

2023 IWCA Collaborative @CCCCs



Conference on
College Composition
& Communication



International Writing
Centers Association



DEPAUL UNIVERSITY

The Writing Center
depaul.edu/writingcenter



February 15, 2023

DePaul University
1 E. Jackson Blvd.
Chicago, IL, 60604

February 15, 2023

DePaul University - Loop Campus

1 East Jackson Blvd.

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Chicago, IL 60604

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Land Acknowledgement

DePaul University acknowledges that we live and work on traditional Native lands that are today home to representatives of well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land. We appreciate that today Chicago is home to one of the largest urban Native populations in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body.

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Welcome

to the 2023 IWCA Collaborative at CCCC, hosted collaboratively by the DePaul University Writing Center and The Writing Center at Michigan State University. Whether this is your first time in Chicago or you are returning, we, Spartans and DePaulians, are glad to welcome you to the Loop Campus. We are honored to host the return to, in emulating Frankie Condon's 2023 CCCCs statement, "the energy, the vibe, the hustle, and the hum" of collaboration among colleagues, peers, tutors, writers, and beyond.

We hope that through today we are all able to hone in on this year's IWCA conference theme - *Writing Center Relationships, Partnerships, and Coalitions* - to learn and find ways to re-inspire our work. In expanding our knowledge and advancing our understanding, we often become more aware of the persistent issues that may combat our efforts to make our centers open and accessible to our communities. There is no better time than *now* to collaborate directly with one another to envision creative and community-focused solutions that we can take away and implement in our own writing communities.

On behalf of the DePaul Writing Center and the MSU Writing Center, we welcome you to the IWCA Collaborative. We also thank all the people who collaborated together for this event.

All the best,

Grace Pregent and Trixie Smith, Collaborative Co-Chairs

Lia DeGroot, Graduate Collaborative Coordinator

Erin Herrmann, Associate Director, DePaul Writing Center

DePaul University Writing Center Tutors & Volunteers

IWCA Executive Board

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Schedule of Events

7:30 a.m.-2:45 p.m. - Registration

7:30-9:30 a.m. - Breakfast

8:00-9:15 a.m. - Session 1

9:15-9:30 a.m. - Break

9:30-10:45 a.m. - Session 2

10:45-11:00 a.m. - Break

11:00 a.m.-12:15 p.m. - Session 3

12:15-1:15 p.m. Lunch

1:15-4:00 p.m. - Open House: DePaul Writing Center

- Join us on the 10th floor of the DePaul Center for tours, snacks, games, activities, and chats with tutors!

1:15-2:30 p.m. - Session 4

2:30-2:45 p.m. - Break

2:45-4:00 p.m. - Session 5

4:00-5:30 p.m. - Reception: Greetings from Frankie Condon, Convention Chair

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Important Conference Information

- ❖ **Dining and Beverage Information:** Breakfast and Lunch, as well as light appetizers, will be provided throughout the course of the event. Please refer to the *Dining and Beverages* section of the program for more information.
- ❖ **Wi-Fi Instructions.** Connect to the “DePaul” Wi-Fi network. If you are not automatically redirected, go to guestsetup.depaul.edu in a browser. Once there, find the “register” button and provide the conference ID **(iwca0223)**. After agreeing to the terms, you should be logged into the network. If you are having trouble connecting to the Wi-Fi, please find a conference volunteer.
- ❖ **Conference Program.** This year’s conference program will be completely online. If you wish to have a hard copy please make personal arrangements to print on your own (double-sided of course!).

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Tips for Visiting Chicago

❖ **Take advantage of various transportation options.**

Chicago's public transportation system is very easy to use and an inexpensive option for traveling. For example, the DePaul Center is located steps from the "Jackson" CTA Red Line stop. For more information on traveling via the CTA, [visit this link!](#)

❖ **Wear layers and comfortable shoes.** If you have time to explore the city outside of the conference, make sure that you are wearing layers as the temperature can vary depending on where you are and the time of day. Chicago is also a very walkable city, so make sure that you have comfortable shoes on as well!

❖ **Explore the City!** Whether you are in Chicago for a short time or a long time, take some time to explore parts of the city! There are 72 vibrant neighborhoods in Chicago with a plethora of things to see and do. If you are only staying in the Loop, there are numerous things to do (and many are free). From an architectural tour, going to Millennium Park, visiting the Willis Tour, or going to Museum Campus, your options are endless and easily accessible via various public transportation methods.

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Can't-Miss Restaurants

Chicago Classics <ul style="list-style-type: none">- The Berghoff- Portillo's- Exchequer Restaurant & Pub- Italian Village- Quartino Ristorante	Pizza <ul style="list-style-type: none">- Lou Malnati's- Parlour Pizza- Chicago Pizza Oven Grinder- Giordano's Pizza- Pequod's Pizza
Coffee and Small-bites <ul style="list-style-type: none">- Venteux- Goddess and the Baker- Nutella Cafe- Hero Coffee Bar- Starbucks Reserve Roastery	Lunch and Quick Eats <ul style="list-style-type: none">- Al's Beef- Cafecito- Beatrix Market- Gayle V's Grilled Cheese- Bereket Turkish Mediterranean
Breakfast <ul style="list-style-type: none">- Lou Mitchell's- Wildberry Pancakes & Cafe- Eggy's Diner- Tempo Cafe- Egg Harbor Cafe	Dining <ul style="list-style-type: none">- Beatnik on the River- The Dearborn- Girl and the Goat- Prime and Provisions- Kuma's Corner

*Recommendations by Chicago Local and DePaul University Writing Center
Tutor, Claudia Nieves*

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Conference Dining

Continental Breakfast

- ❖ Assorted Breakfast Pastries and Bagels with Cream Cheese, Butter, and Fruit Preserves
- ❖ Seasonal Fresh Fruit Display
- ❖ Coffee and Hot Water with Assorted Hot Teas
- ❖ Orange Juice

Lunch

- ❖ Grilled baja fish tacos
- ❖ Grilled chicken skewers with soft corn tortillas
- ❖ Grilled pineapple with brown sugar
- ❖ Black bean and corn salad
- ❖ Mexican red rice
- ❖ Tortilla chips with guacamole and salsa
- ❖ Assorted Desserts (such as cookies, brownies and dessert bars)
- ❖ Assorted Beverages (such as soft drinks and bottled water)

Reception

- ❖ Spanakopita
- ❖ Heirloom tomato, basil, garlic, and asiago flatbread
- ❖ Beef empanadas with avocado dip
- ❖ Chicken Spring Rolls with Mongolian sweet and sour sauce
- ❖ Caprese skewer
- ❖ Grilled shrimp with mango chipotle glaze
- ❖ Seasonal vegetables
- ❖ Mini french dessert pastries
- ❖ Assorted Cheeses board
- ❖ Assorted beverages (such as soft drinks and bottled water)

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Conference Beverages

Drink Tickets: Please refer to your registration packet for your drink tickets. Drink tickets may be used for alcoholic or non-alcoholic beverages. (You must be 21+ in order to purchase or consume any alcoholic beverages)

Cash Bar: For all beverages, there will be a cash bar available throughout the evening reception. Debit or credit cards will NOT be accepted at the bar. ATMs are located on the 1st and 11th floors of DePaul Center, but bringing cash is strongly encouraged.

Beverage Costs

- ❖ Variety House Wine - \$4.50-6 per glass
- ❖ Domestic Beer - \$4.59 per bottle (Miller Lite or other Domestic NON-Craft Beer)
- ❖ Imported Beer - \$5.59 per bottle (Assortment of Imported Beer such as: Heinekin, Amstel Lite, Blue Moon and Corona and other)
- ❖ Specialty Beer - \$5.59 per bottle (Varies on season)
- ❖ Bottled Juice \$2.89 per bottle
- ❖ Perrier Sparkling Water \$2.59 per bottle
- ❖ Bottled Water \$1.95 per bottle
- ❖ Bottled Soda- \$1.95 per bottle

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Session 1: 8:00 - 9:15 a.m.

Suite 8011: *Simplifying Ah Ha Moments* (workshop)

Kim Ballard (Western Michigan University)

Steven Anderson (Western Michigan University)

Emilie Helmbold (Western Michigan University)

Isaac Strodtbeck (Western Michigan University)

Jake Crow (Western Michigan University)

Ava Dziadzio (Western Michigan University)

Sherry Thompson (Western Michigan University)

Rian Johnson (Western Michigan University)

Jessica Molloy (Western Michigan University)

This workshop celebrates a key writing center strategy—rhetorical simplification—by sharing multiple examples of how the strategy has generated ah ha moments in our center and by exploring the strategy in small groups led by facilitators. Groups will share guiding discussion questions, focusing on the use of simplification for future consultations and will consider how to generate new simplifying strategies, what topics/writing situations may not be readily simplified, and pros and cons of the approach. Participants and facilitators will leave with more ideas (and handouts) about using simplifying strategies as a key writing center tool.

Suite 8012: *Infrastructure Building in Community Partnerships: Navigating Pauses, Pivots, and Other Challenges* (roundtable)

Mary Murdock (Michigan State University)

Over the last few years, there have been obstacles and challenges to community engagement for organizations everywhere. Though many of our institutions have been back to in-person modalities of engagement for a little while now, we are still feeling the effects of the pauses and pivots we had to make during the height of the COVID-19 pandemic. For some of us, this meant altering community partnerships that had been successfully engaging for years; for others, this has meant that projects that were just starting before the pandemic hit have not yet had an opportunity to build consistent, sustainable infrastructure.

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Suite 8014: *Expanding and Enriching Tutor Education through a Digital Community of Practice (collaborative writing session)*

Sarah Blazer (Fashion Institute of Technology, SUNY)

Anna Rita Napoleone (University of Massachusetts Amherst)

This collaborative writing session aims to convene a community of practice focused on sharing and further developing tutor education activities that promote tutors' knowledge and practice of epistemic, cultural, and linguistic diversity and inclusion. Specifically, we will create a shared digital repository of lesson plans (staff meeting or classroom exercises, conversation frames, projects, etc.) for participants. We ask participants to bring their existing lesson plans/exercises to the session. We will collaboratively document relevant context for items shared so that participants can imagine how to adapt each other's materials. This documentation will be added to our digital repository.

Suite 8009: *Graduate Writing Support: Models for Community and Collaboration (roundtable)*

Emma Boddy (Miami University)

Lizzie Hutton (Miami University)

Graduate students are a unique population. This interactive roundtable will invite participants to consider new models of graduate student writing support that build from writing center partnerships with this particular population. We will ask about the role that graduate students can play in helping to design and implement these forms of support and which aim particularly at increasing community and collaboration among graduate students from across the disciplines.

Suite 8010: *Community is nice, but is it necessary? Conflicting Paradigms of Graduate Writing Support (roundtable)*

Anna Cairney (Army War College)

This roundtable discussion will debate the importance of community in writing support spaces that serve executive level graduate writers. Specifically, how the concept of community might differ for less-traditional writing spaces. Does the very model of community privilege undergraduate writers and peer tutors? It is time to talk about a writing center born to

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serve advanced students with advanced tutors. In what ways does the crux of a writing space as community center shift with its demographics? Should the product take primacy over the process when the stakes are higher than a letter grade?

~~Suite 8005: Dismantling White Mainstream English in Writing Centers: A Collaborative Workshop on Linguistic Justice (workshop)~~
SESSION CANCELED

Bethany Meadows (Michigan State University)

Bailey Griffin (Michigan State University)

Amanda Hawks (Michigan State University)

While, as a field, we may acknowledge the importance of linguistic justice, we are not doing enough in practice. Thus, this workshop seeks to provide reflective practices and strategies to disrupt the white supremacist nature of writing center work. We may not come to “the” answer, but we will continue doing “the work.” These conversations and disruptions are central to our work if we seek to make ethical partnerships and relationships in our institutions and with the community. Participants will leave the workshop with (1) frameworks for linguistic justice, (2) critical self-reflections on their own power, identities, and linguistic assumptions, and (3) transformative justice oriented strategies and plans for disrupting/intervening in Linguistic racism in their own centers.

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Session 2: 9:30 - 10:45 a.m.

Suite 8011: *Advocating for Student Worker Rights in Writing Center Spaces (workshop)*

Britty Cox (Nevada State College)

This workshop aims to shed light on the difficulties student workers face inside writing centers and to share ways the administration can advocate for their student workers. Student workers have a unique experience being both a student and a worker. This duality can be hard to balance, especially for first-time undergraduate students. Student workers face various challenges in their roles, some of them being: 1. They are overworked and underpaid. 2. They often get infantilized or not taken seriously in the work that they do. While this workshop will be focusing on the undergraduate experience, this conversation is beneficial for those on all levels for what it means to confront worker exploitation inside academic institutions.

Suite 8012: *Intentional Play: Building & Maintaining Strong Relationships and Writers in the Writing Center (roundtable)*

Julie Bevins (Aquinas College)
Jessica Kline (Aquinas College)
Meridian Pearson (Aquinas College)
Emily Jones (Aquinas College)
Lianne Martinez (Aquinas College)
Steven Figge (Aquinas College)
Rachael Watson (Aquinas College)

Abraham Maslow insisted, "Almost all creativity involves purposeful play." This round-table session will allow participants to reflect on how they and their writing centers are most playfully productive. We will share our strategies for purposeful play in the writing center, and we will explore together ideas for more intentional relationship-building and writer-development playfulness. Participants will leave the session with creative ideas for applying and expanding purposeful play in their own writing and writing center work.

Suite 8009: *Branching Out: Barriers to and Techniques for Extending Your Writing Center Community Across Campuses (roundtable)*

Tabitha Fisher (Penn State University)

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Michelle Kaschak (Penn State University)

Ruth Pflueger (Penn State University)

In this roundtable, participants will explore barriers to and pathways toward inter-campus collaboration. Facilitators will provide an overview of a survey completed by WPAs across Penn State's 20+ campuses regarding barriers to collaboration before hosting a discussion to explore how individual, as well as campus and community, identities influence/inhibit the collaborative process. Participants will leave the session with ideas for how to assess collaborative potential with other Writing Centers, prompts for beginning those conversations, and a template from the Penn State survey that began this project.

Suite 8014: *Multigenerational Writing Center Collaboration: How Do We Navigate the Post-Pandemic Hybrid-World?* (roundtable)

Spencer Harrison (University of Illinois at Chicago)

Al DeCiccio (Salem State)

William Macauley (University of Nevada, Reno)

Kathleen Cain (Merrimack College)

Pamela Childers (McCallie School)

Jacob Stovall (University of Illinois Chicago)

We continue to adapt to new possibilities that emerged from the abrupt shift to all-virtual service even as in-person service has now resumed. The technological-know-how-gap between generations has taken a quantum leap due to the proliferation of virtual practices; this demands increased multigenerational collaboration to reinvent our centers *with* our students/tutors. In this roundtable discussion, panelists of differing generations will pose questions on topics including reimagining intra- and inter-institutional relationships given the new possibilities in hybrid formats and how to draw on our collective wisdom of the past and open our minds to multigenerational collaboration?

Suite 8010: *Breaking the Wall between the Self and the Other: Demystifying Student-Tutor Relationships* (roundtable)

Sadia Afrin (Waterloo University)

Sara O'Donnell (Waterloo University)

Maggie Kamasz (Waterloo University)

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Amy Matsuo (Waterloo University)

Amaya Kodituwakku (Waterloo University)

Christine Abraham (Waterloo University)

Zoe Sponagle (Waterloo University)

Western educational systems treat knowledge as something esoteric and academic, when it is something wholly dialogic. Student-Teacher power hierarchies are intrinsically woven into the fabric of Western education, leading students to feel as though they are a dumping ground instead of capable of their own knowledge. As Lee Maracle states in her novel *Memory Serves*, "Study then, is a collective and collaborative process" (145). As Writing Center Tutors, our responsibility is to dismantle the dichotomous hierarchies that put students at a disadvantage, instead of allowing them to develop a reciprocal relationship where both Students and tutors learn from each other.

Suite 8005: *Research Incubator Work Session* - This session is for people interested in learning more about the incubator.

Harry Denny (Purdue University)

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Session 3: 11:00 - 12:15 p.m.

Suite 8011: An Invitation to the Trickster Table: Crowdsourcing an Annotated Bibliography of Social Justice Texts and Teaching Strategies for Writing Tutor Trainings (Workshop)

Bridget Fullerton (Bates College)

In *The Everyday Writing Center*, Geller et al argue that the "Trickster at Your Table" invites opportunities for "lively talk where there has been silence and for seeking out communities that challenge us to work in ways that are risky, fluid, hybrid." This session invites participants to share challenges and successes with engaging tutors in dynamic conversations about difficult social justice topics that affect our centers. Then we will hybridize our knowledge and experience by co-creating an annotated bibliography of texts with related pedagogical strategies to help enliven our teaching and amplify our tutor trainings.

Suite 8014: Tutoring on Demand: Exploring the Creep of the Higher Education For-Profit Online Tutoring Landscape (roundtable)

Esther (Michelle) Gabay (Ohio State University)

Rachel Larrowe (Ohio State University)

This roundtable will offer an opportunity to discuss the tensions, uncertainties, challenges, and possible benefits of contracting for-profit online tutoring services. To spark the conversation, we will first share the quantitative and qualitative survey data we recently collected from writing center professionals regarding for-profit online tutoring services on both two- and four-year college campuses. In addition to seeking feedback on our survey, findings, analysis, and further research plans, we hope to engage attendees in conversation about their own experiences, questions, and possible applications or action plans related to for-profit online tutoring services and writing centers across varied institutional contexts.

Suite 8012: Co-Mentoring in the Writing Center (roundtable)

Erin Herrmann (DePaul University)

Emayli Holmes (DePaul University)

Riley Andrews (DePaul University)

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Every writing center hires new staff members at times. How we onboard our new tutors or consultants varies, from individual to collectivist approaches. In our roundtable session, we will invite reflection, sharing, and discussion on the varying approaches used by participants in their centers in exploration of different mentoring models. We will focus on the model of co-mentoring as a means of increasing mutuality between mentor and mentee that can enhance and deepen relationships.

Suite 8009: *Beyond the Center: Campus Partnerships and New Approaches to Writing Support* (roundtable)

Jacqueline Hollcraft (California State University Stanislaus)

Kevin Augustine (California State University Stanislaus)

As the Stanislaus State Writing Center considered ways to move beyond its physical space to reach students, we started with dynamic relationships with campus partners and creative conversations asking what more we could do beyond our typical services. In this roundtable session, we will provide a space for others to consider the relationships their centers can form with campus partners to create innovative approaches to supporting student writers. Attendees will also hear from one of our center's partners, a research and instruction librarian who provides citation support for graduate writers, as he shares his perspective on collaborating with our center.

Suite 8010: *Bridging the Divide: Graduate Student Support Needs and Writing Center Service Improvements* (roundtable)

Patrick Johnson (Grand Valley State University)

Amy Phillips (Grand Valley State University)

Meredith Fedewa (Grand Valley State University)

With a combination of interviews, focus groups, and survey data, our center is currently exploring the needs of graduate student writers and the expectations of faculty at our university for graduate writing support. This session will share our project research and methodology, however the goal of this roundtable is to engage in a broader conversation with writing center representatives about how graduate writing support differs from undergraduate support and what models exist that address the differences.

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Session 4: 1:15 - 2:30 p.m.

Suite 8011: *A Community of Communities: Forging Relationships between Writing Centers* (collaborative writing session)

Meredith Fedewa (Grand Valley State University)

Patrick Johnson (Grand Valley State University)

Julie Bevins (Aquinas College)

Going to a conference is about exposing yourself to new ideas and expanding your professional network with other Writing Centers. This session is devoted to creating opportunities for those kinds of intellectual engagements outside of a conference. Attendees will participate in a generative brainstorming activity about forging connections within and outside of the university setting in addition to strategies for forming academic relationships. We look forward to helping you create connections and build bridges within the world of Writing Center work!

Suite 8010: *"Friendship is a slow ripening fruit": Writing Center Relationship-building 101* (roundtable)

Zhuang-Zhong Lehmborg (Northern Michigan University)

Abby Kerr (Northern Michigan University)

Amelia Grabanski (Northern Michigan University)

Joad Blaauw-Hara (Northern Michigan University)

Nathan Holtrey (Northern Michigan University)

Sunshine Oxer (Northern Michigan University)

Victor McBride (Northern Michigan University)

Wallace Stephenson (Northern Michigan University)

Roundtable addressing the topic of how relationships enrich our work and stimulate our creativity in the writing center, arguing that evolving relationships humanize writing center work, making it both challenging and fulfilling for tutors and administrators to work within the writing center space, be it physical or virtual.

Suite 8009: *"How is this Health Leadership?": Writing (Center) Collaborations* (roundtable)

Katie Manthey (Salem College)

Rebecca Davis (Salem College)

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At a small women's college recently focused on health leadership, a partnership emerged between the Writing Center (tutoring center staffed by students) and the Center for Women Writers (literary arts organization supporting the writing of women on campus and off). Together, we have created a series of events that support college writing, including play, brainstorming, tutoring, and community building. Recently, all directors were asked by the dean for a list of things we do that align with health leadership. We ask our writing center colleagues to collaborate with us in reframing normal writing center work as a health leadership practice.

Suite 8005: Pedagogies, Partners, and Positionality: Revisiting Community Engagement in the Writing Center (roundtable)

Thomas McNamara (Lewis University)
Jen Finstrom (DePaul University)
Melissa Pavlik (North Park)
Jasmine Castillo (Lewis University)
Lilibeth Bitner (Lewis University)
Selena Tomas (Lewis University)
Allyson Howard (Lewis University)
Alexciana Castaneda-Deir (Lewis University)

In this roundtable, participants will be invited to reassess the community-university partnerships and campus networks they cultivate. The roundtable will feature "lightning presentations" from administrators, tutors, and community partners at three Chicago-area universities. These presentations will examine how our collaborations are too often guided by rhetorics of empowerment that neglect our partners' literacy goals, unwittingly reinforcing the campus/community hierarchy our partnerships typically aim to disrupt. The bulk of the session will invite participants to reflect on how their own partnerships can better recognize and respond to their partners' goals.

Suite 8012: Writing Centers and the World: Our Relationship to Global Issues and Identities (roundtable)

Enrique Paz (Southern Illinois University Carbondale)
Annalee Roustio (Southern Illinois University Carbondale)

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A student attended the writer center wanting to write autobiographically about his experiences as a refugee from Afghanistan. His request both humbled and challenged our center – how can our writing center play a part in this students’ negotiations of geopolitics, war, and his experiences? This roundtable explores the relationship writing centers have with global clientele and how administrators and consultants might best respond to this emergent and eminent need.

Suite 8014: *From Graduate Student to Professional: IWCA-GO Support for Graduate Students (roundtable)*

Leah Bowshier (University of Arizona)

Sarah Kugler (The University of Kansas)

Eduardo Mabilog (The Ohio State University)

Red Douglas (Oakland University)

Kaylie Williams (Oakland University)

IWCA-GO executive board members invite graduate students and new professionals (those who have graduated within the past 3 - 5 years) to this roundtable conversation focused on support for transitioning from graduate programs into professional writing center positions. We will discuss what professional development opportunities graduate students want and what writing center contexts (2-year colleges, HBCUs, graduate writing centers, etc.) they are considering. We also encourage new professionals to share what preparation and information would have been beneficial prior to starting their positions. IWCA-GO will then use these ideas to inform new opportunities we intend to develop as we grow the organization.

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Session 5: 2:45 - 4:00 p.m.

Suite 8011: *Writing Fellow Development and the Sister Arts* (workshop)

Maximilien Vis (The University of Texas, Permian Basin)

Basquiat's Jesse (1984) invites a unique reflection on the body, medicine, art, space, and violence. This piece has been particularly successful in engaging writing students in their development as writing fellows, tutors or teaching assistants. The piece makes use of anatomical schema and aesthetic, to highlight conversations regarding the relationships of bodies to language and space, the act of dissection, and gaze. Basquiat's Jesse (1984) also offers the specific historical relationship of black bodies in white spaces as the painting refers to Jesse Owens, the Black American athlete who won four gold medals during the 1936 Summer Olympics in Berlin.

Suite 8010: *Flattening the Hierarchy: A Strategic Planning Session* (workshop)

Colton Wansitler (College of Lake County)
Tara Thompson (College of Lake County)
Alyssa Pagan (College of Lake County)
Kevin Lind (College of Lake County)
Rhani Jordan (College of Lake County)

Strategic planning allows us to create developmental arcs for our centers, employees, and administrators. However, we often look over the humanistic trait of change when creating these documents. A living strategic plan that is shared and discussed among our colleagues helps us to align our visions and goals across the center and facilitates the building, maintaining, and shifting of community in the writing center.

Suite 8012: *Developing Collaborative Student Trainings to Create Nuanced Partnerships* (Roundtable)

Mary Truglia (Indiana University)
Meredith Knoff (Indiana University)

Cross campus collaboration identifies key places and partners where writing centers can impact student learning. WCs are often key partners with many

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library services embedded into library space. Despite these close working conditions, it can be difficult to connect research services with writing tutorials. By working closely with writing centers, research and public services can discuss the nuanced overlap between these two areas. Discussing these overlaps with student tutors can develop smoother referrals and collaborative skill development. Developing an annual social-driven in-person training session promotes friendly and personal relationships between those working across different units.

Suite 8005: *Creating Community through Collaborative Composing (collaborative writing session)*

Ellen Cecil-Lemkin (University of Wisconsin-Madison)

Jennifer Conrad (University of Wisconsin-Madison)

Participants in this collaborative writing session will engage in conversation and knowledge-sharing through a collaborative interview process that will develop in real time and unfold recursively in a shared writing platform. Facilitators will guide participants in thinking through what it means and feels like to carry out writing center work in this unique, embodied, historical moment. The overall goal of this session is to facilitate community as we start conferencing in person again. The co-written interview will be published on Another Word, the University of Wisconsin-Madison's writing center blog. To fully participate in this workshop, please bring a computer.

Suite 8009: *Beyond Cross Culture to Coalition and Partnership Building (roundtable)*

Christiana Unakalamba (Grand Valley State University)

In this roundtable session, participants will discuss their work as writing consultants, peer mentors and writing administrators within cross cultural contexts by focusing on how we can build coalitions beyond cultural constraints within writing centers. We will learn present day cultural biases that hinder the potential of group synergy that coalitions portends. The essence of coalition building is to combine resources to implement joint activities. In the light of this, what cross-cultural inhibitions hinder the achievement of a successful coalition? How can these be surmounted? What possibilities lie ahead for coalition growth with the resolution of cultural constraints?

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Suite 8014: *Engaging Faculty in Writing Consultant Training* (roundtable)

Melanie Cashin (Carleton College)

How can writing center administrators use the expertise of faculty who teach writing (in a variety of disciplines) to build bridges, support consultant training and professional development, and improve the feedback we provide to writers? This session will create a space where attendees can speak honestly about their experiences including faculty in training, learn from the experiences of others, and create a plan to more effectively collaborate with faculty at their institution.

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Upcoming IWCA-Sponsored Events

IWCA-Sponsored Session at CCCCs

Hope in Storytelling: Writing Center Research Toward Linguistic Justice

Friday, February 17, 2023

2 PM-3:15 PM

Room 4B

Summer Institute

June 26-30, 2023

Missoula, MT

Mark your calendars now for the IWCA Summer Institute (SI), a one-of-a-kind experience for emerging and established writing center professionals! This year's SI will be on the University of Montana campus in Missoula, June 26-30, 2023. Not an ordinary conference, SI is a week-long immersive institute with presentations, discussions, social activities, and mentoring. Participants leave feeling invested, energized, and connected.

On-Campus Lodging: \$250 (for the whole week!)

Tuition: \$900

We will be offering a limited number of \$400 tuition scholarships. Registration will open on the membership site soon.

Annual Conference

October 11-14, 2023

Baltimore, MD

This year's conference theme is "Embracing the Multi-Verse," simultaneously conjuring images of superheroes fighting a Big Bad while, in its hyphenated form, highlighting both the multifaceted nature of our Centers and the "verse"—the language that grounds our work. The first part "multi" can refer to all the ways writing centers work with multiple individuals, communities, and disciplines. Our centers need to be multiliterate, multimodal, and multidisciplinary in order to support inclusive practices. For too long, our writing centers have been seemingly monolithic, monolingual, monocultural;

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we want this call to deconstruct our singularity and create space for a multiplicity of voices. As Heather Fitzgerald and Holly Salmon write in their welcome letter to attendees of the Canadian Writing Centre Association 2019 Conference, "The multiplicity in our Writing Centre work—in our spaces, our positions, the communities we serve, the technologies we work through and with, and, most importantly, in our possibilities—is perhaps the only constant across our various contexts" (1). We hope that proposals for the conference will address the strategies that tutors and directors are using to embrace the challenge of engaging our multiplicities. We hope researchers will take inspiration from authors such as Rachel Azima (2022), Holly Ryan and Stephanie Vie (2022), Brian Fallon and Lindsey Sabatino (2022, 2019), Zandra L. Jordan (2020), Muhammad Khurram Saleem (2018), Joyce Locke Carter (2016), Alison Hitt (2012), and Kathleen Vacek (2012).

The word "verse" is a reference to poetry and the ways writers arrange language to speak their messages to multiple audiences. If we think about writing center work through the lens of arrangement—of spaces, people, resources, and practices—then we must find ways to approach new arrangements with generosity and curiosity. If we riff on the word (in the poetic spirit), we arrive at versatility, a call for adaptability and flexibility in our centers. We hope proposals will address the practices, privileges, and power dynamics of how writing center practitioners move through various "universes." How are writing centers contributing to a healthy multiverse of writing in our spaces? How are we influencing our institutional spaces to make them more inclusive of multiple ways of writing and knowing? Institutions are not as flexible as we might want them to be, but they are *more* flexible than many of us realize. Inspiration for these presentations might come from Kelin Hull and Corey Petit (2021), Danielle Pierce and 'Aolani Robinson (2021), Sarah Blazer and Brian Fallon (2020), Sarah Alvarez (2019), Eric Camarillo (2019), Laura Greenfield (2019), Virginia Zavala (2019), Neisha-Anne Green (2018), Anibal Quijano (2014), and Katherine Walsh (2005).

For many years, writing center practitioners have been talking about how and why we need to embrace multiliteracy praxis. At the MAWCA 2022 conference, keynote speakers Brian Fallon and Lindsay Sabatino reminded participants that "Over 20 years ago, in 2000, John Trimbur predicted that writing centers would move to become multiliteracy centers addressing the

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'multimodal activity in which oral, written, and visual communication intertwine'(29), [yet] as a field, we have not fully embraced Trimbur and many other writing center scholars' call for progression" (7-8). For this conference, we hope to build on the possibilities that have been shared at other conferences by showcasing our multiplicities of practice, research, and pedagogy. What relationships have you built, what training do you provide, what community engagement have you done? What technologies are you employing, and what modalities are you supporting, etc?

In light of this year's theme, we want to actively solicit a range of academic work. Please think creatively about the kinds of presentations you propose, and be open to proposing a performance in the vein of Simpson and Virrueta's (2020) "Writing Center, The Musical," a video essay, a podcast, or another non-alphabetic mode. While conferences always have poster sessions and powerpoint slides, what other genres and modes might best represent contemporary writing center work? In addition to traditional sessions and projects, we encourage the community to submit original photos, artwork, video essays, and other projects for display in our Multimodal Gallery. Also, we plan to have a dedicated room at the conference that will function as a creativity center/makerspace with various art supplies and interactive tools. Therefore, participants who propose maker space sessions will have a flexible space to engage participants.

Questions: What are your writing centers doing to engage the following qualities or concepts?

- Multiliteracy
- Multimodality
- Multidisciplinarity
- Versatility
- Multiversalism:

Session Types:

- Performance: a creative performance employing visual, aural, and/or gestural modes
- Individual Presentation
- Panel
- Roundtable

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- Multimodal Gallery Submission: posters, comics, photos, video essays, podcasts, etc., that will be displayed at the conference and shared on the conference app.
- Special Interest Group (SIG)
- Work-in-Progress
- Half-day Workshop (3-5 hours): offered on the Wednesday before the conference

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