variety of regional, national, and international conferences, including two consecutive years at CCCC. I have been actively involved in my regional writing center association. Most recently, we hosted the SCWCA/IWCA joint conference in Houston, where I am sure I met many of

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you, and met most of the current board. I have attended the IWCA SIG at CCCC for the past four years. Although I have contributed to my discipline in a variety of ways, I would like to continue this experience in new venues. I look forward to representing you in the future.

**Michelle Solomon, Long Island University**

Currently a member of IWCA, CCCC, MLA, NCTE, and NYSEC, I have recently become an active member of the Northeast Writing Centers Association (NEWCA) Steering Committee, having participated for the past several years both as a panelist at NEWCA and as a conference chair at 4Cs; yet I wish to become more involved on a national level. My main goal is to find new ways to encourage graduate students to become more involved professionally in composition and writing center studies by providing more resources and opportunities for graduate students to become involved, both as tutors as well as future writing center directors and leaders in the writing center community.

**Sam Van Horne, The University of Iowa**

I work at the writing center at the University of Iowa, where I tutor students in face-to-face and online environments. I started the instant-messenger tutoring service here, and am trying to work with students online in new ways, such as by collaborating with librarians who help students through instant messenger. Prior to my appointment at the University of Iowa, I worked in the writing center for four years at Kirkwood Community College. In 2007, I gave a presentation on teaching information literacy in the writing center at the conference of the Midwest Writing Centers Association and attended the OWL Summit at Texas A&M. If I am elected as an At-Large member, I hope that I can be of service to the Board by helping to develop relationships among graduate students who are interested in writing center pedagogy and encouraging graduate students to conduct rigorous, relevant research in our field.

**Please review the candidate profiles for IWCA board positions. To vote, refer to your email from IWCA that includes the link to online voting.**

**The poll closes June 6, 2008.**

**If you have any questions, please contact Michele Eodice at [meodice@ou.edu](mailto:meodice@ou.edu) or Dawn Fels at [dmfels@gmail.com](mailto:dmfels@gmail.com)**

**Thanks for participating!**

Have you visited your International Writing Center today?

<http://www.writingcenters.org>

**When asked what was on their summer reading list, WCenter members revealed...**

**Writing Center-related**

Christine Pearson Casanave and Xiaoming Li's *Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation*

Charles Lipson's *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*

Amy Robillard and Rebecca Moore Howard's *Pluralizing Plagiarism: Identities, Contexts, Pedagogies*

Tim Roberts' *Student plagiarism in an online world : problems and solutions*

Kathleen Kendall-Tackett's *How to Write for a General Audience: A Guide for Academics Who Want to Share Their Knowledge with the World and Have Fun Doing It*

Gregory's Professional Blog:  
<http://gz7comp.blogspot.com>

*A Counter History of Composition*

*Embodied Literacies*

*A Thousand Plateaus*

*Ways of Seeing, Ways of Speaking*

William Germano's *From Dissertation to Book*

Paulo Freire's *Pedagogy of Hope*

Lee Child's *Learning Represents Shaping and Exchange*

Adjunct Advice Blog: <http://adjunctcentral.com>

*The Man Who Forgot How to Read: A Memoir*

**For fun**

Luc Sante's *Low Life*

Jasper Fforde's *Thursday Next* series

Porochista Khakpour's *Sons and Other Flammable Objects*

Ha Jin's *Waiting*

Elizabeth Kostova's *The Historian*

Theodore Ham's *The New Blue Media: How Michael Moore, MoveOn.org, Jon Stewart and Company Are Transforming Progressive Politics*

*Widow of the South*

Jonathan Kellerman's *Obsession*

Anne George's *Southern Sisters* series

Kim Harrison's *Hollows* series

Laura Lippmann's *What the Dead Know* and *All That Falls*

Elizabeth George's *Careless in Red*, and anything by Tony Hillerman.

*The Historian*

Natalie Goldberg's *A Long Quite Highway and Writing Down the Bones*

Deng Ming-Dao's *Everyday Tao*

Patrick O'Brian's *Aubrey-Maturin*

*Musicophilia: Tales of Music and the Brain*

*The Road He Travelled* which examines the life of M. Scott Peck

Cascoigne's *A Brief History of the Dynasties of China*

Harry S. Stout's *Upon the Altar of the Nation: A Moral History of the Civil War*

Jane Austen

Daniel Steele

Patricia Cornwall

Jodi Picoult

Jon Krakauer

Erik Larson

Daniel Silva

Tony Hillerman

Fareed Zacharia

Pynchon, Borges, Rumi, Will LaPage, Mahfouz, Faulkner, the KJV, various sundry devotional and pedagogical books and magazines



# Memphis 08

## NCLCA Conference

**The Rhythm & Blues  
of Research and Practice**

**October 2 & 3**

*National  
College  
Learning  
Center  
Association*

NCLCA, the National College Learning Center Association, is ***the only professional organization devoted entirely to learning center administration.***

Our conference offers learning center professionals the chance to receive valuable training, networking, and idea sharing. Attendees also dialogue about important administrative concerns like resource allocation and tutor training, as well as national concerns and flashpoints that affect our student populations like learning gaps and economic and gender inequities.

***The NCLCA Conference is a Unique Experience***

Our conference is known for its hospitality.

Our smaller size allows attendees to meet each other over meals and at intimate receptions.

Year after year, attendees overwhelmingly report that the NCLCA conference is a welcoming environment

This conference is a good place for newcomers to get to know other professionals

Veteran administrators can share the benefits of their expertise while making new friends along the way.

This year's theme, "The Rhythm and Blues of Research and Practice," reflects our goal of providing learning center professionals an opportunity to share their "rhythm and blues" regarding the research, publication, programs, and services they conduct in their learning centers.

The concept of "rhythm and blues" provides you an opportunity to share what has worked ("rhythm") in your center and in your professional development as well as what has not worked ("blues") and what changes you are planning to make to achieve rhythm in your center and in your professional career.

**<http://www.nclca.org/2008conference/home.htm>**



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

#### Purpose:

*IWCA Update* is published twice per year (summer/fall and winter/spring). The newsletter is electronically 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 regionals, and other writing-related conferences.

#### Deadlines:

Submissions for the summer/fall issue should be received by no later than October 1<sup>st</sup>. Submissions for the winter/spring issue should be received by no later than February 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.
- ✦ 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: [nmeola@colum.edu](mailto:nmeola@colum.edu) by the announced 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 Meola, *Update* editor, at [Nita.Meola@comcast.net](mailto:Nita.Meola@comcast.net) or 312-344-8827 to make other arrangements.