“The WPA as Worker”

CWPA 2014
Illinois State University
July 13–20
Normal, Illinois

The Council of Writing Program Administrators is a national association of writing professionals with interests in developing and directing writing programs. CWPA supports writing and writers. We advocate and help members advocate for effective writing programs.
Thanks to all of you for coming to this year’s CWPA conference and taking the time to consider WPA work in all its guises. The group of students in the cover photo is suggestive of the nature of much WPA activity: talking, collaborating, thinking things through, making decisions. (Though maybe WPAs don’t sit around on the lawn quite as much, or for that matter, quite often enough.) Like the pastoral in general, however, the photo elides the material conditions under which we, and those who teach in our programs, perform our work. For that reason, I’m very excited about the program for this conference: thanks to the intellectual work of our disciplinary colleagues, there are sessions that address all facets of writing program labor. In fact, there are more good sessions than I could go to even if, like Hermione Granger in the Harry Potter novels, I used a time-turner. I consider that a good thing.

In the spirit of the theme, this conference is dedicated to someone who exemplified what WPA work should be: Linda Bergmann, director of the Writing Lab at Purdue at the time of her sudden death in January. The discipline lost a number of valued colleagues this year; Linda was, however, probably the most widely known in this generation (these generations?) of WPAs, due to the range of her work for CWPA and her generous spirit. She was Secretary of CWPA when the organizational home was at Purdue, and at the time of her death she was a member of the Best Book Award committee. She was also a committed mentor to the many Purdue graduate students who went on to faculty positions in composition and rhetoric, an untold number of whom flew back to West Lafayette from all over the country to attend her memorial service earlier this year. What many of us knew her best for, however, was her work developing the first WPA Outcomes Statement. She was the Outcomes Group member who kept us all on track, whose voice was always clear and sensible, and whose wit and intelligence and friendship we will all miss. It’s appropriate, I think, that at this conference the revised Outcomes Statement is nearing completion and approval.

Of course, the last thing Linda would want would be for her memory to be a drag on the proceedings, so I’ll simply exhort you here to do this: when you’re finished attending sessions on one of these fine Midwestern evenings, head for one of Normal’s gathering places, raise a glass of wine or a beer in Linda’s honor, and enjoy being among the friends you’ve made or will make at what promises to be a fabulous conference.

Rita Malenczyk
Eastern Connecticut State University
President, Council of Writing Program Administrators
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Illinois State University, hosting university

Joyce Walker, Nancy McKinney, and Maegan Gaddis, Illinois State University Writing Program, local co-chairs

Christy Haeffele, Illinois State University, registration

Alisha Jones and Stacy Ward, Normal Marriott

Charles Lowe, CWPA webmaster

Peter Khost, sponsorship and exhibits coordinator

Joseph Janangelo and Michele Eodice, Mentoring Project co-chairs

Brian Hendrickson and Al Harahap, WPA-GO co-chairs

Duane Roen, Immediate Past President, for his experience, advice and mentoring

and last but not at all least,

David Blakesley of Parlor Press for program design, layout, and printing.

Program Photos: Illinois State University

And thanks to all of you for coming to the conference!

We also thank the following exhibitors and sponsors for their support of the conference and special events:

Bedford/St. Martin’s
Cengage Learning
McGraw-Hill
Oxford University Press
Recursive LLC
Pearson
Stipes Publishing
Utah State University Press
W.W. Norton and Co.
Conference Planning and CWPA Executive Board

Conference Program Committee
Brandon Fralix, Christine Garcia, Jill Gladstein, Asao Inoue, Steve Lamos, Mark McBeth, Susan Miller-Cochran, Carol Rutz

Hosting Institution
Illinois State University

Council of Writing Program Administrators Executive Board
Rita Malenczyk, President, Eastern Connecticut State University (term ends 2015; will succeed to Immediate Past President)
Susan Miller-Cochran, Vice President, North Carolina State University (term ends 2015; will succeed to President)
Duane Roen, Immediate Past President, Arizona State University (term ends 2015)
Nicholas Behm, Elmhurst College (term ends 2016)
Mark Blaauw-Hara, North Central Michigan College (term ends 2017)
Heidi Estrem, Boise State University (term ends 2017)
Jill Gladstein, Swarthmore College (term ends 2015)
Peter Gray, Queensborough Community College (term ends 2016)
Amy Kimme Hea, University of Arizona (term ends 2016)
Libby Miles, University of Rhode Island (term ends 2015)
Tracy Ann Morse, East Carolina University (term ends 2017)
Kelly Ritter, University of Illinois, Urbana-Champaign (term ends 2015)

Ex Officio: Michael McCamley, Secretary and Christine Cucciarre, Treasurer, University of Delaware

Consultant-Evaluator Service
Charles Schuster, Director, University of Wisconsin, Milwaukee; Doug Hesse, Associate Director, University of Denver

WPA Journal Editorial Team
Barbara L’Eplattenier and Sherry Rankins-Robertson, University of Arkansas-Little Rock

WPA-GO (Graduate Organization)
Brian Hendrickson, Co-Chair, University of New Mexico; Al Harahap, Co-Chair, University of Arizona
## History of the Conference

<table>
<thead>
<tr>
<th>WPA Presidency</th>
<th>WPA Conferences</th>
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<tbody>
<tr>
<td>Harvey Wiener, 1979–1985</td>
<td>1982: Martha’s Vineyard, MA</td>
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<tr>
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<td>1983: Martha’s Vineyard, MA</td>
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<td>Winifred Horner, 1985–1986</td>
<td>1984: La Jolla, CA</td>
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<td>1985: Durham, NH</td>
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<td>1987: Logan, UT</td>
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<td>1989: Oxford, OH</td>
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<td>1995: Bellingham, WA</td>
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<td>1998: Tucson, AZ</td>
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<td>Doug Hesse, 1999–2001</td>
<td>1999: West Lafayette, IN</td>
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<td>2000: Charlotte, NC</td>
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<td>2002: Salt Lake and Park City, UT</td>
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<td>2004: Newark, DE</td>
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<td>2006: Chattanooga, TN</td>
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<td>2008: Denver, CO</td>
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<td>Linda Adler-Kassner, 2009–2011</td>
<td>2009: Minneapolis, MN</td>
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<td>2010: Philadelphia, PA</td>
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<td>2012: Albuquerque, NM</td>
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|                            | 2014: Normal, IL                  | July 13–20
|                            | 2016: Raleigh, NC                 | July 10–17
| Future Conferences        | 2017: Knoxville, TN                | July 16–23 |
WPA Awards

AWARD FOR BEST ARTICLE IN WPA: WRITING PROGRAM ADMINISTRATION


Honorable mention: “Memoranda of Fragile Machinery: A Portrait of Shaughnessy as Intellectual-Bureaucrat” by Mark McBeth (Fall/Winter 2007)


AWARD FOR OUTSTANDING BOOK ON WRITING PROGRAM ADMINISTRATION


2006–2007: Delivering College Composition: The Fifth Canon, edited by Kathleen Blake Yancey (Boynton/Cook 2006) and Because We Live Here by Eli Goldblatt (Hampton Press, 2007).


WPA-GO CWPA CONFERENCE TRAVEL GRANTS

WPA-GO’s CWPA Conference Travel Grants recognize current graduate students whose accepted presentations for the CWPA summer conference make a significant contribution to the applicant’s scholarly/professional development and a significant contribution to the field of writing program administration. These grants are sponsored by generous support from the Council of Writing Program Administrators and Bedford/St. Martin’s.

This year’s CWPA Conference Travel Grant recipients will be announced and recognized with a certificate during the 2014 conference. Previous winners include:

**2013**
- Dan Bommarito, Arizona State University
- Christine Garcia, University of New Mexico
- Andrew Lucchesi, CUNY Graduate Center
- Mary McCall, Purdue University
- Jessica Nastal, University of Wisconsin-Milwaukee
- Ryan Shepherd, Arizona State University
- Carolyn Wisniewski, University of Tennessee
- Shane Wood, California State University-Fresno
- Dominique Zino, CUNY Graduate Center

**2012**
- Kacie M. Kiser, Arizona State University
- Charlyne Sarmiento, University of California-Santa Barbara
- Meghan Sweeney, University of Nevada-Reno
- Mary Tripp, University of Central Florida
- Courtney Adams Wooten, University of North Carolina at Greensboro

**2011**
- Nancy Benson, University of Massachusetts-Dartmouth
- Elizabeth Chilbert, Florida State University
- Gabriel Cutrufello, Temple University
- Jennifer Dorsey, Saint Louis University
- Benjamin Miller, City University of New York
- Lara Smith-Sitton, Georgia Southern University
- Courtney Stanton, Temple University
- Crystal VanKooten, University of Michigan
- Julia Voss, Ohio State University
CWPA Location Map
Douglas Hesse is founding Executive Director of the Writing Program at the University of Denver, where he’s Professor of English. Author of some four dozen essays and co-author of four books, most recently Creating Nonfiction, co-authored with Becky Bradway (Bedford/St. Martin’s), and including the Simon and Schuster Handbook for Writers, he’s presented over 100 readings, talks, and conference papers, a quarter of them as keynote speaker. A former Chair of the Conference on College Composition and Communication (CCCC), a former President of the Council of Writing Program Administrators and a former editor of WPA: Writing Program Administration, Hesse was recently elected Vice President of the National Council of Teachers of English, succeeding to President in 2016. He coordinated the Norman Mailer/NCTE National High School and College Writing Awards in Creative Nonfiction, served on the MLA Contingent Labor Committee, and chaired the MLA Division on Teaching as a Profession. Before coming to the University of Denver, whose writing program has been awarded the CCCC Certificate of Excellence, Hesse was Professor of English for twenty years at Illinois State University, where he directed the Honors Program, the Center for the Advancement of Teaching, the graduate program in English studies, and the writing program. His PhD is from The University of Iowa, where he wrote and wrote about nonfiction. He sings with the Colorado Symphony Orchestra Chorus and enjoys hiking and photography. He’s married to a novelist, which may account for two of his children being journalists, though not the third being a professional cellist.
July 18
Melissa Ianetta
University of Delaware
Absence and Action: Making Visible the Work of the WPA

Melissa Ianetta is Associate Professor of English at the University of Delaware, where she teaches classes in rhetoric and writing and directs the university writing center. Her work has appeared in College English, College Composition and Communication, PMLA, Composition Studies, WPA: Writing Program Administration, The Writing Center Journal, and Rhetoric Review as well as several edited collections. Her most recent work, “What Is an English Department?” appears in A Rhetoric for Writing Program Administrators (Parlor Press, 2013). With Lauren Fitzgerald, she coauthored the forthcoming The Oxford Guide for Writing Tutors: Practice and Research and, from 2008-2013, they co-edited The Writing Center Journal.
Saturday Plenary Address

July 19
Duane Roen
Arizona State University
Writing Program Faculty and Administrators as Public Intellectuals: Opportunities and Challenges

Duane Roen is Professor of English at Arizona State University, where he serves as Assistant Vice Provost for University Academic Success Programs, Interim Dean of University College, and Interim Director of the School of Letters and Sciences. He is Immediate Past President of the Council of Writing Program Administrators. He formerly served as Secretary of the Conference on College Composition and Communication. Duane’s research has addressed writing curriculum, pedagogy, and assessment; writing program administration; writing across the curriculum; family history writing; mentoring; civic engagement; and collaboration. He has authored/co-authored and edited/co-edited nine books; he has authored or co-authored more than 250 chapters, articles, and conference presentations. His most recent books include the third edition of The McGraw-Hill Guide: Writing for College, Writing for Life (with Greg Glau and Barry Maid) and The WPA Outcomes Statement: A Decade Later (co-edited with Nick Behm, Greg Glau, Deborah Holdstein, and Edward White). His current book project is A Writer’s Goals (with Beth Brunk-Chavez and Michael Day).
WPA Workshop

Join new, prospective, and continuing administrators of all varieties of writing programs—including FYC, writing centers, WAC, ESL, and basic writing—in three and a half days of workshopping and conversation addressing the theoretical, curricular, and political demands of our work.

Topics will include:

- What is a WPA?
- Institutional Relationships and Politics
- Directing Writing Programs at Different Types of Institutions
- Program Design, Outcomes, and Goals
- Hiring Practices, Faculty Development, and Faculty Evaluation
- Student and Program Assessment
- Understanding Budgets
- Developing and Articulating Relationships among FYC, WAC Programs, Writing Majors, and Writing Centers
- Writing Program Research
- Writing Program Outreach and Public Advocacy
- The Council of Writing Program Administrators as a Professional Resource
- Writing as a WPA

Participants will gather Sunday afternoon, July 13, meet daily through Wednesday afternoon, July 16, and will have the opportunity to consult individually with workshop leaders in the evenings. In the workshop, participants will be encouraged to raise issues from their own professional situations, which have in the past included liberal arts colleges, two-year colleges, regional and flagship state universities, and major research institutions.
Linda Adler-Kassner, Past President of CWPA, is a professor of writing and director of the Writing Program at University of California, Santa Barbara. Most recently, her research has focused on issues related to writing and public policy, including analyzing policy contexts for writing instruction and helping writing instructors and program directors develop strategies to affect that context. This research extends directly from her experiences as a writing program director and a teacher of first year writing and graduate classes in composition theory. It also extends from her experience with CWPA and with the WPA Network for Media Action. With Peggy O’Neill, she is the author of *Reframing Writing Assessment to Improve Teaching and Learning* (Utah State UP, 2010). She is also the author of *The Activist WPA: Changing Stories About Writers and Writing* (Utah State UP, 2008), which won the WPA Best Book Award. She is also co-author or co-editor of six other books and many articles and book chapters.

Charles Paine is a professor at the University of New Mexico, where he directs the Rhetoric and Writing and Core Writing programs. He served on the Executive Board of the Council of Writing Program Administrators from 2009–2012 and was a local host for the Summer Conference (Albuquerque, 2012). Currently, he serves as Chair of the CWPA Research Grants Committee. He co-founded the Consortium for the Study of Writing in College, a collaboration between the National Survey of Student Engagement and CWPA. He has written, co-edited, and co-written books on the history of writing instruction, teaching with student texts, and textbooks. Still, his most important work is teaching courses across the UNM rhet-comp curriculum, including first-year-writing, rhetorical/composition history and theory, teaching-writing practica, and others.
“CWPA Assessment Institute and Resource Festival: Valid Assessment = Human Judgments Made in Local Contexts”

Bob Broad, Illinois State University  
Diane Kelly-Riley, University of Idaho  
Associate Leaders: Kayla Bruce & Laurenn Jarema, Illinois State Univ.; Matt Felumlee, Heartland Community College

This day-long institute offers a hands-on workshop and resource festival for WPAs who want to develop and carry out specific writing assessments and / or program assessments. We welcome writing program administrators from all kinds of higher education institutions, from large public universities to community colleges to small liberal arts colleges. Session leaders and participants will explore current institutional and political forces motivating assessments, and the institute will emphasize the inherent pedagogical and scholarly benefits of assessments. Activities will include small, focused breakout sessions, including these topics:

- Principles of sustainable program evaluation for WPAs
- Stats 101 for WPAs
- Assessing writing and programs with faculty across the curriculum
- Sustainable / “locavore” writing assessment practices
- Assessment of writing processes
- Culture, identity, and writing assessment

Each participant will enjoy time and consulting support for developing an assessment project action plan for her / his writing program. Participants will collaboratively co-author an annotated bibliography on writing assessment and program assessment that can be used and accessed by others.

Diane Kelly-Riley is the Director of Writing and an Assistant Professor of English at the University of Idaho. She edits the *Journal of Writing Assessment* with Peggy O’Neill. She has published in several areas including race and writing assessment, validity issues for college writing assessment, portfolio assessment, critical thinking, writing across the curriculum, and writing program administration. She has been an invited site reviewer for several institutional accreditation visits, and has worked with institutional responses to the Common Core State Standards. She has taught graduate courses in writing program administration, test development and assessment, program evaluation theories and practice, composition pedagogy and practice as well as several undergraduate composition courses.
“WPAs and Intra-Institutional Collaborations: Conducting Writing-Central Research”

Elizabeth Boquet, Fairfield University
Neal Lerner, Northeastern University

Writing programs and centers are uniquely positioned at many institutions to integrate the localized efforts of individual courses, programs, and departments with the university’s broader goals related to academic engagement. While those goals are often articulated in strategic plans, vision statements, accreditation reports and governance documents, their connection to knowledge creation on the ground for WPAs is not always apparent (Note: we include both Writing Program and Writing Center Directors in our use of “WPA”). Nevertheless, WPAs are increasingly expected to report programmatic outcomes on projects that involve significant collaborations with other divisions of the college or university, as well as with potential community partners. We believe that such projects offer WPAs opportunities to engage in intra-institutional research that can expand our methodologies and increase our knowledge-base.

This one-day workshop will address questions and approaches related to intra-institutional writing-central research, by which we mean research that invites WPAs to lead and participate in initiatives promoting university-wide student engagement and academic success: international initiatives, integration across multiple campuses or through online learning, community partnerships, etc. We will consider how to be participant-researchers while working with groups such as university task forces, advisory councils, and strategic planning committees and with programs such as libraries, teaching centers, and student success offices.

The workshop will be divided into three parts. During the first, leaders will offer an overview of frameworks and instruments many institutions are now using as benchmarks for measuring student success. The second section of the workshop will be based on the information provided in participant questionnaires that leaders will send out a week before the workshop. In the questionnaire participants will be asked to describe the kinds of partnerships in which they have been involved or with which they would like to be involved on their campuses. Together, we will consider the research opportunities such partnerships represent. Working in small groups and in consultation with workshop leaders, participants will focus on strategies for:

- identifying key collaborators
- determining and refining researchable questions
- choosing appropriate methods in the context of available literature
- identifying needed resources to carry out the project

The final section of the workshop will focus on communicating information about participants’ work-in-progress and on disseminating research outcomes to internal and external audiences, as well as drafting a personal action plan for proposed projects. Participants will also be invited to post their action plans to a workshop website for feedback and periodic updates.
Elizabeth (Beth) Boquet is Professor of English, Director of Writing, and Director of The Writing Center at Fairfield University in Fairfield, CT. She has led numerous workshops on developing writing programs and writing centers, including serving as a leader at the Summer Institute for Writing Center Directors and Professionals. She is the author of *Noise from the Writing Center* and co-author of *The Everyday Writing Center: A Community of Practice*, both published by Utah State University Press. In addition, her work has appeared in *College Composition and Communication, College English, Composition Studies* and other publications. She is a two-term co-editor of *The Writing Center Journal* (with Neal Lerner) and a two-time recipient of The International Writing Centers Association Outstanding Scholarship Award. She recently completed a 6-year term of service in central administration at Fairfield University, serving as Associate Vice President for Academic Affairs, with a portfolio that included oversight of areas central to academic engagement and student success. She is scheduled to give the keynote address at the 2014 joint conference of the International Writing Centers Association and the National Conference on Peer Tutoring in Writing at Disney World in Orlando, FL, in October.

Neal Lerner is Associate Professor of English and Director of Writing in the Disciplines at Northeastern University in Boston, MA. He has been an invited leader to the first three Dartmouth Summer Seminars on Composition Research, has three times been an invited leader to the Summer Institute for Writing Center Directors and Professionals, and served a term as a member of the CCCC Research Committee. He is a frequent speaker and faculty workshop facilitator both in the US and abroad. His book *The Idea of a Writing Laboratory* won the 2011 NCTE David H. Russell Award for Distinguished Research in the Teaching of English. His is also the co-author of *Learning to Communicate as a Scientist and Engineer: Case Studies from MIT* and of *The Longman Guide to Peer Tutoring, 2nd ed.* He is a five-time winner of the International Writing Centers Association Outstanding Scholarship Award and has published articles and book chapters on the history of teaching writing, the history of teaching science, and administrative and theoretical issues in writing programs and writing centers, particularly on the issue of writing center assessment.
As you move through the conference program, keep in mind the following strands and special features:

**Mentoring Project Strand**
Based on the many helpful suggestions made by respondents to the WPA Mentoring Project Survey—and recommendations and requests received throughout the process of planning and conducting Mentoring Project sessions at the 2010, 2011, 2012 and 2013 conferences—WPA 2014 features mentoring events driven by the needs and concerns of you, our members. All of the conference sessions marked “MENTORING” are part of the Mentoring Project strand. Please come by and share your needs and expertise at one or all of these sessions. We welcome your input, contributions, and advice!

**Session/Presentation Prep Room**
Free printing, copying, and internet access will be available Thursday-Sunday in Stevenson Hall, room 133.

**Quiet/Study Rooms**
Rooms for quiet time and studying will be available Friday 8-4 pm, Saturday 8-4 pm, and Sunday 8-12. These rooms will be (at the Marriott) the Beaufort Meeting Room and (in Stevenson Hall) Room 128.
Program Schedule

Sessions will be held in the Marriott as well as Stevenson Hall at ISU. All rooms not designated “Stevenson” are in the Marriott.

Sunday, July 13th
2:00pm-4:30pm Stevenson 133
WPA Workshop

6:00pm – 9:00pm REDBIRD E, Marriott
Dinner for Workshop Participants

Monday, July 14th
6:30am – 7:45am STEVENSON 133
Breakfast for Workshop Participants

8:00am – 3:45pm STEVENSON 133
WPA Workshop

11:30am – 12:30pm STEVENSON 133
Lunch for Workshop Participants

Tuesday, July 15th
6:30am – 7:45am STEVENSON 133
Breakfast for Workshop Participants

8:00am – 3:45pm STEVENSON 133
WPA Workshop

11:30am – 12:30pm STEVENSON 133
Lunch for Workshop Participants

Wednesday, July 16th
6:30am – 7:45am STEVENSON 133
Breakfast for Workshop Participants

8:00am – 3:45pm STEVENSON 133
WPA Workshop

11:30am – 12:30pm STEVENSON 133
Lunch for Workshop Participants

EVENING OUTING AND DINNER FOR WORKSHOP PARTICIPANTS
A visit to a local farm-to-table farm, Epiphany Farms, with a locally sourced dinner to follow at Station 220 in Bloomington.
Thursday, July 17th

8:00am-9:00 am REDBIRD BALLROOM, Marriott
Breakfast

12:00pm – 5:00pm Grand Hallway, Marriott
Exhibits

INSTITUTES

9:00am - 4:00pm REDBIRD E, Marriott

*CWPA Assessment Institute and Resource Festival: Valid Assessment = Human Judgments Made in Local Contexts*

Bob Broad, Illinois State University
Diane Kelly-Riley, University of Idaho
Associate Leaders: Kayla Bruce and Laurenn Jarema, Illinois State University; Matt Felumlee, Heartland Community College

9:00am - 4:00pm REDBIRD F, Marriott

*WPAs and Intra-Institutional Collaborations: Conducting Writing-Central Research*

Elizabeth Boquet, Fairfield University
Neal Lerner, Northeastern University

12:00pm – 1:00pm
Lunch for institute participants—REDBIRD BALLROOM, Marriott

11:30pm - 3:30pm

*CWPA Executive Board Meeting (Closed Session)*
Beaufort Street Meeting Room, Marriott

1:00pm-4:00pm STEVENSON 128

*Research/Writing Groups*

Facilitators: Brian Hendrickson, University of New Mexico, WPA-GO co-chair
Al Harahap, University of Arizona, WPA-GO co-chair
Laurie A. Pinkert, Humboldt State University, WPA-GO Faculty Mentor

1:00pm - 4:30pm STEVENSON 216
Meeting of the Independent Writing Departments and Programs Affiliate

3:00pm - 4:30pm

CWPA Committee Meetings and SIGS (to be scheduled on your own)

5:00pm – 6:00pm REDBIRD BALLROOM, Marriott
Opening Reception
6:00pm-7:30 pm REDBIRD BALLROOM, Marriott
Conference Welcome

Opening Plenary Address
“*The WPA as Worker: What Would John Ruskin Say? What Would My Dad?*”
Douglas Hesse, University of Denver
Introduced by Kelly Ritter, University of Illinois, Urbana-Champaign

Dinner on your own
Friday, July 18th

6:30am – 7:45am REDBIRD BALLROOM, Marriott
Breakfast

7:45am – 8:15am REDBIRD BALLROOM, Marriott
Daily Announcements

8:00am – 5:00pm Grand Hallway, Marriott
Exhibits

8:30am- 9:45am A SESSIONS

A1  REDBIRD A, Marriott

*Ability, Accessibility and the WPA: Exploring Our Roles, Considering Our Responsibilities*

Session Sponsored by the Conference on College Composition and Communication (CCCC)

Kathleen Hunzer, University of Wisconsin-River Falls
Sushil Oswal, University of Washington
Andrew Lucchesi, CUNY Graduate Center
Melissa Nicolas, University of Nevada-Reno
Lydia Wilkes, Indiana University

A2  STEVENSON 221A

*Revisiting James Berlin’s Cultural Studies Approach to Writing Instruction*

Kyle P. Vealey, Purdue University
Don Unger, Purdue University
Amelia Chesley, Purdue University
Sherri Craig, Purdue University
Jeffrey M. Gerding, Purdue University
Nicholas Marino, Purdue University
Daniel Liddle, Purdue University
Jon Wallin, Purdue University

A3  STEVENSON 324

*Institutional Ethnography and Research on Our Work*

Michelle LaFrance, George Mason University
Katherine Daily O’Meara, Arizona State University

A4  JESSE FELL A, Marriott

*The Socratic WPA: Providing Holistic Support to Graduate Students and Writing Teachers*

Missy Nieveen Phegley, Southeast Missouri State University
Kristi Costello, Arkansas State University
Airek Beauchamp, State University of New York-Binghamton
A5 JESSE FELL B, Marriott

Stretching the Writing Program: Designing and Implementing a Stretch Model at Three Institutions
Laurie A. Pinkert, Humboldt State University

Stretching the Writing Program: Developing Placement Strategies that Account for Local Conditions
Amy Ferdinande Stolley, Saint Xavier University

Stretching the Writing Program: Negotiating Students’ Circumstances Inside and Outside the Classroom
Cristyn L. Elder, University of New Mexico

A6 REDBIRD E, Marriott

The DSP Five Years In: Reflections on and Revisions of Directed Self-Placement
Ben Keating, University of Michigan
Lizzie Hutton, University of Michigan
Sarah Swofford, University of Michigan

A7 JESSE FELL C, Marriott

Intersecting Loops, Overlapping Objectives: When WPA Work Takes a Village and a Leap of Faith
Libby Miles, University of Rhode Island
Marcy Isabella, University of Rhode Island

A8 STEVENSON 311

INTERACTIVE WORKSHOP

A Place at the Round Table: Creating a Collaborative Environment for the Work of Composition Instruction
Sharon Burns, University of Cincinnati-Clermont College
Jo Ann Thompson, University of Cincinnati-Clermont College

A9 REDBIRD F, Marriott

Creating and Reading Archives: The Work of Our Work Documents
Amanda Girard, Michigan Technological University
Christopher Minnix, University of Alabama
Bryna Siegel Finer, Indiana University of Pennsylvania

A10 REDBIRD G, Marriott

Innovations in WAC Assessment: Alternative Approaches
Susanne Hall, California Institute of Technology
The Reserved Spearhead: How Student Voices Helped Me Launch Our WAC Program
Jayme Long, Culver-Stockton College

Moving Away from Entropy: WPA Assessment of “Orphan” WAC Programs
Fernando Sánchez, Purdue University

WPA Work That Worked and Will Work
Joel Wingard, Moravian College

9:45am- 9:55am STEVENSON 133 and REDBIRD BALLROOM, Marriott
BREAK

10:00am- 11:15am B SESSIONS

B1 JESSE FELL C, Marriott

“Honey, You’ve Got Balls:” Embodying the Role of WPA as Woman
Bre Garrett, University of Western Florida
Magdelyn Helwig, Western Illinois University
Aurora Matzke, Biola University
Sherry Rankins-Robertson, University of Arkansas-Little Rock
Carey Smitherman, University of Central Arkansas

B2 REDBIRD A, Marriott

Toward a Model of “Friendly Neighbors with Fenceless Backyards”: Exploring the Connections of Creative Writing and Composition Studies through the Work of Teaching Assistants in a First-Year Writing Program
Using ELI Review as a Tool to Facilitate a Year-Long Teaching Assistant Faculty Development Workshop
Diane Kelly-Riley, University of Idaho
Using ELI Review as a Teaching Assistant: A Window into Colleagues’ Practice
Jennifer Hawk, University of Idaho
Pedagogical Choices Based on Peer Feedback: Including Creative Writing Pedagogies in a First-Year Composition Course
Shawn Rubenfeld, University of Idaho

B3 JESSE FELL A, Marriott

MENTORING

Bringing Graduate Students into the Profession of English Composition: Job Training or Professional Apprenticeship?
Edgar Singleton, Ohio State University
Mike Bierschenk, Ohio State University
Sara Franssen, Ohio State University
Andrew Smart, Ohio State University
B4 JESSE FELL B, Marriott

*The Arts of Consulting: A Continued Dialogue Consulting as a Scholarly Art*
Martha A. Townsend, University of Missouri

*Consulting as a Rhetorical Art*
Shirley K Rose, Arizona State University

B5 STEVENSON 221A

INTERACTIVE WORKSHOP

*Actors and Allies: The English Techie Evolves*
Rochelle (Shelley) Rodrigo, Old Dominion University
Julia Romberger, Old Dominion University

B6 REDBIRD E, Marriott

*Shedding Skins: WPAs Moving into and Out of Programs*

*The Good, the Bad, and the Ugly: Helping Teachers During WPA Transitions*
Courtney Adams Wooten, Stephen F. Austin State University

*Neither Here nor There: jWPA Transitions*
Ella Browning, University of South Florida

*Suddenly WPA*
Christopher Blankenship, Emporia State University

B7 REDBIRD F, Marriott

MENTORING

*Creating WPA Identities: From Grad School to Post-Tenure*
Laurie Cubbison, Radford University
Michael Day, Northern Illinois University
Doug Downs, Montana State University
Sarah E. Harris, Indiana University East
Jennifer M. Hewerdine, Southern Illinois University-Carbondale
Kate Pantelides, Eastern Michigan University

B8 STEVENSON 311

*The Membership/Newcomers Committee Ethnographic Project: Curating the Stories of WPA Workers*
Sonja L. Andrus, University of Cincinnati Blue Ash College
Laura Davies, United States Air Force Academy
Anne-Marie Thweatt, Arizona Western College
Susanne Hall, California Institute of Technology
Richard Matzen, Woodbury University
B9 STEVENSON 324

Basic Writing Goes Global: Revising Program and Classroom Goals
William DeGenaro, University of Michigan-Dearborn
Michael MacDonald, University of Michigan-Dearborn

B10 REDBIRD G, Marriott

The Narrative of Writing Program Administration
Valuing Stories: The Work of Public Discourse and the WPA
Joyce Olewski Inman, University of Southern Mississippi
How Does One’s Narrative Matter?
Sydney Richardson, Salem College
Changing at Work/Working at Change: From WPA to Faculty Developer
Claire C. Lamonica, Illinois State University

11:30am- 1:15pm REDBIRD BALLROOM, Marriott
Lunch

Plenary Address
“Absence and Action: Making Visible the Work of the WPA”
Melissa Ianetta, University of Delaware
Introduced by Lauren Fitzgerald, Yeshiva University

1:30pm- 2:45pm C SESSIONS

C1 JESSE FELL A, Marriott
MENTORING
Mentoring Graduate Students on the Promises and Perils of WPA “Work”
Consuelo C Salas, University of Texas-El Paso
Cassandra Dulin, University of Texas-El Paso
Lizbett Tinoco, University of Texas-El Paso
Beth Brunk-Chavez, University of Texas-El Paso

C2 JESSE FELL B, Marriott
Re-Imagining Time, Space and “Efficiency:” Work and The Writing Studio Pilot Project
Jessica Restaino, Montclair State University
Laura Field, Montclair State University
C3 REDBIRD A, Marriott

MENTORING

The Worker Redux: Mid-Career WPAs and the (Moving) Landscape of Program Leadership
Kelly Ritter, University of Illinois, Urbana-Champaign
Douglas Hesse, University of Denver
Peter Mortensen, University of Illinois, Urbana-Champaign
Linda Adler-Kassner, University of California-Santa Barbara

C4 REDBIRD G, Marriott

Negotiating Pedagogical Identities and Roles in Writing-Intensive Classrooms

Writing Consultants in the Classroom: Embedding Value and Supportive Networks
Janine Butler, East Carolina University

To Be “Marked:” The Pedagogical Implications of Identity in First-Year Writing Classrooms
Kimberly Thompson, East Carolina University

Negotiating Time, Space and Personalities as a Graduate Student and Writing Mentor
Shane Combs, East Carolina University

C5 JESSE FELL C, Marriott

MENTORING
Session sponsored by WPA-GO

Moving from Conference Presentations into Publications
Fernando Sánchez, Purdue University
Thomas Sura, West Virginia University

C6 REDBIRD F, Marriott

The Fund-less, WPA-Less Community College Writing Center: Can We Rise from the Ashes to Build a Writing Program?
A.R. Mallory, Des Moines Area Community College
Krystal Hering, Des Moines Area Community College
Shannon Fanning, Des Moines Area Community College

C7 STEVENSON 311

INTERACTIVE WORKSHOP

“Flipping Professional Development:” Engaging Instructor Needs and Changing the Visibility of WPA Work
Kay Halasek, Ohio State University
Elizabeth Brewer, Central Connecticut State University
Nora McCook, Ohio State University

C8 STEVENSON 221A

Information and Literacy: WPA/Librarian Partnerships

The Inquiry and Information Collaboration: Networking Inquiry Inside, Outside, and Across Information Systems
Colin Charlton, University of Texas-Pan American
Report from the LILAC Project: Information Literacy as Critical Thinking
Janice Walker, Georgia Southern University

Integrating and Applying Information Literacy and Writing Instruction: Threshold Concepts in WPA Outcomes and ACRL Standards
Barry Maid, Arizona State University

C9 REDBIRD E, Marriott

The CWPA Consultant-Evaluator Service: Questions, Answers, and Information
Kathleen Blake Yancey, Florida State University
Shirley K Rose, Arizona State University

C10 STEVENSON 214

Working (Fairly) with Contingent Instructors
Take My Word For It: Selling Composition Work to Contingent Faculty
Kelli Prejean, Marshall University

Between a Rock and a Hard Place: Distributed Administration and Administrative Advocacy in an Age of Contingency
Susan Miller-Cochran, North Carolina State University
Casie Fedukovich, North Carolina State University

Working Without TAs: Assessment as Efficient Faculty Development
Holly Middleton, High Point University

2:45pm- 2:55pm, STEVENSON 133 and REDBIRD BALLROOM, Marriott
BREAK

3:00-4:15pm D SESSIONS

D1 REDBIRD G, Marriott

Work as Verb and Noun: Collaboration between the Community College and Local High Schools in an Education-for-Work (Rather Than Education-for-Life) Political Climate
Jill Gos, Lee College
Debbie King, Goose Creek CISD and Lee College
Gordon Lee, Lee College
Tamara Meigh, Goose Creek CISD
JoLynn Sallee, Lee College
Cathy Kemper, Lee College

D2 STEVENSON 324

Our Collaborative Work: A Distributed Communication Model for WPAs Working with Graduate Students
Nicole I. Caswell, East Carolina University
Tracy Ann Morse, East Carolina University
Michelle F. Eble, East Carolina University
D3 REDBIRD A, Marriott

Writing Centers as Enclaves: Creating Spaces of Pedagogical and Political Change within Universities

Writing Centers as Enclaves: Creating Spaces of Pedagogical and Political Change
Bronwyn T. Williams, University of Louisville

Entering the Twittersphere: Effective Approaches for Social Media Use by Writing Centers
Ashly Bender, University of Louisville

Pedagogy in the Writing Center: Mentoring Pre-Teaching Graduate Student Tutors
Jessica Winck, University of Louisville

Sharing Spaces: Collaborations between a Writing Center and its Campus Partners
Adam Robinson, University of Louisville

D4 STEVENSON 221A

The Digital Imaginations of WPAs

Hillocks.0: Traditional Classroom Space as If It Were Digital
Ron Brooks, Oklahoma State University

Digital Writing Environments and Collaborative Administration
Drew J. Scheler, St. Norbert College

Design as a Revision Strategy: Branding and Rebranding in Writing Program Administration
Dalyn Luedtke, Norwich University

D5 STEVENSON 311

How Do You Make Open Research Clear and Productive?: A Discussion
Brent Chappelow, Arizona State University
Ryan Shepherd, Arizona State University
Susan Naomi Bernstein, Arizona State University

D6 JESSE FELL A, Marriott

The Untidy House: Explorations of WPA Productivity in a Three-Course Combination Assessment

What We Really Value as the Work of Assessment
Jane Detweiler, University of Nevada-Reno

Looking for Transfer in All the Right Places
Erin Goldin, University of Nevada-Reno

Portfolio-Based Assessment of Critical and Rhetorical Reading
Meghan Sweeney, University of Nevada-Reno

Using Assessment Productively
Merrilyne Lundahl, University of Nevada-Reno

D7 JESSE FELL B, Marriott

The Rhetorical Identities of WPAs

The Intellectual Work of the WPA: Rhetorical Productivity and a Transfer Curriculum
Liane Robertson, William Paterson University of New Jersey

Métis and Institutional Ecologies: Writing Program Administration as Performance of Identity
Patti Poblete, Iowa State University
The Myth of Tiers: Proposing a Chaos of Agency for WPAs
Casie Fedukovich, North Carolina State University
Michael McCamley, University of Delaware
Mark Blaauw-Hara, North Central Michigan College
Jennifer Campbell, University of Denver
Robin Gallaher, Northwestern Missouri State University
Paula Patch, Elon University

Remembering Win Horner and Linda Bergmann
Leaders: Lauren Fitzgerald, Yeshiva University
Barbara L'Eplattenier, University of Arkansas-Little Rock
Rita Malenczyk, Eastern Connecticut State University

Preparing Writers for the World: The Role of the WPA
The Future Worker-Writer: Preparing for Professional Writing
Jennifer Mallette, University of Arkansas-Fayetteville
Preparing Business Students for the World Marketplace
Jeannie Waller, University of Arkansas-Fayetteville
Cannon Varnell, University of Arkansas-Fayetteville
Writing as Citizen Scholarship in Capstone Courses Across the Curriculum
Brian Hendrickson, University of New Mexico

4:15pm- 4:25pm STEVENSON 133 and REDBIRD BALLROOM, Marriott
BREAK

4:30pm- 5:45pm E SESSIONS

E1 REDBIRD E, Marriott
MENTORING

Getting to Know WPA: Writing Program Administration
Barbara L'Eplattenier, University of Arkansas-Little Rock
Sherry Rankins-Robertson, University of Arkansas-Little Rock

E2 STEVENSON 221A
From Reviewing to Production to Community Outreach: Exploring the Work of an In-House Writing Program Journal through Illinois State’s Grassroots Writing Research Journal

Finding and Refining Content: Soliciting and Peer-Reviewing Procedures for an In-House Journal
Julie Bates, Illinois State University

From Authors to Designers to Printers: Investigating the Production Processes of an In-House Journal
Kristi McDuffie, Illinois State University

Grassroots and Beyond: Moving an In-House Journal into the Community
Emily Johnston, Illinois State University
E3  REDBIRD A, Marriott

Bound and Determined: DSP and the Quest for Student and Faculty Agency

Dollars, Sense, and the Un(?)making of the Remedial Student
Mary Boland, California State University-San Bernardino

Hoop Jumping: Assessing the Usefulness of Freshman Composition Placement Mechanisms and Pre-College Registration Requirements
Frances Suderaman, California State University-San Bernardino

“I get to take classes that I think I can do, not what a test thinks I can do.“ Agency, Assessment, and the Work of DSP
Karen Rowan, California State University-San Bernardino

E4  JESSE FELL B, Marriott

Admins, Gradmins, and NTTs: A Conversation About Leveraging Labor for Inclusiveness
Kelly Ritter, chair, University of Illinois, Urbana-Champaign
Kaia Simon, University of Illinois, Urbana-Champaign
Pamela Saunders, University of Illinois, Urbana-Champaign
Annie Kelvie, University of Illinois, Urbana-Champaign
Scott Ricketts, University of Illinois, Urbana-Champaign

E5  JESSE FELL C, Marriott

Reframing Our Work: Finding Balance Across Teaching, Research and Service in the Transition from Graduate Student to Junior Faculty
Jacob Babb, Indiana University Southeast
Will Duffy, University of Memphis
T.J. Geiger II, Lamar University
Elisa Versoza Hurley, Illinois State University
Annie Mendenhall, Armstrong Atlantic State University
Erika Claire Strandjord, Concordia College

E6 JESSE FELL A, Marriott

Promoting the “Habits of Mind”: Research by Members of the Task Force on Publicizing the Framework for Success in Postsecondary Writing

Historical Roots of Habits of Mind
Duane Roen, Arizona State University

Systematic Research into the Functioning of Habits of Mind in First-Year Writing
Peter Khost, State University of New York-Stony Brook

“Basic Life Stuff”: The Habits of Mind in Sorority Alumnae Narratives
Faith Kurtyka, Creighton University

E7 REDBIRD F, Marriott

Inventing the Discipline: Preparing Graduate Teaching Assistants for Threshold Concepts with Threshold Concepts

Every Time a TA Learns a Threshold Concept, A Vicious Cycle Is Broken
Heidi Estrem, Boise State University
The Significance of Threshold Concepts from the Teaching Assistant’s Perspective
Linda Adler-Kassner, University of California-Santa Barbara

Teaching and Learning About Writing for Advanced Doctoral Students/TAs
Doug Downs, Montana State University

Threshold Concepts for Teaching and Learning About Writing as a New TA
Kim Hoover, Montana State University

E8 REDBIRD G, Marriott

The Public Rhetoric of Writing Programs: Two Approaches
Session Sponsored by the Conference on College Composition and Communication (CCCC)

Lost in Translation: Negotiating Language of Writing Theory and Assessment in Public Spaces
Cat Mahaffey, University of North Carolina-Charlotte

Global Warming and Glaciers: Writing Programs and University Strategic Plans
Rich Miller, Suffolk University

E9 STEVENSON 324

Working Conditions in WPAdom

WPA Working Conditions: A Report from a 2013 Survey
Jonikka Charlton, University of Texas-Pan American
Shirley K Rose, Arizona State University

Working My WAC Off: How I Almost Burned Out Being Solo WPA
Megan O’Neill, Stetson University

6:00pm-8:00pm REDBIRD BALLROOM, Marriott

Dinner, Awards Ceremony

• WPA Best Book Award
• WPA-GO Service and Travel Grant Awards (sponsored by CWPA and Cengage)
• CWPA Service Awards

8:30pm-11:00 pm

WPA Graduate Student Organization (WPA-GO) Meet and Greet

The Medici, 120 North Street, Normal

Sponsored by Stipes Publishing and the Illinois State University Writing Program
Saturday, July 19th

6:30am – 7:45am REDBIRD BALLROOM, Marriott
Breakfast

7:45am – 8:15am REDBIRD BALLROOM, Marriott
Daily announcements

8:00am – 5:00pm GRAND HALLWAY, Marriott
Exhibits

8:30am- 9:45am STEVENSON 214
*WPA: Writing Program Administration* Editorial Board Meeting (Closed Session)

8:30am- 9:45am F SESSIONS

F1 REDBIRD G, Marriott

*Stress Factors: Contentions and Negotiations in Writing Programming*

*The Emotional Work of Plagiarism*
Ann E. Biswas, University of Dayton

*Creative Writing and Academic Writing: Divisions and Negotiations*
Phaye Poliakoff-Chen, Goucher College

*Literature Faculty and the Work of Teaching First-Year Writing*
Sean Barnette, Lander University

F2 STEVENSON 221A

INTERACTIVE WORKSHOP

*Putting the New WPA Outcomes Statement (2014) to Work for Us*
Darsie Bowden, DePaul University
Dylan Dryer, University of Maine
Beth Brunk-Chavez, University of Texas-El Paso
Kathleen Blake Yancey, Florida State University

F3 REDBIRD F, Marriott

*Not Ignoring Failure: Searching for Student Sufficiency*

*Potential Over Failure: Re-Reading Ridiculed Student Writing*
Jessica Winck, University of Louisville

*Remediation Via Mandate: The California State Universities’ Early Start Initiative*
W. Gary Griswold, California State University-Long Beach
F4 JESSE FELL A, Marriott

There and Back; There and Back, Again: WPA Identity and Labor
Carra Leah Hood, Richard Stockton College of New Jersey
Michael Day, Northern Illinois University
Irvin Peckham, Louisiana State University

F5 REDBIRD A, Marriott

Working for Transfer: Balancing Institutional Accountability and “Intellectual Work” through Writing Transfer Research
Mary Jo Reiff, University of Kansas, chair

Meaning in the Metaphor: A Conceptual Mapping of Transfer Studies
Julie Perino, University of Kansas

Finding Space for Transfer in Common Core State Writing Standards
Mary Rice, University of Kansas

Learning through Genres: Using a Genre-Based Portfolio Approach to Foster Knowledge Transfer
Jane Thomas, University of Kansas

Remixing Genres, Transfer, and Writing
Chelsea Murdock, University of Kansas

Rewriting the Formula: Making Literacy Narratives Work for Transfer
Amanda Sladek, University of Kansas

Let’s Get Practical: Transfer, Uptake, and “Real World” Genres in FYC
Angela Murphy, University of Kansas
Alexis Catanzarite, University of Kansas

F6 JESSE FELL B, Marriott

Student Identity and Writing Implications

The Student-Athlete as Worker and Writer
Andy Trevathan, University of Arkansas

Research on Military Veterans in Higher Ed: What Future Will Our Focus Create?
A. R. Mallory, Iowa State University

F7 REDBIRD E, Marriott

The WPA Abroad: Connecting Students, Cultures, and Communities

What I See/What It Means: Integrating WAC Practices into Study Abroad Short Courses
Kathryn Gindlesparger, Philadelphia University

When Freire Becomes Real: Teaching Empowerment in Rome during an Italian Student Occupation
Eli Goldblatt, Temple University

When (John) Bean and (Art) Young Become Real: Teaching WAC to Russian Faculty with a Strong Literary Tradition
Martha A. Townsend, University of Missouri

A Tale of Two Cities: How Our Semester Abroad Transforms Our Semester at Home
Matthew Parfitt, Boston University

RESPONDENT: Linda Breslin, Southwestern Christian University
F8 STEVENSON 311

Redefining “Underprepared”: Beyond Traditionalist Definitions and Methods

Placement for Underprepared Students: Effective Change Following a Longitudinal Study of Placement by Self, Essay, and High School Transcript Placement Practices
Edwina Helton, Indiana University East

Re-Envisioning the “Underprepared” Student
Dawn Opel, Arizona State University

Reflection through Transition: Fostering Metacognition in Underprepared and Multilingual Writers
Jennifer Eidum Zinchuk, University of Washington

F9 STEVENSON 216

Graduate WPA Life: Critical Advice

Letter to a New TA: Threshold Concepts for Writing Pedagogy Learners
E. Shelley Reid, George Mason University

The 100%: Non-Tenured Administrators in the Graduate Writing Center
Sarah Summers, Rose-Hulman Institute of Technology

Toward Critical Teacher Talk: Optimizing the Role of Lore in the Professionalization of New Graduate Assistants
Adam L. Kuchta, Bowling Green State University

F10 JESSE FELL C, Marriott

Contingent and in Command

Jennie Young, The University of Akron
Katie Stoynoff, The University of Akron

9:45am- 9:55am REDBIRD BALLROOM and STEVENSON 133

BREAK

10:00am- 11:15am G SESSIONS

G1 REDBIRD E, Marriott

MENTORING

Negotiating WPA Job Offers and Responsibilities (on the Job Market and Beyond)
Susan Miller-Cochran, North Carolina State University
Cristyn L. Elder, University of New Mexico
Kate Comer, Barry University

G2 REDBIRD A, Marriott

Revisiting the Statement on the Intellectual Work of Writing Administration

Leaders: Melissa Ianetta, University of Delaware
Laurie A. Pinkert, Humboldt State University
Dominic DelliCarpini, York College of Pennsylvania
G3 JESSE FELL A, Marriott

*Working Across Campus: Supporting Student-Athletes Through a Partnership Between Athletics and the Writing Center*

Megan McIntyre, University of South Florida
Sandy Branham, University of South Florida
Danielle Farrar, University of South Florida

G4 STEVENSON 221A

INTERACTIVE WORKSHOP

*Contingent Professional Development: From Competency and Integration to Empowerment*

Keri Bertino, Baruch College/CUNY
Heather Samples, Baruch College/CUNY

G5 REDBIRD F, Marriott

*When Theory Doesn’t Work: Reconciling Theoretical Knowledge with Institutional Realities*

Enticement and Education: The Work of Creating Buy-In Among Non-Disciplinary FYC Faculty
Kerri K. Morris, Governors State University

Student Perceptions of an Enacted Writing Curriculum
Carolyn Wisniewski, University of Tennessee

Seeking the Golden Middle: Adapting Writing-about-Writing Curricula to Local Needs
Kathy Rose, Iowa State University

In Search of Writing Assessments that Work
Jessica Nastal-Dema, Georgia Southern University

G6 JESSE FELL B, Marriott

*Chronicling Collaboration: Lessons Learned from WPA Work Across Multiple Campuses*

Sharon Burns, University of Cincinnati, Clermont College
Joyce Malek, University of Cincinnati, College of Arts and Sciences
Brenda Refaei, University of Cincinnati, Blue Ash College
Jo Ann Thompson, University of Cincinnati, Clermont College

G7 STEVENSON 324

*Reconsidering Placement, and Other Resolvable (?) Problems*

Institutional Management and Writing Constructs: The For-Profit Institutional Model Behind Machine Scoring
Bonnie Tucker, University of Michigan

Theorizing the Basic Writing Placement Apparatus
Tiffany Wilgar Boyles, University of South Florida

Hermeneutics and Writing Assessment: From Theory to Pedagogy for Locally Situated Programs
Judith A. Fourzan, University of Texas-El Paso
G8 JESSE FELL C, Marriott

Programming and the Two-Year College

Exploring the Impact of WPAs’ Leadership at Two-Year Colleges
Kyle Loughman, Bakersfield College

No Better Time Than Now: Performance-Based Funding and the Two-Year College WPA
Daniel J. Cleary, Lorain County Community College

The Other 40 Percent: Whither WAC at the Community College?
Maury E. Brown, Germanna Community College

G9 STEVENSON 311

Shaping Teaching and Learning in FYC

Moments That Matter and the Powers That Shape Them in Writing Instruction
Ryan Dippre, University of California-Santa Barbara

Disciplinarity and Core Curricula
Jacob Babb, Indiana University Southeast

Agency and Materiality: Being Mindful of the Composition Instructor
Christine Martorana, Florida State University

Writing in Cohort Programs: Supporting Transfer of Learning for First-Year Writers
Allison Cardinal, Washington State University
Roger Chao, Washington State University

G10 REDBIRD G, Marriott

Looking into a Shattered Glass Darkly: Plagiarism Disaggregated

Plagiarism as Developmental Gateway: Moving Outsiders Inside through Patchwriting
Gerald Nelms, Wright State University

Classifying Stigma: Institutional Policies and Their Impact on Plagiarism Research
Dan Kenzie, Purdue University

Agent, Author, Assembler: The Role of Student Writers in Negotiating Produced and Received Texts
William J. Macauley, Jr., University of Nevada, Reno

Rethinking Knowledge Making, Repurposing Definitions of Plagiarism: Catching Up to Our 21st-Century Practices
Joan Mullin, University of North Carolina-Charlotte and Illinois State University

11:30am – 1:15pm REDBIRD BALLROOM

Lunch

Plenary Address

“Writing Program Faculty and Administrators as Public Intellectuals: Opportunities and Challenges”
Duane Roen, Arizona State University
Introduced by Susan Miller-Cochran, North Carolina State University
1:30pm - 2:45pm H SESSIONS

H1 JESSE FELL A, Marriott

*Making Less Work for Ourselves: Being Smart about the Intellectual Work of Writing Administration*

Joseph Janangelo, Loyola University, Chicago
Nicholas Behm, Elmhurst College
Kristine Hansen, Brigham Young University

H2 STEVENSON 311

*WPA Research: Expanding Our Work to Empower Colleagues and Serve the Institution*

Stephen Wilhoit, University of Dayton
Carol Rutz, Carleton College

H3 STEVENSON 324

*The Working Relationship Between Graduate Teaching Assistants and Their Advisors: How to Professionalize GTAs' Pedagogical Tactics*

Sheila Carter-Tod, Virginia Tech, chair
Julie Mengert, Virginia Tech
Kathy Combiths, Virginia Tech
Sara Crickenberger, Virginia Tech

H4 JESSE FELL C, Marriott

*What Is the Work of the Writing Center in the 21st Century? Exploring the Common Core, Digitization, and Rhetoric*

Eli Goldblatt, Temple University, chair

*Elevation and Frustation: The Work of the Temple University Writing Center in Response to the Common Core Standards*

Rachel Edwards, Temple University

*Stories of/at the Center: Composition Theory and the Autonomous Writer*

Courtney Stanton, Temple University

*Writing Center as Affinity Space*

Charlene Kwon, Temple University

H5 REDBIRD A, Marriott

*The WPA as Worker and the WPA Census*

Jill Gladstein, Swarthmore College
Dara Rossman Regaignon, New York University
Brandon Fralix, Bloomfield College

H6 REDBIRD E, Marriott

*Whose Work Is It, Anyway? WPA Roles in a Changing Workplace*

Melody A. Wise, Glenville State College
Marjorie Stewart, Glenville State College
Kimberly Donovan, Southern New Hampshire University
H7  REDBIRD F, Marriott

**Attending to the Second Language Writer in Writing Programming**

*Beyond International/Domestic: Class Among International Students and Teachers*
Fredrik deBoer, Purdue University

*Where “Hard Work” Is Not Enough: Reconsidering FYE Pedagogy for L2 Learners at a Western Research University in the Middle East*
Lee Ann “Mysti” Rudd, Texas A&M-Qatar

*Legitimate Peripheral Participation: Implementing Graduate Writing Groups in a Multicultural Context*
Nicole Khoury, American University of Beirut

H8  REDBIRD G, Marriott

**Evaluating Teachers: Observations, Student Evaluations, and Professionalization...Oh, My!**

*The Classroom Observation: Attitudes and Practices*
Jonathan Hunt, University of San Francisco

*Assessing Others’ Work: How WPAs Use Student Evaluations of Teaching*
Brian Ray, University of Nebraska-Kearney

*Perceptions of Composition Teachers of Their Professional Preparedness to Work with Multilingual Writers*
Elena Shvidko, Purdue University

H9 STEVENSON 214

**The Work of Students in FYC**

*The Rhetoric of Work, Millennials, and the First Year Writing Class*
Margaret Gonzales

*Beyond the Classroom: Possibilities for Student Participation in WPA Work*
Kathryn Comer

*A First-Year Writing Program’s Perceptions About and From “the Underprepared”*
Kathy Albertson, Georgia Southern University

2:45pm- 2:55pm STEVENSON 133 and REDBIRD BALLROOM, Marriott

BREAK

3:00pm- 4:15pm I SESSIONS

I1  REDBIRD F, Marriott

**In Labor: The Continuous Re-Working of a Writing Curriculum/Program**

*Curricular and Programmatic Birthing: How, Why, and With What Does One Begin?*
Mark McBeth, John Jay College of Criminal Justice/CUNY Graduate Center

*Freedom of Choice: Graduate Student Labor and Curricular Design*
Erin Anderson, CUNY Graduate Center/John Jay College of Criminal Justice

*Rearing an FYC Course Design: Interdisciplinarity and Teaching Writing Across the Curriculum—Too Much of a Good Thing*
Robert Greco, CUNY Graduate Center/John Jay College of Criminal Justice

*“Not New Ta This, True Ta This:“ A New Veteran Teacher Keeps It Funky Fresh Again*
Carmen Kynard, John Jay College of Criminal Justice/CUNY Graduate Center
I2 JESSE FELL A, Marriott

Making Frames Work in Writing Program Administration

Employing Conceptual Metaphor Theory to Reframe Conversations about Writing
Bradley Smith, Governors State University

Traditional Frame, Renewed and Relevant Program
Laurie A. Britt-Smith, University of Detroit Mercy

Making Healthy Spaces at Work through Postmodern Planning
Thomas Sura, West Virginia University

The WPA: Permaculture Gardener or Industrial Farm Manager
Stephanie Wade, Unity College

Social Science Developments in Framing: What Can WPA Learn?
Al Harahap, University of Arizona

I3 JESSE FELL C, Marriott

Waiting on the World to Change: Non-Tenure-Track Labor Issues and WPAs
Michelle LaFrance, George Mason University
Michael McCamley, University of Delaware
Christine Cucciarre, University of Delaware

I4 STEVENSON 311

The Scholarly Workings of a WPA: Cross-Disciplinary Research in a Large WAC Program
Amy Lannin, University of Missouri
Jonathan Cisco, University of Missouri

I5 REDBIRD E, Marriott

Working It Alone: The Hazards of Being an Official WPA
Darci Thoune, University of Wisconsin-La Crosse
Bryan Kopp, University of Wisconsin-La Crosse
Virginia Crank, University of Wisconsin-La Crosse

I6 REDBIRD G, Marriott

Horizon Feedback: What WPAs Need to Hear about Changing Undergraduate and Graduate Student Populations and Writing Possibilities

Connecting Worlds: Genre, Choice, and Growth
Tara Lockhart, San Francisco State University

The Handmade Essay
Galin Dent, Willow Community College and Merced Community College

Between the Classroom, the Page, and the Profession: The Value of the Hybrid Essay in Graduate-Level Learning
Jennifer Saltmarsh, University of Pittsburgh

I7 JESSE FELL B, Marriott

The Plagiarism Panacea

If You Can’t Beat Them, (Pretend to) Join Them: Encouraging the Reflective Use of Plagiarism Detection Software
Debra Knutson, Shawnee State University
Just in Case: Studies in Plagiarism
Jennifer Pauley, Shawnee State University

An Object Lesson: Revising University Plagiarism Policies
Ann Linden, Shawnee State University

I8 STEVENSON 221A

Close Evaluating: Peer Group Work, Primary Research, and Reading Strategies
Creating New Spaces for Collaboration in the Two-Year College
Amy Patterson, Moraine Park Technical College
WPAs and the Work of Teaching Primary Research Methods
Megan Schoen, La Salle University
Remodeling the Writing Program to Build Room for Reading Pedagogy
Debrah Huffman, Indiana University/Purdue University-Fort Wayne

I9 STEVENSON 324

WPAs and Assessment: Surveying the Relationship
Sideways: When Assessment Produces Mixed Results
Patrick Shaw, University of Southern Indiana
The WPA at the Program-Centric, Transfer-Friendly, Industrial-Model University: Contingent Cassandra or Assessment Augur?
Daniel Seward, Franklin University
Quantitative Review of the WPA Journal: A Ten-Year Look at the Focus of Assessment
Jamie Peterson, Kent State University

I10 REDBIRD A, Marriott

Complicating WAC Work
Metacognition across the Disciplines: Using Reflective Writing Exercises to Build a WID-Ready General Education Program
Dominic DelliCarpini, York College of Pennsylvania
Field Work: Engaging Future Colleagues through a Science and Writing Center Collaboration
Kathleen S. Jernquist, U.S. Coast Guard Academy

4:15pm- 4:25pm Lobby
BREAK

4:30pm- 5:45pm J SESSIONS

J1 REDBIRD F, Marriott

Moving from the Margins to the Mainstream: How Can We Persuade Faculty to Invest in Writing Work?
Help Me Help You!: A Writing Center Director’s Plea for Faculty Investment in the Writing Process
Rebecca Cantor, Azusa Pacific University
What Work?: When Writing Is Still Seen as Marginal to the University
Tom Allbaugh, Azusa Pacific University
Picking Up the Pace: Using Social Movement Rhetoric and Change Theory to Advance WPA Work  
Karen Sorensen-Lang, Azusa Pacific University

J2 REDBIRD E, Marriott

Working with Content Curators: Writing About Writing Across the Disciplines  
Kerri Bright Flinchbaugh, East Carolina University  
Will Banks, East Carolina University  
Erin Herrmann, East Carolina University

J3 REDBIRD A, Marriott

The Research Renaissance: Exigencies and Discoveries from the First Two Years of the University of Arizona Longitudinal Study of Student Writers  
Big Data and Deep Data: Situating the UA Study of Student Writers against the Either-Or Binary between Local-Global Research  
Amy C. Kimme Hea, University of Arizona  
Our Freshman Year: Stage One Results of a Five-Year Longitudinal Study of Student Writers  
Aimee C. Mapes, University of Arizona  
Reflection in Action: Developing Complex Coding Schemes for Metacognition and Affect in the UA Study  
Kenny Walker, University of Arizona  
“I am not a good writer and they had told me that I do not have a voice:” Patterns of Metacognitive Knowledge and Affect in First-Year Writers’ Reflections  
Ana Ribero, University of Arizona

J4 STEVENSON 324

Working in Third Space: How a Writing Center’s Embedded Consultant Program Serves Both Students and Teachers  
Dauvan Mulally, Grand Valley State University  
Craig Hulst, Grand Valley State University  
Patrick Johnson, Grand Valley State University

J5 STEVENSON 221A

Enabled vs. Integrated Digital Pedagogies in the Postsecondary Writing Classroom: A Framework for Reflective Teaching Practice in the 21st Century  
Liz Homan, University of Michigan  
Anna Knutson, University of Michigan  
Aubrey Schiavone, University of Michigan
J6  REDBIRD G, Marriott

Who’s Being Assessed, Here?: Challenging the Discourses of Accountability
Amy Ann Metcalf, Wayne State University
Joseph Paszek, Wayne State University
Jennifer Stewart, Indiana University/Purdue University-Fort Wayne

J7 STEVENSON 311

The “Inner Accountant” Battles the “Inner Humanist”: Balancing the Need to Make Our Successes Legible to University Administration and the Need to Genuinely Value the Work of Our Employees
Jennifer Halpin, University of Washington
Reagan Keller, University of Washington
Shon Meckfessel, University of Washington

J8 JESSE FELL C, Marriott

The Secret Lives of WPAs
The Secret Work-Life of WPAs: A Plea for Practical Work-Life Management Training for Future WPAs
E. A. Williams, University of St. Francis at Fort Wayne
Six Months In: Lessons Learned During the “Unofficial Schooling” of a New WPA
Angela Petit, Idaho State University

J9 JESSE FELL A, Marriott

MENTORING

Pushing the Boundaries to Professionalize Work by Fixed-Term Faculty
Rebecca E. Burnett, Georgia Institute of Technology
Andrew Frazee, Georgia Institute of Technology

J10 JESSE FELL B, Marriott

Identifying WPAs: Role and Status Within the Institution
What Happens When a Department Has No WPA, But Has TAs, Tenured Faculty Teaching FYW, a Writing Center, and Assessment of FYW Methods?
Liberty Kohn, Winona State University
Assembly Line or Management?: The WPA as Worker and the Importance of Identity
William J. Macauley, Jr., University of Nevada-Reno
The Future of the WPA: Manager or Bureaucrat?
Valerie Ross, University of Pennsylvania
Revising the Paradigm: Non-Tenure-Track WPAs
Beth Beggs, Simpson College

6:30pm-9:00pm Outing to Miller Park Zoo—including in registration fee
Sunday, July 20th

7:00am– 8:30am REDBIRD BALLROOM, Marriott
Breakfast

8:45am – 10:15am REDBIRD BALLROOM, Marriott
WPA Town Hall Meeting, Future Planning, and Conference Debriefing

10:30am- 12:00pm REDBIRD BALLROOM, Marriott
CWPA Executive Board Meeting (Closed Session)
MEMBERSHIP/NEWCOMERS AND DIGITAL WPA COMMITTEES PRESENT

DIGITAL ETHNOGRAPHY: CURATING THE STORIES OF WPA WORKERS

CWPA’s Membership/Newcomers & Digital WPA Committees invite you to participate in the “Ethnographic Project: Curating the Stories of WPA Workers.” The Ethnographic Project’s goal is to create a digital archive that highlights WPA patterns of work among our various institutions and affiliations, and illustrates the connections between WPAs’ diverse educational backgrounds and their support of a variety of intellectual pursuits.

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Thomas Sura

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