

[PROGRAM SCHEDULE]

last updated July 11, 2015

Sunday, July 12th

2:00pm – 4:30pm CTL, Interactive Learning Center, Boise State University
WPA Workshop Begins

6:00pm – 8:00pm Bodovino
Dinner for workshop participants

Monday, July 13th

6:30am – 8:00am CTL, Interactive Learning Center, Boise State University
Breakfast

8:00am – 4:00pm CTL, Interactive Learning Center, Boise State University
WPA Workshop

12:30pm – 1:30pm CTL, Interactive Learning Center, Boise State University
Lunch

Tuesday, July 14th

6:30am – 8:00am CTL, Interactive Learning Center, Boise State University
Breakfast

8:00am – 4:00pm CTL, Interactive Learning Center, Boise State University
WPA Workshop

12:30pm – 1:30pm CTL, Interactive Learning Center, Boise State University
Lunch

Wednesday, July 15th

6:30am – 8:00am CTL, Interactive Learning Center, Boise State University
Breakfast

8:00am – 4:00pm CTL, Interactive Learning Center, Boise State University
WPA Workshop

12:30pm – 1:30pm CTL, Interactive Learning Center, Boise State University
Lunch

6:00pm – 8:00pm Foothills Learning Center
Dinner for workshop participants

Thursday, July 16th

8:00am – 9:00am Cottonwoods/Firs
Breakfast for Institutes

12:00pm – 5:00pm Meadow
Exhibits

9:00am - 4:00pm Salmon
Language Diversity, Global Politics, and Writing Support: What Are a WPA's Responsibilities?
Gail Shuck, Boise State University and Steve Simpson, New Mexico Institute of Mining and Technology

9:00am - 4:00pm Snake
Designing Sustainable Writing Assessments
Nikki Caswell, Kent State University and Brian Huot, Kent State University

9:00am - 4:00pm Payette
Exploring the World of Grants
Barbara L'Eplattenier, University of Arkansas at Little Rock; Jill Gladstein, Swarthmore College; Dara Regaignon, New York University

11:30pm - 4:00pm Perch
CWPA Executive Board Meeting (Closed Session)

12:00pm- 1:00pm Cottonwoods/Firs
Lunch for Institutes

1:00pm - 3:00pm Summit
Meeting of the Independent Writing Departments and Programs Affiliate

2:00pm - 4:00pm Cottonwoods/Firs
Research Writing Groups

5:00am – 7:00pm Perch
Quiet Room

4:00pm - 5:00pm Peregrines
CWPA Committee Meetings

5:00pm – 7:30pm Eagle
Sponsored by Bedford/St. Martin's

- Opening Reception
- Conference Welcome and Set-Up
- Opening Plenary Address

“Companions in Mission, Colleagues in Action, WPAs for Life”
Elizabeth Boquet, Fairfield University

Friday, July 17th

6:30am – 8:00am Eagle
Breakfast Buffet

7:45 – 8:00 Eagle
Daily announcements

7:00am – 7:00pm Meadow
Exhibits

7:00am – 7:00pm Perch
Quiet Room

8:00am- 9:15am A SESSIONS

A2 Kestrels

Lemonade from Lemons: Turning Mandated Writing Assessments into Research Projects

Chris M. Anson, North Carolina State University
Susan Miller-Cochran, University of Arizona
Jon Rust, North Carolina State University
Stephany Dunstan, North Carolina State University

A3 North Willows

Austerity Programming: Writing in the Red

Sustaining Writing Programs through Difficult and Austere Times
Barry Maid, Arizona State University
Crossing the Funding Desert: Creating Sustainable Writing Programs in a Budget Slashing World
Melody Wise, Glenville State College
Marjorie Stewart, Glenville State College

A4 South Willows

Sustainability of the Self in the Literacy Classroom: The After-Effects of Trauma and Learning

Ryan Witt, Temple University
Heather Witt, Widener University

A5 North Pines

The Bridges, Scaffolds, and Politics of Writing Programs

An Intermediate Step Toward Bridging Writing Pedagogy Education
Lew Caccia, Walsh University
Scaffolded Program Development: One Writing Program's Inquiry into Reflective Writing
Jan Rieman, University of North Carolina at Charlotte
Power and Politics: The Pedagogical Downside of Writing Fellows
Caitlin Holmes, George Mason University

A6 South Pines

Not Just The Citations, Ma'am: Developing a Data-Driven Pedagogy of Evidence Incorporation and Citation Usage

Cheri Lemieux Spiegel, Northern Virginia Community College

Jay Steere, Northern Virginia Community College

A7 South Firs

Assessing Assessment for Writing Programs

Reliability, Validity, and Absurdity: Rubrics and the Sustainable Writing Program

Matt King, St. Bonaventure University

Daniel Ellis, St. Bonaventure University

Decolonizing Writing Assessment Research: The Case of Placement at a Large Midwest Research University

Mathew Gomes, Michigan State University

A8 North Cottonwoods

Epic Fail: Encouraging Digital Exploration in the Classroom

Erin M. Andersen, CUNY Graduate Center

Robert A. Greco, CUNY Graduate Center

A9 South Cottonwoods

Building and Sustaining Relationships between Writing Centers and Faculty

Jeannie Waller, University of Arkansas

Paige M. Hermansen, University of Arkansas

Jonathan Green, University of Arkansas

Cannon Varnell, University of Arkansas

A10 Salmon

Looking for Unicorns: Sustaining a State-Wide Network of WPAs at Two- and Four-Year Public Institutions in Response to State Accountability Mandates for First-Year Writing

Lauren Connolly, Lewis Clark State College

Erin Davis, North Idaho College

Clark Draney, College of Southern Idaho

Diane Kelly-Riley, University of Idaho

A11 Snake

Narratives and Literature in Writing Programs

Sustaining Writing Instruction Through the Undergraduate Experience: Creating a Writing-Intensive Capstone Course in Literary Studies

Jennifer Black, Boise State University

Sustainable Thinking and the Recovery of Narrative

Bruce Ballenger, Boise State University

A12 Payette***Mitigating Obstacles for Multilingual Populations in First-Year Writing: Observations and Suggestions from a Multi-Institutional Study on the U.S.-Mexico Border***

Beth Brunk-Chavez, University of Texas at El Paso

Kate Mangelsdorf, University of Texas at El Paso

Patricia Wojahn, New Mexico State University

K.T. Shaver, California State University, Long Beach

9:15am- 10:50am BREAK

Partial Sponsorship by Ball State University, Department of English

9:25am- 10:40am B SESSIONS**B1 Peregrines*****Sustaining Student Success: Retention and Persistence in FYW Courses***

Dawn Shepherd, Boise State University

Todd Ruecker, University of New Mexico

Beth Brunk-Chavez, University of Texas at El Paso

Heidi Estrem, Boise State University

B2 Merlins**MENTORING*****Before and After: How a WPA Consultant-Evaluator Visit Can Transform and Sustain a Writing Program***

Shirley K. Rose, Arizona State University

Joyce Kinkead, Utah State University

B3 Kestrels***Shame and Shaming in WPA Work***

Michael McCamley, University of Delaware

Nicholas Behm, Elmhurst College

B4 North Willows***The Culture of "Community" at Community College***

Writing across the College: Prioritizing "Community" in a Community College WAC Program

Tiffany Rousculp, Salt Lake Community College

Sustaining a Culture of Composition by Formalizing the Position of WPA at a Community College

Gordon Lee, Lee College

Jill Gos, Lee College

B5 South Willows

Meta-Conversations: From Ordinary Language to Discursive Negotiations

Ordinary Language and Specialized Knowledge as (Productively) Contentious Partners in Composition Classrooms

Daniel Libertz, University of Pittsburgh

Meta-Genre for the Meta-Major: Sustaining FYC in a Specializing Academy

Daniel Bernal, University of Arizona

Lost in Uptake Translation: Examining Generic-Discursive Negotiations for Writing Program Sustainability

Mandy Macklin, University of Washington, Seattle

B6 North Pines

Beyond Service: Sustaining the Role of Writing and Rhetoric in Contemporary Jesuit Education

Matthew Dowell, Le Moyne College

June Johnson, Seattle University

K.J. Peters, Loyola Marymount University

Peggy O'Neill, Loyola University Maryland

B7 South Pines

Untenured WPAs Go WAC: Building Sustainable Partnerships

Christopher Basgier, University of North Dakota

Crystal Fodrey, Moravian College

Stacy Nall, Purdue University

B8 North Firs

The Archive's Sustainance: Memories, Ephemera & Shiny Things

Kim Drake (Chair), Scripps College

Mark McBeth, John Jay College of Criminal Justice & The Graduate Center, CUNY

Sean Molloy, The Graduate Center, CUNY

Andrew Lucchesi, The Graduate Center, CUNY

B9 South Firs

Developing Sustainable Hybrid and Online First Year Composition Courses

Jenae Cohn, University of California, Davis

Beth Pearsall, University of California, Davis

Mary Stewart, University of California, Davis

Carl Whithaus, University of California, Davis

B10 North Cottonwoods

What Do They Think?: A Study of Student Perceptions of Course Titles and Placement

Samantha Sturman, Boise State University

Margaret Bundy, Boise State University

Marian Thomas, Boise State University

B11 South Cottonwoods

Exploring Sustainable Practices in Small Writing Centers

Susan Pagnac, Central College

Abijit Rao, Iowa State University

B12 Salmon

Crossing Boundaries, Sustaining Connections: Rewriting Campus-Community Partnerships

Enhancing Connections: Sustaining Service-Learning in Freshman Composition

Jessica Pisano, University of North Carolina at Asheville

Building Sustainable Connections: A Bridge Project between a Regional University and Local Schools

Kelli Custer, Western Connecticut State University

Sustaining Rural Literacies: Short-Lived Campus-Community Partnerships within Local Constraints

Cori Brewster, Eastern Oregon University

Designing a Sustainable Online Writing Course for Students Engaged in Summer Internships:

Administrative Challenges and Opportunities

Denise Comer, Duke University

B13 Snake

Tracing Metacognition in Learning Transfer from Writing-about-Writing Pedagogies: Launching a Longitudinal Study

Kimberly Hoover, Montana State University

Mark Schlenz, Montana State University

Doug Downs, Montana State University

B14 Payette

INTERACTIVE WORKSHOP

Creating Sustainable Faculty Development for Writing Instruction

Sonja Andrus, UC Blue Ash College

Sharon Burns, UC Clermont College

Katie Foran-Mulcahy, UC Clermont College

Jo Ann Thompson, UC Clermont College

Scott Warnock, Drexel University

10:50am- 12:05pm C SESSIONS

C1 Peregrines

The WPA Census Database: Questions and Answers

Dara Rossman Regaignon (Chair), New York University

Jill M. Gladstein, Swarthmore College

Brandon Fralix, Bloomfield College

Michelle Lafrance, George Mason University

Caitlin Holmes, George Mason University

C2 Merlins

Moving from Good to Great: Strategies for Making Successful Writing Programs Even Better

Carol Rutz, Carleton College

Steve Wilhoit, University of Dayton

C3 Kestrels

PEOPLE OF COLOR CAUCUS

Cultural Rhetorics and Sustaining Diversity in Composition Studies

Donnie Sackey (Chair), Wayne State University

Melinda Myers, Wayne State University

Deanna Laurette, Wayne State University

Vytautas Malesh, Wayne State University

Sarah Primeau, Wayne State University

Clare Russell, Wayne State University

C4 North Willows

Locating Agency and Promoting Change: Student Voices in Professional Development

Lynn Reid, Farleigh Dickinson University

Amy Patterson, Moraine Park Technical College

C5 South Willows

Multimodal Pedagogies

Writing in the 21st Century: A Union Between Multimodal Composition and Writing across the Curriculum Pedagogies

Amy Wrobel Jamieson, Bowling Green State University

Teaching Multimodality in the 19th Century

Kevin Kelley, Boise State University

Listening In on the Challenges of Multimedia Assignments

Steven W. Hopkins, Arizona State University

Rebecca Robinson, Arizona State University

C6 North Pines

Interdisciplinarity and Multidisciplinarity in FYC

What is the Multidisciplinary First-Year Composition Program?

Sandie Friedman, The George Washington University

WPAs across the Disciplines: Creating Sustainable Writing Programs through Interdisciplinary Work

James Beitler, Wheaton College

WAC/WID on the Move: Assessing the Sustainability of a Changeover From One Gen Ed Writing Requirement to Another

Patrick Bahls, University of North Carolina at Asheville

C7 South Pines

Let's Play with Tech Comm

Margaret Gonzales, Texas Lutheran University

Jennifer Mallette, Boise State University

Sara West, University of Arkansas

C8 North Firs

The Lasting Work of the Carolinas WPA

Marsha Lee Baker, Western Carolina University
Meg Morgan, University of North Carolina at Charlotte
Wendy Sharer, East Carolina University
Tracy Ann Morse, East Carolina University

C9 South Firs

What Sustains the WPA? A Conversation Starter

Becky L. Caouette, Rhode Island College
Laurie J. C. Cella, Shippensburg University
Stephanie M. Roach, University of Michigan, Flint

C10 North Cottonwoods

Both Apply: The Generative Potential of WPA Ambivalence

Kate Pantelides, Eastern Michigan University
Derek Mueller, Eastern Michigan University
Jen Clary-Lemon, University of Winnipeg

C11 South Cottonwoods

Common Ground: Critical Literacy as a Model for Sustainable and Inclusive Practice

Johnna Lash, Washington State University
Brooklyn Walter, Washington State University
Rachel Sanchez, Washington State University

C12 Salmon

If at First You Don't Succeed: Considering Failure as Critical In(ter)vention

Zachary Beare, University of Nebraska, Lincoln
Whitney Douglas, Boise State University
Kelly Myers, Boise State University
Shari Stenberg, University of Nebraska, Lincoln

C13 Snake

Placement as a Sustainable Practice

The Next ACT: Using ACT for Writing Placement
Grant Clayton, University of Colorado, Colorado Springs
Christina Clayton, Colorado Springs District 11
Teacher Development in a Directed-Self Placement Program: Fostering Responsible Assessment and Engaged Learning
Virginia Crisco, California State University, Fresno

C14 Payette

MENTORING

Negotiating WPA Service and Graduate Student Work

Virginia Schwarz, University of Wisconsin, Madison
Katherine Daily O'Meara, Arizona State University
Sherri Craig, Purdue University
Todd Ruecker, University of New Mexico

12:15am- 1:45pm Eagle

- Plated Lunch
- Plenary Address

“Ecology of Sustainable Labor Equity in Writing Programs”

Seth Kahn, West Chester University

1:55pm- 3:10pm D SESSIONS

D1 Peregrines

INTERACTIVE WORKSHOP

Sustaining Connections Beyond the Writing Program: An Exploration in Metaphors

Linda Adler-Kassner, University of California, Santa Barbara

Madeleine Sorapure, University of California, Santa Barbara

Elizabeth Wardle, University of Central Florida

Heidi Estrem, Boise State University

D2 Merlins

MENTORING

Writing Strategies for Creating Job Market Documents

Melissa Nicolas, University of Nevada, Reno

Jennifer E. Zinchuk, University of Washington

Kristi Costello, Arkansas State University

Jill Dahlman, University of Nevada, Reno

D3 Kestrels

PEOPLE OF COLOR CAUCUS

Rhetoric, Race, and Community

Daryl Lynn Dance, University of Kansas

Cedric Burrows, Marquette University

D4 North Willows

Sustainability before Stability: The Challenges Faced by Junior Faculty Tasked with Writing Program Development and Assessment at SLACs

John W. Pell, Whitworth University

Elizabeth Vogel, Arcadia University

David Rogers, Philadelphia University

D5 South Willows

Empowerment, Inclusion, and Retention through Literacy

Accommodating Veterans in the First-Year Composition Classroom

Tara Hembrough, Southeastern Oklahoma State University

Encouraging Empowering through Expression: The Effects of a Self-Reflective Writing Program on Young Adults at Risk

Michele N. Zugnoni, University of California, Davis

Sustaining FYC Identities and Objectives: Celebrating National Day on Writing to Promote Literacy and Challenge the Rhetoric of Retention

Cristine Busser, Georgia State University

Dan Abitz, Georgia State University

D6 North Pines

Student Voices Joining the Conversation: Cross-Disciplinary Collaborative Efforts to Support Multilingual First-Year Writers

Margaret S. Morris, Arizona State University

Ryan Shepherd, Arizona State University

Yuching Yang, Arizona State University

D7 South Pines

Pausing to Reflect: Assessment of University Learning Outcomes in Upper-Division English Courses

Margaret Bundy, Boise State University

Kelly Myers, Boise State University

D8 North Firs

Perils of the Long Transition: Sustaining the Work of Graduate Student Instructors in Unstable Times

Edgar Singleton, The Ohio State University

Mike Bierschenk, The Ohio State University

Colleen Morrissey, The Ohio State University

Kristin Ferebee, The Ohio State University

D9 South Firs

Translingual Pedagogies in Composition

Performing Translingual Pedagogy

William DeGenaro, The University of Michigan, Dearborn

Michael T. MacDonald, The University of Michigan, Dearborn

Writing on the Wall: Teaching Translingualism through Linguistic Landscapes

Mark Brantner, National University of Singapore

D10 Payette
MENTORING

Publishing in Composition: Research, Pedagogy, Classroom

Demystifying Journal Publication in the Digital Age

Tara Lockhart, Literacy in Composition Studies & San Francisco State University

Publication and the Value of Writing Assignments

Susanne Hall, California Institute of Technology

Jon Dueck, The George Washington University

Using Student Publications in the Writing Classroom

Gordon Mantler, The George Washington University

D11 South Cottonwoods

Sustaining the Assessment and Feedback Circuit Through Qualitative Methods

Megan Brenneman, Kent State University

Shannon McKeehen, Kent State University

Melody Gustafson, Kent State University

D12 Salmon

INTERACTIVE WORKSHOP

"This Land Has Not Been Tended": Planting Seeds for Sustainability while (Re)Building Writing Programs at Regional Public Institutions

Elizabeth Brewer, Assistant Professor, Central Connecticut State University

Lee Einhorn, Assistant Professor, Central Connecticut State University

Elizabeth Kalbfleisch, Assistant Professor, Southern Connecticut State University

D13 Snake

Sustaining Faculty Development in Classrooms, in Programs, and in Departments

Genesee Carter, University of Wisconsin, Stout

Jessica Jorgenson, Idaho State University

Aimee Mapes, University of Arizona

Thomas Sura, West Virginia University

Heather Lettner-Rust, Longwood University

D14 North Cottonwoods

Examining Placement as Sustainable Practice

Placement and Long Term Success

Miriam Fernandez, Washington State University

What We Choose to Sustain: Examining the Continued Use of (Timed) Placement & Proficiency Exams

Matt Dowell, Le Moyne College

3:10pm – 4:45pm

Afternoon Break

3:20pm- 4:35pm E SESSIONS

E1 Peregrines

Applying Sustainability Theory to Writing Program Administration

William Morris, Kent State University

Julie Morris, Chatham University

Nicole Caswell, East Carolina University

Brian Huot, Kent State University

E2 Kestrels

PEOPLE OF COLOR CAUCUS

Addressing Stereotypes in the Writing Program and Academy to Sustain Marginalized Student Retention: A Collaborative Conversation

Alice Johnson Myatt, University of Mississippi

Genevieve Garcia de Mueller, University of New Mexico

E3 North Willows

The Everywhere and Nowhere Skill: Sustaining the Assessment of Analytical Reading as Critical Thinking across the Curriculum

Jane Detweiler, University of Nevada, Reno

Kat Lambrecht, University of Nevada, Reno

Meghan A. Sweeney, Saint Mary's College

E4 South Willows

Small Places with Big Ideas: Sustaining Writing at Small Liberal Arts Colleges

The Failure of Sustainable Writing Emphasis Programs in the Small University

Dennis Ciesielski, University of Wisconsin, Platteville

Size Matters—Developing and Sustaining a First-Year Writing Program at a SLAC: A Lesson in Adaptation

Amy C. Murphy, Green Mountain College

Sustain or Flourish? The Future of Rhetorical Education at Small Liberal Arts Colleges

Van E. Hillard, Davidson College

E5 North Pines

Building a Sustainable Network for Undergraduate Researchers: The Promise of the Naylor Workshop for Undergraduate Research in Writing Studies

Dominic DelliCarpini, York College of Pennsylvania

Jessie Moore, Elon University

Joyce Kinkead, Utah State University

E6 South Pines

Practical, Collaborative Approaches to Adjunct Advocacy

Michelle Payne, Boise State University

Christi Nogle, Boise State University

Jan Roser, Boise State University

Christy Vance, Boise State University

E7 North Firs

Flying Solo: The Challenges and Opportunities of the Lone Compositionist

Dalyn Luedtke, Norwich University
Leigh Graziano, University of Arkansas at Monticello
Robin Gallaher, Northwest Missouri State University
Tereza Joy Kramer, Saint Mary's College of California

E8 South Firs

MENTORING

Initiating and Maintaining Community Outreach: Strategies for Writing Programs

Michael Day, Northern Illinois University
Cristina D. Ramirez, University of Arizona
Jeremy Godfrey, University of Arizona

E9 North Cottonwoods

Reuse, Reduce, Recycle: Exploring the Intersections of Transfer and Sustainability in Teaching Writing

Nicole Warwick, University of California, Santa Barbara
Peter Huk, University of California, Santa Barbara
Kathleen Klompfen, California State University, Channel Islands
Jennifer Johnson, University of California, Santa Barbara

E10 South Cottonwoods

Dialogues on Resources: Writing Centers and Writing Culture

Our Most Precious Resource: Sustaining Dialogue in the University Writing Center
Rhonda Reid, University at Buffalo
Keeping Students in the Conversation: Using Intro to Writing Studies in FYC to Improve Student Persistence Rates and Shape Writing Culture
Kathryn Tucker, Nevada State College
Gregory Robinson, Nevada State College
Sustainable. Writing. Centers. Contemplating What Might Be[Come]
Donna Evans, Eastern Oregon University

E11 Salmon

Sustaining First-Year Writing Programs through Institutional Partnerships

Laurie Cubbison, Radford University
Michael Stancliff, Arizona State University
Karla Murphy, Arizona State University
Samantha Looker, University of Wisconsin, Oshkosh
Kelly Ritter (respondent), University of Illinois at Urbana-Champaign
Mark Bennett (respondent), University of Illinois at Chicago

E12 Snake

INTERACTIVE WORKSHOP

Camp Completion: A Model for Supporting Dissertation Writers

Michele Eodice, University of Oklahoma

E13 Payette

INTERACTIVE WORKSHOP

Six Graduate Students Walk into a WPA Course: Suggestions, Inquiries, and Tentative Proposals to Create Sustainable Administrative Practices

Stephen Gibson, Boise State University

Emily Simnitt, Boise State University

Cheryl Mckell, Boise State University

Jade Silver, Boise State University

Elisabeth Mann, Boise State University

Daniel Wilber, Boise State University

4:45pm- 6:00pm F SESSIONS

F1 Merlins

The Last Draft: The Composition Blues Band Keeps on Rocking in the Free World

Marvin Diogenes, Stanford University

Clyde Moneyhun, Boise State University

F2 Peregrines

From Crisis-Oriented to Mission-Driven: Deploying Research Praxis as a Means to Create a Sustainable Writing Program

Dev Bose, University of Arizona

Jeremy Godfrey, University of Arizona

Keith Harms, University of Arizona

Amy C. Kimme Hea, University of Arizona

Erin Whittig, University of Arizona

F3 Kestrels

INTERACTIVE WORKSHOP

Workshop: Linking Our Pedagogical Theories to Outcomes and Assessment

Amy Rupiper Taggart, North Dakota State University

H. Brooke Hessler, Oklahoma City University

F4 North Willows

Initiating and Sustaining Undergraduate Research in Writing Studies

Doug Downs, Montana State University

Joyce Kinkead, Utah State University

Jane Greer, University of Missouri, Kansas City

F5 South Willows

Sustaining Frameworks for Technology and Literacy

Tricia Hermes, DePaul University

Michael R. Moore, DePaul University

Peter Vandenberg, DePaul University

F6 North Pines

Sustainable Redesign: A Conversation with Colleagues about Productive Change

Jennifer Campbell, Roger Williams University

John Madritch, Roger Williams University

Paul Bender, Roger Williams University

F7 South Pines

Establishing a Freestanding Department of Writing and Rhetoric in the Public Research University: Sharing Experiences and Developing Plans for Sustainability

Robert Cummings, University of Mississippi

Angela Green, University of Mississippi

Guy Krueger, University of Mississippi

F8 North Firs

Sustainability through Survival Tactics

Administrating for Sustainability: Preparing the Writing Center for the Future

Brandy L. Grabow, North Carolina State University

Writing Center Director as Ecopreneur: Strategies for Sustainability

Teresa B. Henning, Southwest Minnesota State University

Sustaining an Adjunct Career by Teaching Writing to Professionals

David Lipscomb, Georgetown University

F9 South Firs

Sustainable Strategies for Writing Centers and Careers

The Ecology of Writing Program Initiatives: The Short Cycle of Innovation

Thomas Peele, The City College of New York

Eportfolios in Writing Studies and High-Impact Practices: A Case-Study

Richard N. Matzen Jr., Woodbury University

Chronicling the I to C to C: A Longitudinal Study of Eportfolio Implementation

Mary Lourdes Silva, Ithaca College

F10 North Cottonwoods

Rebuilding the Foundation of Eloquence: Using Empirical Research to Teach Grammar and Usage Strategically in Any Writing Course

Intelligence Report on the Enemy: Why Error Still Matters and How We Can Try to Defeat It Strategically

Kristine Hansen, Brigham Young University

Picking Targets, Choosing Ammunition: How to Teach Students to Avoid the Most Frequent and Most Serious Errors in Writing

Debbie Harrison, Brigham Young University

Enlisting Allies in the Battle: Using WAC/WID Channels to Teach Faculty How to Strategically Address Student Writing Errors

Delys Snyder, Brigham Young University

F11 South Cottonwoods

Writing Center as Watershed: Exploring the Confluence of Embedded Tutoring, First-Year Composition, and English Language Learners

Danielle Farrar, University of South Florida

Rachel Efstathion, Florida State University

F12 Salmon

INTERACTIVE WORKSHOP

Sustaining a Regional Affiliate: Writing the History of the Philadelphia WPA

Michelle Filling-Brown, Cabrini College

Eli Goldblatt, Temple University

Katie Gindlesparger, Philadelphia University

Elizabeth Vogel, Arcadia University

F13 Snake

MENTORING

Intellectual Managerial Practices for a Sustainable Writing Center: A Theory-Infused Sourdough Starter

Brooklyn Walter, Washington State University

Jessica Colvin, Washington State University

Laura Abbott, Washington State University

Hailey Roemer, Washington State University

F14 Payette***Knowledge Transfer in Writing Programs****Sustaining Knowledge Transfer: Visual Communication Transfer between Composition and the Natural Sciences*

Erin Zimmerman, Iowa State University

Contextual and Individual Influences on Writing Transfer: Implications for WPAs

Bradley Dilger, Purdue University

Neil Baird, Western Illinois University

6:00pm-8:00pm Eagle

Plated Dinner and Awards Banquet

8:00pm- 9:30pm Eagle

Acoustic Jam

8:30pm- 11:00pm Angells Bar and Grill

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

*Sponsored by Cengage***Saturday, July 18th**

6:30am – 8:00am Eagle

Breakfast Buffet

7:00am – 8:00am

People of Color Caucus (POCC) SIG Meeting

7:45am – 8:15am Eagle*Daily announcements*

7:00am – 7:00pm Meadow
Exhibits

7:00am – 7:00pm Perch
Quiet Room

8:00am- 9:15am G SESSIONS

G1 Merlins

MENTORING

WPAllies: A Conversation Starter about Horizontal Mentoring, or the Benefits of Having Friends in Other Places

Casie Fedukovich, North Carolina State University

Paula Patch, Elon University

Joyce Olewski Inman, University of Southern Mississippi

G2 Kestrels

Institutional Ethnography and Research on the Sustainability of Our Work

Katherine Daily O'Meara, Arizona State University

Jennifer Eidum Zinchuk, University of Washington

Michelle LaFrance, George Mason University

Michelle Miley, Montana State University

G3 North Willows

Survey, Plant, and Grow: Long-Term Sustainability in Writing Program Administration

Alison Reynolds, University of Florida

Creed Greer, University of Florida

Megan O'Neill, Stetson University

G4 South Willows

A University-Community College Collaborative Project to Create Co-Requisite Offerings and Reduce Remediation

Heidi Estrem, Boise State University

Karen S. Uehling, Boise State University

Meagan Newberry, College of Western Idaho

Lori Chastaine, Boise State University

Abigail Wolford, College of Western Idaho

G5 North Pines

Considering What Counts: The Ethics of the Writing Program

Doing Interdependence and Counting what Counts in Our Writing Classrooms

Jerry Petersen, Utah Valley University

Writing to Make a Difference: A Community-Based, Experiential Learning Project on Health Literacy & Social Justice

Ann E. Biswas, University of Dayton

Bake Cookies, Prevent Crumbling: Writing Programs and an Ethic of Cookie Jars

Patti Poblete, Iowa State University

G6 South Pines

"Like I'm the Man": Developing Sustainable and Successful Strategies for Liminal WPAs

Megan Titus, Rider University

Paul Shovlin, State University of New York at Binghamton

G7 North Firs

Exploring the Role of Transfer Students in a University's Writing Culture

Anne Ruggles Gere, University of Michigan

Ben Keating, University of Michigan

Anna Knutson, University of Michigan

G8 South Firs

Research across the Curriculum: Bringing Data from across the Curriculum to WAC Programs

Rhetorical Strategies across Disciplines: A Corpus Analysis of Upper-Level Student Papers in Discipline-Specific courses

Ryan Roderick, Carnegie Mellon University

Identifying Writing Resources at the Transition to Upper Division Work in the Disciplines

Hogan Hayes, University of California, Davis

Finding Consensus: Building a Sustainable WAC Program by Surveying Faculty Opinion

Drew J. Scheler, St. Norbert College

G9 North Cottonwoods

Accreditation and Its (Dis)Contents

Sustaining Composition Programs by Tying Accreditation Standards to Religious-Experience Support Programs

Nathan Shank, University of Kentucky & Oklahoma Christian University

Partnering Accreditation Prompted Writing Programs and Academic Writing Programs: Wedded Bliss or Marriage of Convenience?

Rochelle Rodrigo, University of Arizona

Remica Bingham-Risher, Old Dominion University

G10 South Cottonwoods

WPA Futures: Professional Development, Scholarship, and Promotion

New Media Professional Development: Current Situation and Future Opportunities

Lilian Mina, Miami University

Majoring in WPA? Ethical Questions on the Future of WPA Scholarship

Matthew Tougas, Louisiana State University

Insufficient Evidence: Tenure, Promotion, and the WPA

Darci Thoune, University of Wisconsin, La Crosse

G11 Salmon

INTERACTIVE WORKSHOP

Good Learnin' Gone Bad: Plagiarism and Other Missed, Dangerous Opportunities

Julie Lindquist, Michigan State University

Bump Halbritter, Michigan State University

G12 Snake

Evolution of a Writing Minor: Strategies for Sustainability

Madeleine Sorapure, University of California, Santa Barbara

Ljiljana Coklin, University of California, Santa Barbara

Patrick McHugh, University of California, Santa Barbara

G13 Peregrines

Sustaining Research in Transfer: A Multi-Institutional, 2nd Iteration Transfer Project

Kathleen Blake Yancey, Florida State University

Liane Robertson, William Paterson University

Matthew Davis, University of Massachusetts Boston

Erin Workman, Florida State University

9:30am- 11:30am **RECESS**

12:00am – 1:45pm Eagle

Lunch

- Plated Lunch
- Plenary Address

“Sustainable Infrastructures and the Future of Writing Studies”

Cheryl E. Ball, West Virginia University

1:55pm- 3:10pm H SESSIONS

H1 Peregrines

INTERACTIVE WORKSHOP

From Practical to Praxis: An Interactive Workshop & Presentation for WAC Professional Development

Peter Gray, Queensborough Community College, CUNY

Liane Robertson, William Paterson University

Tonya Ritola, University of California, Santa Cruz

H2 Merlins

MENTORING

Publishing in WPA: Writing Program Administration

Barbara L'Eplattenier, University of Arkansas at Little Rock

Lisa Mastrangelo, Centenary College

H3 Kestrels

INTERACTIVE WORKSHOP

Backward Designing with Students: Piloting Pedagogy Instruction in Undergraduate Writing Courses

Grace Bently, Ohio State University

Jennifer Burgess, Ohio State University

Ben Grismer, Ohio State University

Nora McCook, Ohio State University

H4 North Willows

(Dis)Ability and FYC: Beyond Accommodation

Support for First Year Composition Students with Disabilities: Holding Sustainable Conversations

Mary Rice, University of Kansas

Disability, Accommodations, and Writing Program Administration: Exploring Attitudes About Disability and Accommodations to Better Inform WPAs Concerning Issues of Access

Matthew Zajic, University of California, Davis

H5 South Willows

From Near-Sighted to Far-Sighted: Narrative Approaches to Procedural and Programmatic Change

Devon R. Kehler, University of Arizona

Erin Whittig, University of Arizona

H6 North Pines

Starting, Revitalizing, and Sustaining WAC Programs with a Whole Systems Approach

Michelle Cox, Cornell University

Jeffrey Galin, Florida Atlantic University

H7 South Pines

I, You, We: Balancing Multiple Audiences and Goals in the Design, Implementation, and Sustainment of an Advanced Composition Course with a Writing in the Disciplines Focus

Alice Johnston Myatt, The University of Mississippi

Karla M. Lyles, The University of Mississippi

Thomas T. Bagwell, The University of Mississippi

H8 North Firs

The Wonderful World of Administration: Improving Our Programs Using Tools from the Happiest Place on Earth

Jennifer Wells, New College of Florida
Nicole Caswell, East Carolina University
Melissa Ianetta, University of Delaware

H9 South Firs

Approaches to Sustainable Integrated Writing Instruction at Liberal Arts Colleges: A Conversation Starter

Naomi Clark, Loras College,
Kate McCarthy-Gilmore, Loras College
Kenneth McLaughlin, Loras College
David Pitt, Loras College

H10 North Cottonwoods

Teacher Preparation across Borders and Disciplines

Sustainable Solutions: Rethinking Teacher Training for Shifting Student Populations
Deirdre Vinyard, Emily Carr University of Art and Design
The Teacher Doesn't Look or Sound Like the Students: Scenarios from a Writing Program
Karla Saari Kitalong, Michigan Technological University
Student Teachers from the Regions of Micronesia: Reflections on Place-Based Rhetoric and Writing Practices and Their Role in Designing a Sustainable Writing Classroom
Amanda Christie, University of Hawai'i at Mānoa

H11 South Cottonwoods

Writing Centers: Research, Methods, and Sustaining Visions

Undergraduate Research as a Source of Sustainability for Writing Centers
Virginia N. Crank, University of Wisconsin, La Crosse
Using Collaborative Writing Center Methods to Develop and Sustain WPA Partnerships
Zachery Koppelman, Wabash College
Sustaining the Vision (or Mission) of a Writing Center?
Mike Mattison, Wittenberg University

H12 Salmon

PEOPLE OF COLOR CAUCUS

Pasts and Futures for Writing Programs

Perspectives from the Past: Early 20th Century Approaches to Sustainable Writing Programs
Gracemarie Mike, Purdue University
Basic Writing for International Graduate Students
Scott Chiu, California Lutheran University

H13 Snake

MENTORING

Just Keep Swimming, Just Keep Swimming: Sustainable First-Year WPA Work

Jacob Babb, Indiana University Southeast
Sarah Appleton, Old Dominion University
Laura Davies, State University of New York at Cortland
I. Moriah McCracken, St. Edward's University
Courtney Adams Wooten, Stephen F. Austin State University
Brittney Johnson, St. Edward's University

H14 Payette

Sustaining A Program, Sustaining Ourselves: The WPA in the First and Second Year

Kristi Costello, Arkansas State University
Airek Beauchamp, Arkansas State University
Anne Porter, Providence College
Joe Zeccardi, Saint Mary's College of California

3:10pm – 4:45pm

Afternoon Break

3:20pm- 4:35pm | SESSIONS

I1 Peregrines

Strategies for Sustaining Writing about Teaching

Carrie Leverenz, Texas Christian University
Irv Peckham, Drexel University
Duane Roen, Arizona State University

I2 Merlins

WAC/WID Sustenance: Programming and Assessment

Sustain Your Domain: A Programmatic Approach to Digital WAC/WID
David Fisher, Emory University
Sustaining WAC/WID through Interdisciplinary Assessment
Heather Thomson-Bunn, Pepperdine University

I3 Kestrels

PEOPLE OF COLOR CAUCUS

It Takes an Institution: Supporting Minority Voices

Sustaining Balance: Writing Program Administration and the Mentorship of Minority College Students
Regina McManigell, Oklahoma City University
Hearing Voices and Making Spaces in Black jWPA Work
Sherri Craig, Purdue University
It Takes an Institution: An Ecological Approach to Writing Program Sustainability at the HBCU
Jason DePolo, North Carolina A&T State University

I4 North Willows

Building Sturdy Bridges from Basic Writing to First Year Composition: How Can Assessment and Peer Mentoring be Useful Tools in Program Development?

Amy Metcalf Latawiec, Wayne State University

Nicole Guinot Varty, Wayne State University

I5 South Willows

Sustaining Disciplinary Mastery: The Challenges of Re-Professionalizing Non-Tenure Track Faculty

Tonya Ritola, University of California, Santa Cruz

Heather Shearer, University of California, Santa Cruz

Phaye Poliakoff-Chen, Goucher College

I6 North Pines

Future-Focused Pedagogy: Teacher Development that Takes the Long View

Heather Camp, Minnesota State University, Mankato

Jessica Rivera-Mueller, University of Nebraska, Lincoln

Sandra Tarabochia, University of Oklahoma

I7 South Pines

It's in the Details: The Documents, Visual Rhetoric, and Metaphors That Transfer WPA Work to the Classroom

Rebecca Cantor, Azusa Pacific University

Karen Sorensen-Lang, Azusa Pacific University

I8 North Firs

Sustaining Teacher and Student Sanity: An Examination of Various Response Types

Jill Dahlman, University of Nevada, Reno

Patsy K. Eagan, University of Nevada, Reno

Tialitha Macklin, Washington State University

Piper Selden, University of Hawaii

Stacy Wittstock, Washington State University

I9 South Firs

Frameworks of Readiness: Institutional Habits of Mind

Searching for Real College- and Career Readiness: Using the Framework's Habits of Mind in an Admissions Process

Dominic DelliCarpini, York College of Pennsylvania

"Welcome to First-Year Writing": Inviting and Applying Students' Stories for Program Development

Kathryn Comer, Barry University

Paige V. Banaji, Barry University

The Role of the WPA Outcomes Statement in "Excellent" Composition Programs

Logan Bearden, Florida State University

I10 North Cottonwoods

Bridging Disciplinarity and Linguistic Divides

Re-inventing FYC Teacher Development: Bridging Disciplinary Divides

Norah Fahim, University of Washington

Assessing Needs of First-Year Composition Teachers Working with Multilingual Writers

Elena Shvidko, Purdue University

Partnering with ESL Faculty and International Students: A Quest for Sustainability

John Eliason, Gonzaga University

Mary Jeannot, Gonzaga University

I11 South Cottonwoods

Sustaining Retention/Retaining Student Success

Retention and Supplemental Instruction in the First-Year Writing Classroom

Sarah E. Harris, Indiana University East

First-Year Composition Retention and Student Success Initiatives

Michael Day, Northern Illinois University

How Student Performance in First-Year Composition Relates to Retention and Overall Student Success

Matt Bridgewater, Woodbury University

I12 Salmon

WPAs in Transition: Sustainability and/of the Administrator

Steve Wilhoit, University of Dayton

Amy Ruper Taggart, North Dakota State University

Tereza Joy Kramer, Saint Mary's College of California

Lee Torda, Bridgewater State University

I13 Snake

Sustaining an Administrative Ethic of Flourishing

Tarez Samra Graban, Florida State University

Kathleen J. Ryan, Montana State University

Amy Ferdinandt Stolley, Saint Xavier University

Jonikka Charlton, University of Texas, Pan American

Colin Charlton, University of Texas, Pan American

4:45pm- 6:00pm J SESSIONS

J1 Peregrines

FYC: From Extinction to Resiliency

First-Year Writing Program Administration: Issues of Adaptation, Transformation, and Resiliency

Cheryl Hoy, Bowling Green State University

First-Year Composition on the Verge of Extinction: One Program's Response

Deborah Coxwell-Teague, Florida State University

The Nuclear Option: Sustaining FYC by Eliminating the Requirement

Melissa Nicolas, University of Nevada

J2 Merlins

Writing Program Assessment: Plans, Loops, and Reports

Name, Proclaim and Sustain: A Program Assessment Feedback Loop for the Classroom

Tim McCormack, John Jay College, CUNY

Crafting a Sustainable and Targeted Writing Assessment Plan

Mark Blaauw-Hara, North Central Michigan College

Creating a (High-Quality) Writing Program Annual Report

Scott Warnock, Drexel University

J3 Kestrels

Principles of Programming: The View from Here

Affective Learning: Using the Psychology of Interest in the First-Year Writing Course

Lauren Fine, Brigham Young University

"I Feel Confident Most of the Time": A Dispositional View of Academic Writing Development

Lisa Tremain, Occidental College

Sustaining Programmatic Vision Within the Limits of Labor: A Principle-Driven Approach

Karen Gocsik, University of California, San Diego

J4 North Willows

Building Partnerships to Help First-Year Composition Students Make the Transition to College Writing

Carissa Pokorny-Golden, Kutztown University of Pennsylvania

Patricia Pytleski, Kutztown University of Pennsylvania

Todd Dodson, Kutztown University of Pennsylvania

J5 South Willows

From the Blackboard to the Blogosphere: Using Course Blogs to Foster Undergraduate Student Professionalization across Disciplines

Aubrey Schiavone, University of Michigan

Gail Gibson, University of Michigan

Nancy Allee, University of Michigan Center

J6 North Pines

Focus Groups and Writing Program Assessment

Joseph Jones, University of Memphis

Natacia Davis, Phillips Community College of the University of Arkansas

Michele Kisel, University of Memphis

J7 South Pines

Designing Curricula to Support Sustained, Collaborative, Socially-Engaged Inquiry while Respecting Students' Existing and Developing Ideologies

Elenore Long, Arizona State University at Tempe

Tonya Eick, Arizona State University at Tempe

Gregg Fields, Arizona State University at Tempe

J8 North Firs

Multiliteracies and Multimedia in Writing Programs

Syllabus Design: Let's Change it Up!

Jamie Peterson, Kent State University

Collaborative Writing Re-Envisioned Using Sustainable Online Platforms

Norah Fahim, University of Washington

How WPAs Can Support Cultivation of Multiliterate Capabilities in Students?

Santosh Khadka, California State University, Northridge

J9 South Firs

MENTORING

WPA Bildungsromans: How We Become

WPA as Bricolage and Bricoleur: An Identity Strategy toward Sustainability

Al Harahap, University of Arizona

A GenAdmin Story of Becoming: An Ecological Approach to Sustainable WPA Work

Natalie Szymanski, University of Hawai'i-West O'ahu

Democracy Fatigue and Writing Program Administration: Cause, Recognition, and Response for Sustainable Practice

Robin Gallaher, Northwest Missouri State University

J10 North Cottonwoods

Collaboration as a Techne Available to the WPA

Jeremy Cushman, Western Washington University

Jen Talbot, University of Central Arkansas

Megan Schoen, LaSalle University

J11 South Cottonwoods

Identifying Voices and Audiences by Drawing on our Histories

Recycling and Repurposing Voices of the Past

Christine Cucciarre, University of Delaware

Queering Time and Space: Donald Murray as Introvert Whisperer

D. Shane Combs, Illinois State University

Teaching Grounded Audiences: Burke's Identification in Social Media and First Year Composition

Samuel Head, Idaho State University

J12 Salmon

Specialized Discourses: Communication in Engineering and Business

Writing about (Engineering) Writing: FYC, Transfer, and Engineering Learning Communities

Mary McCall, Purdue University

Not Just Minding the Gap: Examining How Professional Written Communication Needs are Incorporated into Conversations between Business and WAC/WID Program Administrators

Kavita Surya, New Mexico State University

Writing Resilience: Lessons from Engineering and Environmental Planning

Neal Lerner, Northeastern University

J13 Snake

MENTORING

Contingent Labor: Responsibility and Impact

Contingent Labor and the Instruction of Writing: Considerations of Impact

Mary Laughlin, North Dakota State University

Professional Sustainability: Supporting Contingent Faculty to Navigate the Digital Turn

Christy I. Wenger, Shepherd University

DESPAIR: Using Simulation Video Games to Critique Contingent Labor Use

Way Jeng, Washington State University

The (Un)Sustainability of Writing Instruction: Levinas, Agency, and Responsibility in Contingent Work

Sarah Hart Micke, University of Denver

J14 Payette

Teachers of Writing Should Teach the Whole Person: Affective and Metacognitive Skills in the Writing Classroom

Barbara Kirchmeier, University of Idaho

Jessica McDermott, University of Idaho

Gwen Sullivan, Lewis Clark State College

Lauren Connolly, Lewis Clark State College

Erin Davis, North Idaho College

6:30pm- Dinner

Basque Block Party sponsored by Pearson

Sunday, July 19th

7:00am – 8:30am Peregrines

Breakfast Buffet

8:30am – 10:00am Peregrines

WPA Town Hall Meeting, Future Planning, and Conference Debriefing

10:00am- 12:00pm Peregrines

CWPA Executive Board Meeting (Closed Session)