

NEWCA  
Conference  
2017

Writing in the Margins:  
Language,  
Labor,  
and Class



APRIL 1-2 AT PACE UNIVERSITY  
IN PLEASANTVILLE, NY

## Welcome from the 2017 NEWCA Chair



On behalf of the Steering Committee, we welcome you to NEWCA 2017! First, I want to thank the steering committee and all of the NEWCA members who have worked hard this past year in making this conference a reality. We also thank our gracious host institution for its dedication and commitment to forging stronger bonds among writing centers across the northeast. This year's theme, "Writing in the Margins: Language, Labor, and Class" is especially important as we

navigate through a social and political landscape that impacts and implores us to think critically about the work that we do in our lives and in our writing centers.

In the next couple of days, we will attend workshops, hear presentations, and engage in conversations that bring much-needed attention to class, labor, and language. We anticipate that these insightful and provocative sessions will inspire and motivate us towards tangible and practical action beyond this weekend's conference. More importantly, as we interact with each other, let us be ever mindful of our keynote's charge to "really hear and learn from each other's narratives of very different lives and experiences." We envision this call to action taking shape here at the NEWCA conference and becoming a force that drives progress in our tenuous world. I hope you share our enthusiasm and optimism. I wish you an eventful and productive conference!

Regards,

Richard Sévère, Chair, NEWCA Steering Committee, 2016-2017

## 2016-2017 NEWCA Steering Committee

Richard Sévère, Chair  
Robert Mundy, Vice Chair/Conference Host  
Erin Durkin, Chair Ex-Officio  
John Hall, Treasurer  
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Robert Mundy, Jan Robertson, and Stefan Spezio, NY  
Stephanie Carter, RI  
Dalyn Luedtke, VT

The NEWCA Steering Committee plans the annual conference, facilitates communication with IWCA, and develops additional resources for NEWCA members. This committee meets three times a year—in March or April (directly following the conference), June, and January. Members of the committee hail from across the northeastern states and share a commitment to the writing center community.

## Keynote Speaker



Dr. Frankie Condon  
Assistant Professor  
English Language and Literature  
University of Waterloo

Dr. Frankie Condon has had a distinguished career, spanning several institutions and academic positions. Her primary areas of interest lie in the fields of Rhetoric and Writing Studies. Within those fields she is interested in the intersections between critical race, labor, and rhetoric studies, in narrative

and performativity, and in critical pedagogy. She has also written and published in the area of writing center studies.

Dr. Condon teaches with the aim of challenging students to notice, wonder at, and engage critically the power not only of language itself, but of particular rhetorical modes and strategies for creating, sustaining, and transforming our relations with and for one another. She believes that the study of writing and rhetoric is also necessarily the study of how human relations are forged in and through language—shaped, enabled, and constrained through our representations of ourselves, of others, and of that which constitutes knowledge within particular contexts or communities. The study of rhetoric should, she thinks, engage all of us in the study not only of what is said and how, but also toward what ends and for whose benefit. She hopes students leave her courses with an expanded sense of their intellectual and rhetorical antecedents as well as with a much greater sense of their own contingency: their interdependence and the mutuality of their needs and interests across disparate visible and invisible identities and social and lived subjectivities. Furthermore, she hopes that students leave her courses with a greatly enlarged sense of their own agency and their responsibility as scholars, rhetoricians and writers—as citizens of the world—to those with whom we share the world as well as those who will come after.

# NEWCA Conference Schedule

Saturday, April 1

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|-------------|--|
| 7:45-8:45   | Registration and Breakfast<br>Boudreau Lounge, Kessel Student Center   |
| 9:00-10:15  | Welcome and Keynote<br>Gottesman Room, Kessel Student Center<br><br>Bette Kirschstein, Ph.D., Associate Dean<br>Dyson College of Arts and Sciences<br><br>Robert Mundy, Conference Host, and Richard<br>Sévère, NEWCA Chair<br><br>Keynote: Dr. Frankie Condon |
| 10:30-5:30  | Book Display and Coffee<br>Miller Hall   |
| 10:30-11:45 | Concurrent Session 1<br>Miller Hall  |
| 11:45-1:00  | Lunch, Awards, and Book Signing<br>Boudreau Lounge, Kessel Student Center  |
| 1:15-2:30   | Concurrent Session 2<br>Miller Hall  |
| 2:45-4:00   | Concurrent Session 3<br>Miller Hall  |
| 4:15-5:30   | Concurrent Session 4<br>Miller Hall  |
| 5:30        | Reception<br>Boudreau Lounge, Kessel Student Center  |

# NEWCA Conference Schedule

## Sunday, April 2

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|-------------|--|
| 8:00-9:00   | Breakfast and NEWACC Registration<br>Boudreau Lounge, Kessel Student Center  |
| 9:00-12:00  | Book Display and Coffee<br>Miller Hall                                       |
| 9:30-12:00  | NEWACC Meeting<br>Multipurpose Room, Kessel Student Center                   |
| 9:15-10:30  | Concurrent Session 5<br>Miller Hall  |
| 10:45-12:15 | Concurrent Session 6<br>Miller Hall  |
| 12:30       | NEWCA Steering Committee Meeting<br>Multipurpose Room, Kessel Student Center |

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## Share Your NEWCA Experience

#NEWCA2017      #NEWCAinNY      #NEWCAatPace

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## Follow Pace University's Writing Center



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**Saturday, April 1**

**10:30-11:45—Concurrent Session 1**

**Panel: Miller Hall, Room 32**

A. Graduate Students and the Labor of Writing: Supporting Emerging Professionals at the UConn Writing Center  
**University of Connecticut:** Eleanor Reeds, Coordinator for Academic Writing

As the movement for graduate student unionization gains momentum, graduate students are increasingly conscious of their identity as emerging professionals and of their writing as labor. This presentation will explore how UConn, a large research university, has expanded its services for graduate writers in recent years and consider how support for professionalization has become a central goal of such provision.

B. Fostering Working Alliances: How Relating Shapes Learning in Conferences  
**University of New Hampshire:** Adam Parker Cogbill, Graduate Student

This presentation draws on dissertation research that compares how participants in writing conferences and counseling sessions converse and relate. Interview data with writing teachers and tutors, and counselors and therapists, suggests that there are similarities between contexts. In both settings, the quality of relating greatly shapes outcomes. Accordingly, I argue that that writing center scholars and tutors could benefit from the large body of scholarship within counseling on how relating shapes development.

**Panel: Miller Hall, Room 33**

A. Designing the Writing Center  
**Trinity College:** Max Fertik, Peer Tutor and Hannah Ho, Peer Tutor

In this piece we delve into the purposeful and ever-developing design of a learning space, specifically that of the Allan K. Smith

Writing Center at Trinity College. Through extensive research, active inspiration from the University of Brighton Creativity Centre, and peer survey, we devise a progressive spatial plan that takes into account the effect the aesthetic has on the way students create, collaborate, and facilitate. Considering both physical and psychological factors, we base our conclusions.

**B. The Creative Writing Class in the Writing Center**

**The University of Maine:** Emma Barnes, Peer Tutor, and Catherine Gottwalt, Peer Tutor

This interactive, discussion-based presentation demonstrates peer tutors using alternative collaborative approaches to design tutorials, focusing on demands of differing genres of creative writing. They describe how they productively linked the perspectives and backgrounds of each writer, dependent on diverse genre conventions, and new approaches to tutorials gained by tutors and writers. Participants are encouraged to consider their concepts of creative writing, and connect divergent ways of thinking and talking about genres in different rhetorical circumstances.

**Panel: Miller Hall, Room 34**

**A. Filling the Gaps: An Investigation of the Needs of ESL and International Students at Trinity College**

**Trinity College:** Bhumika Choudhary, Writing Associate

Bhumika Choudhary, Writing Associate at Trinity College, conducted a thorough investigation of the needs of International and ESL students on Trinity's campus in the realm of academic writing. Through interviews with eight representatives of this section of the student body, we found that these groups are not homogeneous in their needs. However, we recognized certain patterns in the answers and created a comprehensive list of recommendations to address these culturally-specific concerns.

**B. Translingual Training for Writing Tutors**

**University of Massachusetts Boston:** Amanda Presswood, Tutor, Instructor

This presentation analyzes the progression of ESL centered tutoring practices to increasingly multilingual tutoring practices.



The goal of this project is to articulate how writing tutors can take a translingual approach to student writing and imagine how this approach might transcend the boundaries of the writing center to help us, as English educators, to rethink and retheorize the way that we approach all students' texts as we work towards linguistic equality.

C. When Expressing Yourself Does Not Really Express Who You Are

**University of Connecticut:** Cynthia DeRoma, Adjunct Professor

Encouraging second-language writers (SLWs) to express themselves and find their own voices can clash with some of their original cultural norms regarding academic values, which can seem to these students as an impossible choice between their own identities and academic success. This talk suggests a sociolinguistically-based approach for instructors and tutors to help SLWs navigate this tension.

**Panel: Miller Hall, Room 35**

Extending the Work of Tutoring: What it Takes to Meet the Needs of Nontraditional Students in the Writing Center

**Salem State University:** Rebecca Hallman Martini, Writing Center Coordinator/Assistant Professor of English, Dorothy Calabro, Graduate Assistant, and Elizabeth Soule, Undergraduate Tutor

We build on current research on nontraditional students by attempting to understand what kinds of writing they bring into the writing center and what strategies tutors use to work with them. We will share data from an IRB-approved study in which we surveyed and interviewed tutors at our writing center. Our preliminary data suggests that nontraditional students need additional support beyond what writing centers traditionally offer.

**Workshop: Miller Hall, Room 21**

The Writing's On the Wall: Creating an Inclusive Space for Marginalized Students

**Westfield State University:** Catherine Savini, Director, Carlin Mackie, Assistant Director, Evelyn Murray, Peer Tutor, Shaynice

Robinson, Peer Tutor, Andrew Morin, Peer Tutor, Anaila Aleman, Peer Tutor, and Caroline Koty, Peer Tutor

How can our writing centers better use our physical spaces to make marginalized students feel included? This interactive workshop provides examples for creating a space that welcomes marginalized students. Specifically, we describe how we used our blank walls to forge bonds with diverse groups in the community, to educate our community, and to reflect our stance on issues of inequity. Finally, we invite participants to brainstorm ideas for inexpensively redesigning their spaces.

**Panel: Miller Hall, Room 36**

A. The Fine Line: Collaboration and Control in the Writing Center

**Trinity College:** Matthew McDevitt, Peer Tutor

This essay details a modification of Andrea Lunsford's Burkean Parlor Center by synthesizing it with the Motivational Scaffolding Strategies developed by Jo Markiewicz and Isabelle Thompson.

B. Not Just About the Horses: Faculty and Student Perceptions of Required Tutoring

**Pace University:** Giselle Cole, Writing Consultant

This presentation addresses how the labor of writing intersects with required writing center visits. We share how the framing instructors use to discuss required tutoring impacts a student's engagement with the labor of writing, the students' feelings about feedback and their tutor, how they see feedback intersecting with the writing process, and their decision to return to the writing center after the course.

C. A Method to Matching: A Study on Tutor/Student Compatibility

**College of the Holy Cross:** Campbell Loeber, Writing Fellow and Peer Consultant

The success of a session is often contingent upon the relationship established between the two individuals at work. Some scholars attribute a productive partnership to the initial minutes or

introductory period of the session, but I think personalities involved also play an important role. In order to assess this, sessions must be observed. To conduct this study, personalities must be codified (the Pemberton scale method would be used). Both the student and tutor involved should rate the session's success.

### **Workshop: Miller Hall, Room 37**

Process Over Product: Challenging Institutional Pressures and Discrimination Through Ongoing Consultant Training  
**Northeastern University:** Cara Messina, Director of Research at the Writing Center, Matthew Hitchcock, Writing Center Consultant, Abbie Levesque, Senior Consultant For Research and Technology, Zachary Shaw, Senior Consultant of Marketing and Programming, and Quisqueya Witbeck, Graduate Writing Center Consultant

Every institution is comprised of an intersection of standards—standards that focus on product over process. This interactive workshop will explore how ongoing tutor training may address these institutional pressures during writing center sessions. To celebrate process, participants and presenters will construct a collective crowd-sourced series of tutor training techniques that focus on process as a way of combating the institutional pressures and biases writing center workers and student writers face everyday.

### **SIG: Miller Hall, Room 27-28**

Recruiting Tutors and Clients from Across the Disciplines  
Dalyn Luedtke

### **11:45-1:00—Lunch and Awards**

## 1:15-2:30—Concurrent Session 2

### Panel: Miller Hall, Room 32

#### A. Get to Work: Encouraging Career-Oriented Students' Help-seeking Behavior

**Bentley University:** Greg Farber-Mazor, Writing Center Director

When discussing composition and writing practices, conversations frequently begin with large research universities. Often, small, specialized schools are left out of the discussion. The writing center at our business university surveyed nearly 1,000 students about their feelings about writing. We analyzed correlations between students' help-seeking behavior and their writing enjoyment, confidence, and career focus. This presentation will encourage participants to consider their own institutions' populations and examine assumptions about what motivates their students.

#### B. Misinterpreting English: Seeking a Socioeconomic Equality for All

**The University of Maine:** Paige Mitchell, Writing Center Director, Brady Andrews, Peer Tutor, Amelia Reinhardt, Peer Tutor, and Tyler O'Keefe, Peer Tutor

Our interactive presentation details the socioeconomic and sociocultural marginalization that authors are challenged with in writing centers. We examine strategies that tutors can utilize to combat this classism and support student differences. We aim to facilitate understanding surrounding the application of the three aforementioned tutoring paradigms, the acknowledgement of nonstandard forms of English, and the interdisciplinary boundaries of tutor-tutee relationships. Through our ethnographic research, we hope to influence safe spaces that support all writers' identities.

#### C. Major Classism: Intertextual Binaries Among CLAS and STEM Ideologies

**University of Maine:** Paige Mitchell, Writing Center Director, Molly Masters, Peer Tutor, Nat Midura, Peer Tutor, and Cara Morgan, Peer Tutor

This panel is constructed around three presenters' semester-long ethnographic research studies on the development of STEM

writers' identities and overcoming classism specific to academic disciplines. Our research is purposed for filling the discourse gap regarding STEM students as writers. Our panel begins a discursive exchange regarding STEM-directed tutoring strategies among writing center tutors and professionals in which we consider students' identities as writers using an intertextual approach.

### **Workshop: Miller Hall, Room 21**

The All-Night Write: How to Launch Your Own Finals  
Season Writing Bonanza

**Endicott College:** Juliana Studer, Assistant Director of Tutoring Services

It's finals week, and your center's next available appointment is some time next semester. How is the staff of a writing center to cope? Endicott College recently launched the "All Night Write," a once-a-semester night of extended hours for drop-in based appointments. In this 75-minute workshop, we will go through the preliminary steps needed to design, plan, and launch such an event for the first time. The All-Night Write is an excellent way to debunk tensions, increase availability, and boost visit numbers.

### **Panel: Miller Hall, Room 33**

Responsive Tutor Education in a Dynamic Social Context

**SUNY Potsdam:** Jennifer Mitchell, Director, and Sara Cantwell, Assistant Director and Senior Tutor

This panel will describe how our writing center strives to create a welcoming and relevant writing center in a rapidly diversifying student body. We'll discuss tutor education, partnerships across campus, and the use of quantitative records to sustain relationships with partners and funders.

### **Roundtable: Miller Hall, Room 22**

Upping Expectations for Downtime: Tutors' Non-Tutoring  
Work and The Challenges of Multi-pronged Labor

**University of Maine at Augusta:** Elizabeth Powers, Writing Center Coordinator, Rebekah Spencer, Peer Tutor, Courtney Koller, Peer Tutor, Michelle Roderick, Peer Tutor, Kimberly

Carter, Peer Tutor Alumnus, Charlotte MacDonald, Peer Tutor,  
and Rachel King, Writing Center Tutor

The unpredictable flow of writers seeking tutoring often leaves writing center tutors with “downtime.” What needs to be considered when directors “up” the expectations of what happens during this downtime? This roundtable engages participants with the challenges of including undergraduate research as a component of writing tutor expectations by sharing tutor research labor narratives, guiding participants through a scaffolded research labor mapping exercise, and facilitating discussion of undergraduate research as labor.

**Panel: Miller Hall, Room 34**

Pioneering a Multi-Skill Tutoring Service Dedicated to  
International Graduate Students

**Cornell University:** Michelle Cox, English Language Support Office (ELSO) Director, Nathan Lindberg, ELSO Tutoring Service Director, Melissa Myers, ELSO Pronunciation Tutoring Service Director, and Chris Than, ELSO Tutoring Service Peer Tutor

In 2014, Cornell University’s English Language Support Office established one of the only tutoring services dedicated to international multilingual professional students, graduate students and postdocs. A panel consisting of the program’s three directors and a peer graduate tutor will discuss this population’s particular needs and how its service meets those needs through writing, presenting, and pronunciation tutoring. The panel will focus on the development of the program, program assessment, and tutoring approaches and challenges.

**Roundtable: Miller Hall, Room 35**

Asian Students’ Voices in the Margins: The Writing Center as  
a Safe Space for International Students

**Boston University:** John Hall, Director, COM Writing Center, Danchen Wang, Writing Fellow, and Hannah Sylvester, Writing Fellow

Multilingual students from China and Korea make up the majority of our writing center’s clients. Our roundtable presentation will focus on the writing center as a “marginal space” outside the

classroom that allows these students' voices and ideas to be heard and developed. We will share our research on how some multilingual Asian international students feel about their full participation in an American university's classrooms—and especially how the writing center impacts their involvement.

### **Roundtable: Miller Hall, Room 36**

#### Writing Centers After the Election

**Fairfield University:** Colin Hosten, Writing Center Coordinator, Karen Skjærning, Writing Center Graduate Assistant, Kelsey Sullivan, Peer Tutor, Alec Lurie, Peer Tutor, Abigayel Phillips, Peer Tutor, and Jessica Romeo

The Fall 2016 semester can be neatly divided into The Before and The After—as in, before November 8 and after November 8. We are proposing this roundtable to make space to talk about what life in our writing centers has been like since the election. We recognize that our writing centers support all members of our campus communities, across the political spectrum. We want to know how campuses have responded, how and where those responses have connected to the writing center's work, and how those connections are shaping or might in the future shape writing center work.

### **SIG: Miller Hall, Room 27-28**

#### Anti Racism

Richard Sévère

### **2:45-4:00—Concurrent Session 3**

### **Workshop: Miller Hall, Room 22**

#### Listen Completely: Using Deep Listening in Writing Center Work

**Rensselaer Polytechnic University:** Lorelei Wagner, Graduate Consultant

99% of the students that come to the communication center at my technological university are “unlike me.” These differences, however vast, can be productive for building bridges in order to foster collaboration. In an interactive presentation, participants will be lead through a Deep Listening exercise while engaging in

activities that challenge us to be fully present and aware during our consultations to better utilize difference to our advantage in engaging with student writers.

**Panel: Miller Hall, Room 32**

The Cultural Work of Writing Centers: Cultural labor in a partnership between Lebanese American University and Northeastern University Writing Centers

**Lebanese American University:** Belinda Walzer, Writing Center Director, Northeastern University and Paula Abboud Habre, Writing Center Director and Senior Instructor

This panel discusses a transnational writing center collaboratory between Lebanese American University and Northeastern University and how institutional narratives regarding the globalization of higher education and the neoliberal institution put pressure on issues of diversity and inclusion and permeate writing center work. The cross-cultural partnership throws into relief embedded narratives and exposes the cultural labor involved, and, specifically, where and on whom that labor falls, when the pressure for globalization and diversity increases.

**Panel: Miller Hall, Room 33**

The More Things Change, The More They Stay The Same: Investigating the Work Lives and History of Keene State College's Center for Writing Staff

**Keene State College:** Katherine E. Tirabassi, Director of the Center for Writing, Caroline Gamble, Tutor, Veronica Spadaro, Tutor, Brendan Hoar, Tutor, and Cynthia Smith, Assistant Director

Over the past few years, Keene State College's Center for Writing has faced significant changes and challenges, including the founding director's retirement and the college's budgetary crisis. To understand the Center's origins and evolutions, the staff reviewed archival documents and interviewed the former director and tutors, learning that, despite procedural changes, the Center's core philosophy has remained constant. Panelists will share their research, and invite discussion about implications for such work.



**Panel: Miller Hall, Room 34**

The Labor of (Non)Directive Tutoring

**College of the Holy Cross:** Jack Barton, Peer Tutor

This presentation explores perceptions of the work of participating in writing center sessions. It will bring forth three main ideas: 1) an analysis of the ongoing directive/non-directive debate in terms of tutor labor; 2) the results of a replicable, aggregable, data-driven study which measured whether consultants and students perceive session work similarly; and 3) suggestions for bridging the gap between tutors' work and students' work as it relates to the labor of writing.

**Workshop: Miller Hall, Room 21**

We Have Blindfolds on Here: A Historically White Health Sciences School Investigates Writing in the Margins

**Albany College of Pharmacy and Health Sciences:** Laura Rogers, Writing Center Director, Treven Santicola, Professional Writing Center Tutor, Katherine Bogari, Writing Center Peer Tutor, Amanda Kaley, Writing Center Peer Tutor, Kasie Rae Olszewski, Writing Center Peer Tutor, and Dawn Pluckrose, Writing Center Peer Tutor

This interactive workshop explores how a writing center at a historically white institution of health sciences has explored, through multiple inquiry methods, pressing questions of social privileges based on language, class, and nationality as we labor to support Denny's assertion that "the center has a face and needs interrogation." Participants will investigate methods to "map" marginalized issues in their own writing centers.

**Workshop: Miller Hall, Room 35**

How Writing Centers Navigate through Academic Discourse and 'Other' Discourses: An Interactive Spectrogram

**University of Pittsburgh at Bradford:** Catherine Kula, Assistant Director, Matt Salvia, Faculty Consultant, and Karen Bell, Faculty Consultant

This session hopes to graphically illuminate some of the different ways writing centers navigate the nuances between socializing

students into academia while respecting students' discourses/identities. In response to key statements, participants physically locate themselves on a spectrum, which creates a visual, kinesthetic map of various writing centers' positions on key issues and produces clusters of agreement and disagreement. Conversation participants will collectively explore challenges and elucidations associated with maintaining academic discourse standards while respecting alternative discourses.

**SIG: Miller Hall, Room 27-28**

LGBTQIA

Andrew Stout

**4:15-5:30—Concurrent Session 4**

**Panel: Miller Hall, Room 32**

Aesthetics, Action, and Justice in the Haptic Writing Center

**United States Military Academy:** Jason Hoppe, Director, Kristen Johnson, Instructor & Executive Officer, Chelsea Adewunmi, Writing Consultant: Baruch College Writing Center. Keaton Crowder, Cadet Writing Fellow, Jacqueline Parker, Cadet Writing Fellow

Our panel considers how and why we might forge 'haptic' writing centers—centers that make sense of our collaborative work by way of fundamentally materialist vocabularies that emphasize curiosity, sensitivity, balance, and touch. Two twenty-minute workshops led by Cadet Writing Fellows ("How to Paint an Essay" and "From Prompt to Paper: Outlining, Bridging, Diversifying") are followed by a roundtable discussion anchored by reflections from professionals at Baruch College and West Point.

**Roundtable: Miller Hall, Room 22**

Beyond Labels: A Roundtable on Roles in the Center

**SUNY Adirondack:** Robert Faivre, Faculty Tutor, Tara Bradway, Faculty Tutor, Lisa Grant, Faculty Tutor, and Khristeena Lute, Director of CRW

"Beyond Labels: A Roundtable on Roles in the Center" explores various dynamics of identity, difference, and status within the center, which is a contradictory site of enabling the practice of

critical authority (i.e., equality in difference) in which all participants collaborate in developing literacy and knowledge, as well as re-enacting if not always resisting the conventional authority (i.e., privilege, status, class) of the institution, culture(s), and broader society which the college serves. Our discussion proceeds in the spirit of Peter Carino's conclusion that "Writing centers can ill afford to pretend power and authority do not exist [...]" ("Power and Authority in Peer Tutoring").

**Panel: Miller Hall, Room 33**

A. Negotiating Authority and Voice: Strategies for Tutoring Writers Working with Asperger Spectrum Disorder

**Rensselaer Polytechnic Institute:** Barbara Lewis, Director  
Center for Communication Practices, Department of  
Communication and Media

As the percentage of people diagnosed with Autism Spectrum Disorder (ASD) increases, it's likely that many college populations reflect that increase. Writing center tutors can find interactions with these writers difficult, and often talk about them as a marginalized class. This presentation explains ASD and briefly reviews research on ASD and writing instruction. Given the set of strategies we have developed, audience members will work in small groups to choose best practices for sample tutorial situations.

B. On the Margin of the Margin: Embodying Physical Disability in the Writing Center as a Writing Tutor and Teaching Fellow

**University of Connecticut:** Noah Bukowski, Peer Tutor and Writing Fellow

I will continue to expand the study of how visible physical disability is perceived by others when it is embodied by an educator in the writing center context. My study as a tutor, which now contains empirical survey data from those I've tutored on how perceptions of disability are changed minute-by-minute, will be set beside my more recent experience as a teaching fellow, a position in which I worked with students who experienced my disability across a semester.

### **Roundtable: Miller Hall, Room 21**

Chasing Diversity Systemically: Using Systems Thinking and Double-Loop Learning Theory to Assess Diversity in the Writing Center

**Kent State University:** Jeanne R. Smith, Director, and Barbara George, Assistant Director

Diversity and inclusion are elusive, ongoing goals for directors because our centers are situated within intersecting, dynamic ecosystems that can exclude without intention. Directors all face unique sets of political and structural affordances and constraints to fostering diversity and inclusion. We will interrogate our current practices and policies from a systems perspective to understand how our practices and those currently “outside” our control impact each other. Directors will exchange ideas to effect change on their campuses.

### **Roundtable: Miller Hall, Room 34**

Name, Rank, and Number: Releasing Academic ‘Prisoners’ Through Collaboration in a Military College Writing Center

**Norwich University:** Dalyn Luedtke, Director, Michan Myer, Assistant Director, Artmiz Golkaramnay, Writing Coach, Spencer Duhamel, Writing Coach, Anissa Garnsey, Writing Coach, Dakota Bailey, Writing Coach, Lauren Lohmiller, Writing Coach, and Bailey Beltramo, Writing Coach

Building on the experiences of peer writing coaches and Writing Center administrators at a primarily military institution, this roundtable combines hands-on activity, role-play, and discussion to move toward jumping the ever-present “rank-gap” in Writing Center spaces. We’ll share our strategies for collaborative learning, invite you to share yours, and develop new ones together.

### **Roundtable: Miller Hall, Room 35**

Challenging Dominant Conceptions of ‘Professionalism’ in Peer Mentoring Spaces: Inequity, Dehumanization, and the False Separation of Self and Laborer

**Hampshire College:** Laura Greenfield, Director, Adin Buchanan, Peer Mentor, Andrew Gordon, Peer Mentor, Judy Ha, Peer Mentor, Aaron Richardson, Peer Mentor, Ivy Skinner, Peer Mentor, and Alizae Wineglass, Peer Mentor

How do the dominant discourses and practices around “professionalism” perpetuate oppression in the writing/speaking center, and what alternative understandings of workplace participation might be imagined instead? In this roundtable discussion we will challenge dominant standards of professionalism that 1) are presented as politically neutral but are actually deeply invested in perpetuating inequities and 2) that compel tutors to deny their own humanity in order to perform their job. What alternative models might we imagine together?

### **Roundtable: Miller Hall, Room 36**

Empowering Student Writers Through the Words We Choose

**Ward Melville High School Writing Center:** Mary McGlone, Coordinator

By their very nature, writing centers value words, so how can we use words consciously and generously to create and support a mission that encourages power through writing? This discussion will examine specific words we use in creating a writing center that is inclusive and empowers writers through the analysis of a Mission Statement and Philosophy, as well as words we use in the administration of the center and in writing sessions with student writers.

### **SIG: Miller Hall, Room 27-28**

Increasing Writing Center Usage  
Kelli Custer

### **5:30—Reception**

**Sunday, April 2**

**8:00-9:00—Breakfast and NEWACC Registration**

**9:30-12:00—NEWACC Meeting**

**9:15-10:30—Concurrent Session 5**

**Workshop: Miller Hall, Room 21**

Navigating the Margins: Creating a Space for Underserved  
Adult Basic Education Students

**College of the Mainland, Texas City, Texas:** Lisa Hacker,  
Supervisor, and Diana North, Professional Tutor

When the Adult Basic Education (ABE) department at their college closed its tutoring center, Lisa Hacker and Diana North initiated a collaborative relationship with their writing center to fill the gap. In this workshop, Hacker and North share the embedded tutoring program they created and customized that dramatically increased student test scores and self-efficacy, while also improving the level of instruction students received in the classroom.

**Roundtable: Miller Hall, Room 22**

Narratives of Invisible Labor: Making Visible What is  
Otherwise Hidden

**St. John's University:** Alison Perry, Associate Director, Michael Reich, Doctoral Candidate, Tina Iemma, Doctoral Fellow, and Talia Nanton, Peer Consultant

This roundtable discussion aims to render visible narratives of otherwise invisibl(ized) labor by sharing stories from our own experiences as Writing Center administrators and consultants, and by unpacking with our audience ways by which our institutions link visibility to value. We wonder if telling stories can itself be an act of social justice, and we ask what kinds of activism such conversations might inspire.

### **Roundtable: Miller Hall, Room 32**

#### Threats to Inclusivity: Experiences of Marginalized Populations in the Writing Center

**Hofstra University:** Kristina Leone, Peer Tutor, Brandon Dye, Peer Tutor, Elizah Morales, Peer Tutor, and Dianne Fallucca, Peer Tutor

This roundtable discussion will examine the occurrences of micro- and macroaggressions associated with marginalized identities in the Writing Center. The consequences of these occurrences will be analyzed in relation to the perception of inclusivity in the Writing Center by students, tutors, and administrators. After discussing possible threats to inclusivity and giving personal examples, the panelists will invite attendees to share experiences where they perceived a lack of inclusivity in the space of the Writing Center.

### **Roundtable: Miller Hall, Room 33**

#### Political Correctness, Safe Spaces, and Censorship: Examining the Not-So-Safe Languages of the Writing Center

**Hofstra University:** Marilyn Buono, Assistant Director of Writing Center, Joseph Chillman, Adjunct Professor/Faculty Tutor, and Jennifer Marx, Adjunct Professor/Faculty Tutor

This roundtable interrogates the widely held belief that Writing Centers are safe spaces by examining the languages of oppression, identity, creative engagement, and aggression. These encounters challenge tutors to understand and negotiate the contexts and identities behind the situations in which these languages arise. After panelists discuss their own experiences, suggestions and methods for negotiating situations regarding identity, boundaries, censorship, and obligation will be offered, discussed, and examined with audience participants through creative role playing.

### **Workshop: Miller Hall, Room 34**

Off the Clock But Still Hard at Work: Transference,  
Countertransference, and Center Self-Care

**Pace University:** Robert Mundy, Assistant Professor/WPA, Paul Ziek, Associate Professor; **Montclair State University:** Rachel Sugerman, Licensed Associate Counselor

Within the matrix of writing center duties are unassigned jobs and tasks, emotional labor that is greatly expensed but rarely valued—work we are asked to do “off the clock.” Unfortunately, often times such labor is the most taxing work we accomplish, as no set time is allotted and no distinct takeaway is afforded. The student that elicits immediate frustration, the divide between tutor and client that seemingly cannot be traversed, the support that goes unappreciated--these are the instances that require our emotional labor. This workshop explores the complexities of such writing center dialogues and helps staff better manage these interactions.

### **Roundtable: Miller Hall, Room 35**

Cloaked In Her Words

**St. John's University:** Ceciliana Sturman, Writing Consultant, Hannah Pruzinsky, Writing Consultant, Mikayla Torres, Writing Consultant, and Alison Perry, Associate Director

This presentation examines the act of writing as an entity that creates safe spaces for women, while specifically looking at how writing centers uniquely provide the opportunity to foster and engage with this safe space for women in college. Focusing specifically on a St. John's University-wide research collective will provide an example of how purposefully facilitated discussions can prompt meaningful awareness, as well as challenge narratives around gender within Writing Centers.



**Panel: Miller Hall, Room 36**

Breaking Down the Walls: Contingency Status and the Work of the Writing Center

**Franklin Pierce University:** Molly Badrawy, Coordinator, Humanities Senior Lecturer, Zan Goncalves, First-Year Writing Program Coordinator, Associate Professor of Composition, Alan Schulte, Director, Assistant Professor of Composition, Humanities Division Chair, Damani Brandon, Peer Tutor, Natalie Hamilton, Peer Tutor, and Renee Reid, Peer Tutor

Composition Faculty and Writing Center Peer Tutors will present three pedagogical initiatives—Class-Linked Tutoring, WAC Consulting, Tutors-To-Go—that seek to break down the walls of class and status. Preliminary data suggests these strategies bring us closer to establishing a more inclusive “academic community of writers,” moving away from the confines of the “center.” This interactive session will open a dialogue with participants to discuss how these strategies can be applied to their own programs.

**SIG: Miller Hall, Room 27-28**

Multilingual/International Students

John Hall

**10:45-12:15—Concurrent Session 6**

**Roundtable: Miller Hall, Room 22**

Literally, Writing In the Margins: The Labor of Love or Loathing with Online Tutoring

**St. John's University:** Preetica Pooni, Writing Consultant, Anna Cairney, Doctoral Fellow, Miguel Vasquez, Writing Consultant, Marla Katz, Writing Consultant, Sohayla Eltahlawy, Writing Consultant

This interactive roundtable discussion focuses on the Writing Center as a place of digitized possibilities. We will share our stories as consultants as we labor not face-to-face, but through online sessions, including synchronized chats, and consulting completely independent of conversation. Further we raise questions about the digital expanse existent within the Writing Center. Do our multifaceted identities change the way we approach each online session? Is there a certain narrative into which we fit ourselves?

### **Roundtable: Miller Hall, Room 21**

#### I am the Writing Center: Queer Identities Within the Writing Center

**Hofstra University:** Kyle Pratt, Graduate Writing Tutor, Armand St. Pierre, Undergraduate Tutor, and Francesca Costi Tall, Undergraduate Tutor

This roundtable will prompt writing center tutors and administrators to engage in a conversation about acceptance, recognition, and validation of queer identities in the writing center and for those willing to provide their ideas and suggestions to create an accepting environment in the writing center. The round table will also draw on the activity “I am, but I am not,” which involves participants articulating a part of their own identity.

### **Workshop: Miller Hall, Room 32**

#### Neither This Nor That: Non-traditional Female Students' Views on Identity and Writing While in Transition

**Pace University:** Michael Turner, Writing Center Coordinator, Robert Mundy, Assistant Professor/ WPA, Alexa Blanco, Writing Consultant, and Alex Franciosa, Writing Consultant

In this workshop, we will engage in preliminary coding of interviews from non-traditional female students who are experiencing, or using education to usher on, a significant life transition. In the process of doing so, we will come to understand the relationship between class and gender identities and education. More specifically, we aim to develop a sense for how support, in particular the Writing Center, functions in negotiating transitional conflicts, which often have profound consequences for one's identity.

### **Workshop: Miller Hall, Room 33**

#### Standing on Principle: Sitting, Standing, Status, and Learning

**Bronx Community College:** Daniel Tehrani, Peer Tutor, Betty Doyle, Peer Tutor, Dominick Gaffney, Peer Tutor, and Marcos de Jesús, Peer Tutor

The health benefits of standing have been scientifically documented. However, are there learning benefits? What does sitting versus standing say about labor and status? Food service,

security, and reception staff stand; professionals sit. The head of a department is the “chair.” In classrooms, professors stand while students sit. In this workshop, attendees will participate in activities and discussions designed to provoke reflection on the ways that sitting, standing, and furniture affect learning and institutional culture.

### **Roundtable: Miller Hall, Room 34**

Adjunct Tutors: Negotiating Boundaries for Adjunct Labor in the Writing Center

**New Jersey Institute of Technology:** Catherine Siemann, Writing Center Director, Beth Rees, Writing Consultant, Eurih Lee, Writing Consultant, Kevin Kilroy, Writing Consultant, and Michael Darnell, Writing Consultant

Focusing on the use of adjunct labor in the writing center, we consider the rewards and complications of teaching and tutoring at the same university, or at sometimes very different institutions. Working in the writing center creates a community of practice for adjunct faculty, and allows them greater access to the academic culture of the university, while also enforcing their liminal position. Professional tutors at NJIT, as well as audience members, will share their experiences.

### **Workshop: Miller Hall, Room 35**

From Ethos to Ethics: Making Sessions into Brave Spaces for Engaging with Culturally Insensitive Prose

**New York University:** William Morgan, Director of the Writing Center, Jono Mischkot, Senior Lecturer and Assistant Director of the Writing Center, Tara Parmiter, Senior Lecturer, Natalie Behrends, Undergraduate Course-Embedded Peer Tutor, Leonard Santos, Undergraduate Writing Partner, and Emilia Yu, Undergraduate Senior Tutor

In this workshop, we explore how to make peer-tutoring sessions into brave spaces not only interpersonally, but also in tutors’ work with writers whose prose contains subtly racist, sexist, and/or classist rhetoric. How, this workshop will ask, can we encourage peer tutors to have more direct ethical discussions with writers about the culturally insensitive choices put forward in their

rhetoric? And how are peer tutors to make these discussions feel pedagogically productive?

**SIG: Miller Hall, Room 27-28**

Developing and Marketing New and Different for Writing Centers

Stefan Spezio

**12:30—NEWCA Steering Committee Meeting**

# NEWCA

## Northeast Writing Centers Association

The Northeast Writing Centers Association is a regional affiliate of the International Writing Centers Association (IWCA).

NEWCA brings together a diverse group of secondary and post-secondary educators from around the region. Each year NEWCA presents a conference with various themes.



NortheastWCA



NortheastWCA

<http://northeastwca.org>

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