



IWAC 2023

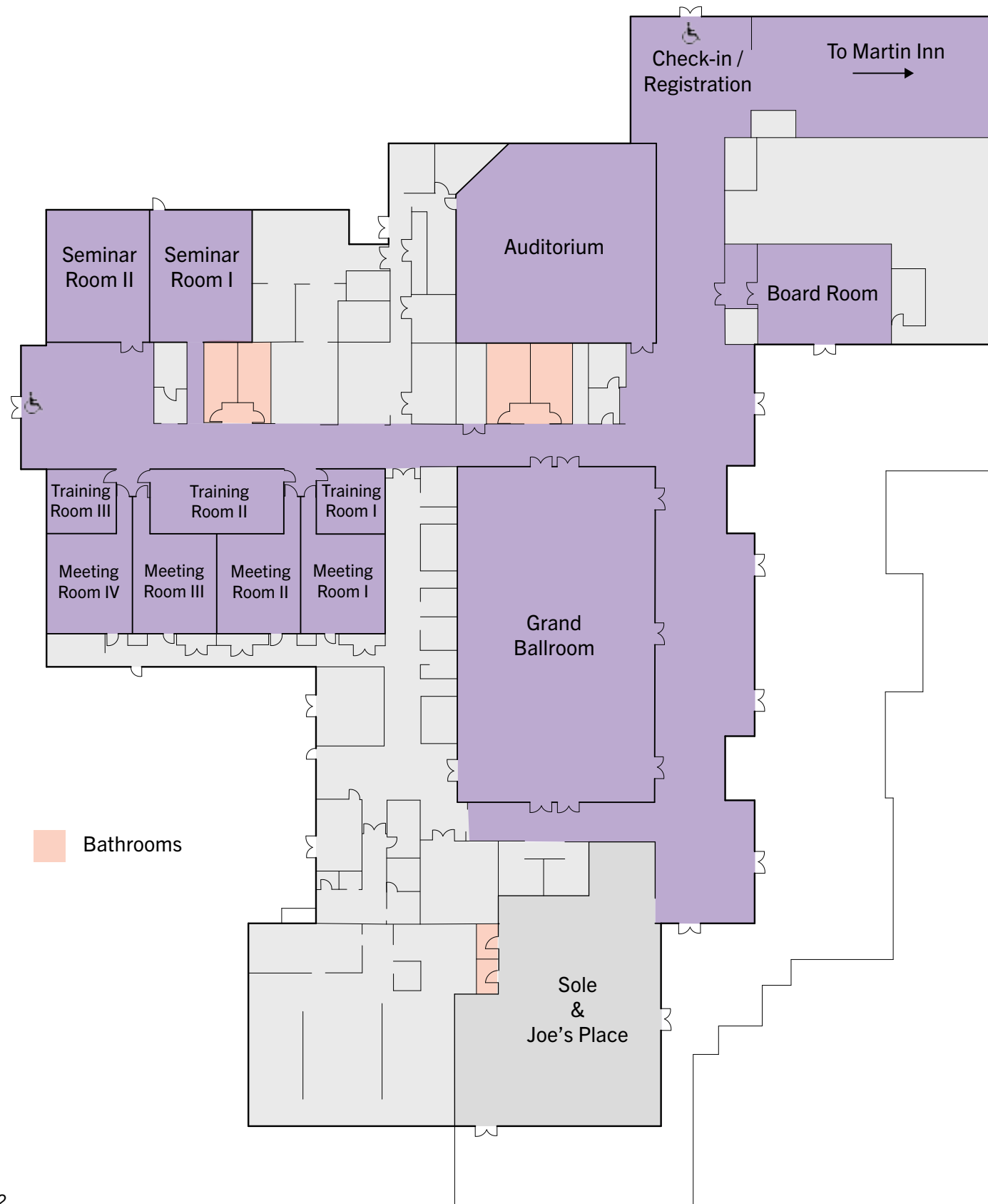
WAC For Transitions: The Next 50 Years

June 14-17, 2023

16th International Writing Across
the Curriculum Conference

Madren Center
Clemson University





	Wednesday	Thursday	Friday	Saturday
7:30		Breakfast (7:30-9:00)	Breakfast (7:30-9:00)	Breakfast (7:30-9:00)
8:00		Welcome Address (8:15-8:45)		
8:30				
9:00		Session A (9:00-10:15)	Session F (9:00-10:15)	Session K (9:00-10:15)
9:30				
10:00		Break (15 minutes)	Break (15 minutes)	Break (15 minutes)
10:30		Session B (10:30-11:45)	Session G (10:30-11:45)	Session L (10:30-11:45)
11:00				
11:30				
12:00	Workshops 1-3 (noon-3:00)	Lunch and Plenary 1 (11:45-1:30)	Lunch and Plenary 2 (11:45-1:30)	Lunch and Plenary 3 (11:45-1:30)
12:30				
1:00				
1:30		Session C (1:30-2:45)	Session H (1:30-2:45)	
2:00				
2:30		Break (15 minutes)	Break (15 minutes)	
3:00	Break (30 minutes)	Session D (3:00-4:15)	Session I (3:00-4:15)	
3:30				
4:00		Break (15 minutes)	Break (15 minutes)	
4:30		Session E (4:30-5:45)	Session J (4:30-5:45)	
5:00	Workshops 4-6 (3:30-6:30)			
5:30				
6:00				
6:30				
7:00	Welcome Reception at Kite Hill Brewing Co. (7:00-9:00)			
7:30				
8:00				
8:30				
9:00				

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Welcome to the 16th International Writing Across the Curriculum Conference

Dear Colleagues,

On behalf of Clemson University, welcome to IWAC 2023!

We last hosted IWAC on our campus in 2006 and look forward to having our hosts of that earlier conference — Art Young and Kathleen Blake Yancey — as well as welcoming all of you to South Carolina.

We chose the theme “WAC for Transitions: The Next 50 Years” to both remember WAC’s 50th anniversary, celebrated so well by Mike Palmquist and the Colorado State University team in 2021 and to anticipate the next 50 years of WAC and WID on our campuses and in our communities. We also recognize the pivotal moment we occupy. We have come through the unwelcome intrusion of the pandemic years and have adapted to the new hybrid mode that its exigencies demanded, meeting this year both in-person and virtually as we swing into our new calendar of odd-year celebrations of IWAC.

During IWAC 2023, we want to celebrate the successes of our WAC experiences while taking time to reflect on what we want WAC to be, who we want to address and what we need to do to become more inclusive in accomplishing the vision we hold for WAC, an ever-evolving educational phenomenon.

IWAC 2023 is organized by the Pearce Center for Professional Communication, which offers interdisciplinary, collaborative and project-based programs for undergraduate interns, graduate teaching assistants and faculty fellows. We are grateful for the dedicated conference gift from the Pearce family and for considerable financial support from our college partners and organizations across campus.

Planning the conference has given us opportunity to learn just how adaptable, future-oriented and resilient WAC practitioners are in addressing challenges and finding opportunities. We so look forward to sharing your ideas, your strategies and your company during IWAC 2023!

With warmest regards,

Your IWAC Conference Team

Cameron Bushnell, Sarah Costley and Allison Daniel



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Sponsors

The IWAC 2023 Planning Committee would like to thank the following for their generous sponsorship of the conference:

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Exhibitors

WAC Clearinghouse
Clemson University Press
Hawkes Learning
Parlor Press/WAC Journal

Planning Committee

Conference Chair: Cameron Bushnell
Associate Director: Sarah Costley
Associate Director: Allison Daniel
Program Designers: Sarah Grace Swift and Allison Daniel
Graduate Assistant: Hannah Taylor
A special thanks to Mike Palmquist for all of his assistance with the planning of the conference and Cris Wilson of Clemson Computing and Information Technology for his technical support and advising that made this hybrid event possible.

Location

The 2023 International Writing Across the Curriculum Conference takes place at the Clemson University Clyde V. Madren Conference Center in Clemson, South Carolina, June 14-17, 2023.

A Hybrid Event

Whether speakers are in-person, virtual or a combination, both in-person and virtual conference-goers will be able to attend each and every session. For virtual attendees, we are livestreaming every session. You will be able to join via Whova and participate in any session. For in-person attendees, a room is allotted for every session, even if all of the speakers are virtual. You will be able to go to the allotted room in the Madren Center and participate in each session via the technology provided in the room. Alternatively, you can visit our overflow room and tune in on your own laptop through Whova (headphones required).

Workshops

Pre-conference workshops will take place on Wednesday, June 14. All registrants are eligible for one free workshop if selected at registration. An additional workshop was available for purchase for \$50. Your name badges indicate which workshop(s) you selected and will need to be presented for admittance. Snacks will be served outside the Bellsouth Auditorium beginning at 3 p.m.

Welcome Reception

Please join the IWAC 2023 Planning Committee for a welcome reception to be held at Kite Hill Brewing Co. from 7-9 p.m. Wednesday, June 14. Attendees will be able to purchase food and drinks directly from the venue and a shuttle will be provided. More information can be found on pg. 21.

Information/Registration Desk

IWAC 2023 staff will be at the registration desk during the times listed below. If you need assistance during the conference, please visit the desk or locate a staff member in a yellow lanyard to help you.

Wednesday, June 14: 10:30 a.m. - 7 p.m.

Thursday, June 15: 7 a.m. - 6 p.m.

Friday, June 16: 7 a.m. - 6 p.m.

Saturday, June 17: 7 a.m. - 1:30 p.m.

Name Badges

Name badges are available for pickup at the registration desk. Your name badge should be worn to all sessions and social events. Any add-ons you selected at registration, such as a second workshop, are listed on your name badge, which will serve as your entrance ticket.

Refreshment Breaks and Meals

Breakfast will be served in the Grand Ballroom on Thursday, Friday and Saturday from 7:30 a.m. to 8:45 a.m. Lunch will be served in the Grand Ballroom during the keynote presentations on Thursday, Friday and Saturday from 11:45 a.m. to 1:15 p.m. Snacks and drinks will be served outside of the Bellsouth Auditorium. Drinks will be available throughout the conference, and snacks will be available Thursday and Friday from 2:45 p.m. to 6 p.m.

Posters

Posters will be on display in the conference exhibit center in the Grand Hallway throughout the conference. You will be able to view the posters at your convenience, and presenters will be available to discuss their work at their discretion. Selected posters will be moved to the Executive Board Room on Saturday morning for a formal poster session (see pg. 70).

Exhibitors

IWAC 2023 exhibit tables are located in the Grand Hallway and are available throughout the conference. For a list of exhibitors, please see pg. 6.

Overflow Seating

Overflow seating will be available in Training Room II for all sessions. You will be able to attend the session via Whova, but please be considerate of other attendees using the space and wear headphones. Some will be provided in the room if you do not have your own. If you need technical assistance while in overflow, please ask the staff member in the room for help.

Internet Access Information

The Madren Conference Center has wireless internet access for attendees. Those with eduroam accounts may use the Clemson eduroam wifi and log in with their home university credentials. Those without an eduroam account should navigate to Clemson Guest wifi and follow the prompts to create a guest account. If you have issues accessing the internet, please visit the registration desk for assistance.

Parking

Attendees driving to the conference may park in the designated parking spaces at the Madren Conference Center. Accessible parking is available in the marked spots with a valid placard. Please note that if you drive to Clemson's campus, you will need to purchase a campus parking pass or pay a meter to park. For information on purchasing these passes and Clemson's parking guidelines, please visit Clemson Parking Service's webpage.

Shuttle

A free Tiger Transit shuttle is available for attendees between the official IWAC 2023 hotels and the Madren Conference Center. Shuttles will run consistently throughout the day during conference events. Travel outside of the designated times and routes is not accommodated by the shuttle. For a complete shuttle schedule, please visit the information desk or refer to your welcome packets. Your name badge will serve as your entrance ticket to the shuttle.

Accessibility

The IWAC 2023 planning committee is committed to providing an inclusive and accessible environment for all conference attendees. For accessibility concerns during the conference, please visit the registration desk or email the conference organizers at iwac2023@gmail.com.

Quiet Room

Training Room I will serve as a quiet room for attendees who need to make use of it. When in the room, please do not listen to sessions or make phone calls that might disturb other attendees who need a quiet space. Please also be considerate of strong fragrances within the space for those who might have sensitivities. The quiet room will be available throughout the entire conference, and the IWAC staff can assist you with any specific needs and requests as needed.

Restrooms

Restrooms are located outside the Auditorium and Seminar Room I. Please refer to the conference center map on pg. 2 for more detailed information. In addition to these two locations, restrooms are also available inside the Solé on the Green restaurant.

Copying and Printing Information

Printing and copying services are available at the UPS Store located at 501-8 Old Greenville Highway. The Central-Clemson Library in Central also offers print services for a small fee. Poster printing can be done via East Park Printing in Clemson or PIP in Anderson. Please note that turnaround times will vary and you should contact the printers directly for more information. There is no public printer access on Clemson's campus.

ATM Access

There is a Founders Credit Union ATM available in the Madren Conference Center and additional ATMs located on Clemson's campus, including a Wells Fargo ATM located within the bookstore lobby of Douthitt Hills and a non-bank affiliated ATM in Cooper Library.

Dining and Nightlife Information

The IWAC 2023 Planning Committee encourages you all to visit local shopping and dining options. To help assist you in this process, we have created a guide to local attractions that can be found on Whova and our website. A limited amount of printed copies are available at the registration desk. We are also offering a dinner shuttle Thursday and Friday from 6:00-9:00 to transport attendees between Clemson's downtown, the Madren Center and conference hotels.

Medical Services/Emergencies

In case of a severe medical emergency, please call 911. For basic first-aid necessities, please visit the registration desk for assistance. If you need to seek non-emergency medical care from a professional, you can visit AnMed Care Connect at 885 Tiger Blvd. or AFC Urgent Care Clemson at 13400 Clemson Blvd.

Social Media

Follow us on social media for the most up-to-date conference information throughout the event:

Facebook: International Writing Across the Curriculum Conference

Twitter: [@iwac_conference](https://twitter.com/iwac_conference)

Instagram: [iwac.conference](https://www.instagram.com/iwac.conference)

Whova

We are using the online event platform Whova to help streamline our hybrid conference. A few notable features are the ability to favorite sessions and create your own personalized agenda, to take notes, to use the chat and Q&A features, to network with other attendees on the Community Board and to watch the recorded sessions after the conference. Whova will also house general conference information, such as the program, the conference attendee guide to visiting Clemson, a map of the Madren Center and more. Conference organizers will also send messages through Whova. Virtual attendees will use Whova to access all conference proceedings. While the presentations will be streaming through Zoom, Whova will eliminate the need to find specific Zoom links. Instead, you'll be able to choose and join your chosen session through Whova. There will be a space to chat and ask questions as well. You can access Whova online or via the Whova app on your phone. For information on using and downloading the platform, please reference the Whova guides sent to you via email, posted on our conference website and included on Whova.

WAC Awards

The Association for Writing Across the Curriculum and the WAC Clearinghouse sponsor awards that recognize contributions to the WAC community through scholarship, service and achievement. Nominations are solicited prior to each International Writing Across the Curriculum Conference, and awards winners are announced at the conference.

Best WAC Monograph

This award recognizes an authored book (including books by multiple authors) that makes an exceptional contribution to WAC scholarship, including (but not limited to) WAC programming, administration, pedagogy and impact.

Best WAC Edited Collection

This award recognizes an edited collection that makes an exceptional contribution to WAC scholarship, including (but not limited to) WAC programming, administration, pedagogy and impact.

Outstanding WAC Dissertation

This award recognizes a dissertation that makes an exceptional contribution to WAC scholarship, including (but not limited to) WAC programming, administration, pedagogy and impact.

Best WAC Article or Chapter Focused on Research

This award recognizes a research-based article or chapter that makes an exceptional contribution to WAC. Nominated work should primarily offer the methodology and results of a research study, even if the findings have programmatic, theoretical or pragmatic implications.

Best WAC Article or Chapter Focused on Pedagogy, Theory or Practice

This award recognizes an article or chapter that makes an exceptional contribution to WAC scholarship in the areas of pedagogy, theory or practice. Nominated work should primarily offer us theoretical ways of approaching WAC work, discussions of program design and operation or insights regarding pedagogy, even if this work is based in research.

Early Career Contributions to the Field

This award recognizes early career scholars (i.e. graduate students and scholars in the first nine years of their academic career) who have made significant contributions to the field of WAC through scholarship or service.

Outstanding Contributions to Diversity, Equity and Inclusion in the Field

This award recognizes scholars who have promoted diversity and inclusion in the field of WAC through scholarship and service.

Distinguished Fellow of the Association for Writing Across the Curriculum

This award recognizes distinguished scholars (i.e., scholars in field for at least 15 years) who have made significant contributions to the field of WAC through scholarship, service and/or achievement. This is an award that continues beyond the year in which it was made.

Exemplary WAC Programs

The Exemplary WAC Program Awards series recognizes the extraordinary achievements of WAC directors and/or administrative teams to establish, maintain and sustain programs that foster and facilitate exemplary engagement with Writing Across the Curriculum at their institution, as well as institutional commitments to support these achievements. Three awards will be issued each award cycle, corresponding with the years dedicated to program building.

Art Young and Kathleen Blake Yancey

Grand Ballroom

Friday, June 15 at 11:45 a.m.



Art Young is the Robert S. Campbell Chair and professor emeritus of English at Clemson University, where he founded and coordinated Clemson's award-winning communication across the curriculum program (1989-2009). In March 2002, Young received the Exemplar Award from the Conference on College Composition and Communication for outstanding achievement in teaching, research and service. Formerly, he was professor and head of the Department of Humanities at Michigan Technological University (1971-1987), where he joined with colleagues to create a nationally recognized writing across the curriculum program (1977-1987). In 1996, Michigan Tech awarded him an honorary Doctor of Sciences and Arts degree for his contributions to WAC locally and nationally. He is the author of numerous book chapters, articles and reviews and is the co-editor of seven books on WAC. He has served as a consultant on WAC to more than 70 colleges and universities in the U.S. and abroad.

Kathleen Blake Yancey, Kellogg W. Hunt Professor of English and Distinguished Research Professor Emerita at Florida State University, has served as president or chair of several scholarly organizations: the National Council of Teachers of English, the Conference on College Composition and Communication, the Council of Writing Program Administrators and the South Atlantic Modern Language Association. Co-founder of Assessing Writing, she is a past editor of *College Composition and Communication*, and she has also guest edited several journal issues, including for *Across the Disciplines*. Author or co-editor of 16 scholarly books — among them “Assessing Writing across the Curriculum: Diverse Methods and Practices” and “Writing Across Contexts: Transfer, Composition, and Sites of Writing” — she has authored over 100 articles and book chapters, often with colleagues. Her awards include the Purdue Distinguished Woman Scholar Award, the CCCC Research Impact Award, the FSU Graduate Teaching Award, the CCCC Exemplar Award and the NCTE Squire Award.



A Luncheon Address in Counterpoint

In the language of music theory, counterpoint is a compositional technique in which two or more melodic lines (or "voices") complement one another but act independently.

Art Young

Writing, Learning, Collaboration: A Tale of Two Universities

It's been my good fortune to have helped develop two Writing Across the Curriculum programs that have become recognized locally and nationally. The first was at Michigan Technological University, where I was the department head of humanities from 1976 to 1987. The second was at Clemson University, where I founded and coordinated the WAC/CAC program from 1989 until my retirement in 2009. The serendipity of discovering and learning deeply from WAC theory and practice influenced my career as a teacher and program administrator. WAC's focus on engaged teaching, active student learning and the importance of building community became central to my own professional life. Building communities with students in and beyond classrooms and with faculty in all disciplines on campus was rewarding and essential to WAC program development. The resulting desire to build a national and international community of WAC teachers, scholars and administrators led Clemson University to plan and co-host the first four biennial national WAC conferences (1993, 1995, 1997, 1999) and then again to plan and host IWAC 2006 and IWAC 2023. This will be my WAC story — and yours.

Kathleen Blake Yancey

Tracing WAC's Braided Trajectory: Community, Practice, Research and Theory

From its beginnings over 50 years ago, Writing Across the Curriculum has been understood in several ways, most commonly as a story about learning and teaching. As WAC programs in various forms took hold, communities developed on individual campuses, in the United States and around the world. Indeed, our 2023 conference refers to WAC as a movement. At the same time, WAC has sponsored considerable research, focusing on WAC programs themselves, of course, but also on research exerting considerable influence on higher education, including efforts supporting high impact practices, the teaching of writing, assignment design and its effects and best response strategies. During this time, another major change has occurred, almost without our attending to it explicitly: in our conception of writing. As WAC began, writing was understood principally, though not exclusively, as language; as WAC continued and disciplinary faculty shared their writing practices, writing itself began to look different and to be re-defined, from a language-only practice to a practice also including, even privileging, diagrams and images, sound and movement. Put another way, while WAC's contributions to the ways we learn and teach are, as Jane Austen would have it, almost universally acknowledged, its contributions to the ways we now understand writing are much less so. In this talk, then, I begin sketching out some of those contributions to the ways we now understand writing.

Julia Chen

Directions for English Across the Curriculum: Lessons from WAC

Grand Ballroom

Friday, June 16 at 11:45 a.m.

Julia Chen is the director of the Educational Development Centre at The Hong Kong Polytechnic University and courtesy associate professor at the Department of English and Communication. Her research interests include English across the curriculum, leveraging technology for education and using learning analytics for quality enhancement. She is the principal investigator of several joint-university projects on EAC and using technology for literacy development. Chen is deeply honored to be selected as a Distinguished Fellow of the Association for Writing Across the Curriculum. She is also a two-time recipient of her university's top award for excellent performance and a Principal Fellow of Advance HE. The inter-institutional EAC team that she leads received the competitive 2022 Hong Kong University Grants Committee Teaching Award (collaborative team category). Chen was the organizer of three international EAC conferences in 2015, 2018 and 2021 and looks forward to welcoming WAC scholars to the next.



This keynote situates the development and influences of WAC in Hong Kong, where the overwhelming majority of people speak Chinese as their mother tongue and learn English as an additional language, within a (supposed) trilingual and biliterate education system. Many students enter university with public English examination scores that are equivalent to around 50-75 in TOEFL iBT and consequently experience difficulty studying in English as the medium of instruction and assessment. In addition, the packed undergraduate curriculum does not allow much space for the development of academic literacy in English. It is in this context that WAC has grown in Hong Kong and taken the form of English Across the Curriculum. This talk traces the development of EAC by presenting some key milestones and discussing several of the major considerations necessary for positioning EAC to embrace the future. Challenges abound: innovating and transforming while maintaining the current and the past; building capacity for future literacies; leveraging technology and reshaping strategies in the rise of AI; finding continuous resources; generating impact and increasing visibility; managing risks; remaining in the periphery or gaining a foothold in the mainstream; expanding in reach and influence; and strengthening into a sustainable initiative. Hopefully, by finding echoes among WAC communities, this sharing can be the start of conversations and co-explorations to come.

Ligia A. Mihut

Linguistic Justice: Rights, Policies and Practices from a Transnational Perspective

Grand Ballroom

Saturday, June 17 at 11:45 a.m.

Ligia A. Mihut (mee-hootz) is an associate professor of English at Barry University where she teaches first-year composition and multimedia writing courses. Mihut received her Ph.D. in English with a specialization in writing studies from the University of Illinois at Urbana-Champaign. Her areas of research include immigrant literacies/rhetorics, linguistic justice and transnationalism. Drawing on two years of ethnographic research, Mihut is currently working on a book, "Immigrants, Brokers, and Literacy as Affinity," exploring literacy's entanglement in networks of economic and political frames. As the recipient of the 2015-2016 CCCC Research Initiative Award (with Alvarez, Khadka and Sharma), she is also involved in a comparative study of writing practices in four different countries: Romania, Nepal, India and Colombia. Her work has been published in CCC, Literacy in Composition Studies, Reflections and several edited collections.



In this talk, Ligia Mihut proposes and develops a linguistic justice approach as a frame for pedagogies of language pluralism. This approach, she argues, simultaneously and necessarily incorporates at least two moves: on the one hand, it exposes monolingual standards, and on the other hand, it actively integrates cross-cultural rhetorics and translingual writing in the classroom. In a linguistic justice frame, both actions — critique of monolingualism and integration of plurilingual practices and theories — are essential to centering and valorizing linguistically-rich practices. The talk will first introduce theoretical influences and historical background on language rights including Geneva Smitherman's (1995) work on the background of the "Students' Right to Their Own Language" statement. It will further discuss how we can move to practices by drawing on research on both multilingual, international scholars teaching in the United States and scholars teaching writing in different disciplines in Eastern Europe. Based on these practices, Mihut will conclude with suggestions on how we can enact a linguistic justice approach through a theoretical, ideological or pedagogical angle or through a multi-layered modality.

WEDNESDAY

NOON	—	3:00 P.M.	WORKSHOPS 1-3
3:30 P.M.	—	6:30 P.M.	WORKSHOPS 4-6
7:00 P.M.	—	9:00 P.M.	WELCOME RECEPTION

W.1 Designing RAD WAC Research

Chair: Christopher Basgier, Auburn University

Workshop | Meeting Room I

Christopher Basgier, Auburn University

Michael Pemberton, Georgia Southern University

Scholars in rhetoric, composition and writing studies have urged the field to conduct more replicable, aggregable and data-supported research (Haswell, 2005; Driscoll & Perdue, 2012, 2014). According to Haswell (2005), RAD research is characterized by “inquiry that is explicitly enough systematized in sampling, execution, and analysis to be replicated; exactly enough circumscribed to be extended; and factually enough supported to be verified” (Haswell, 2005, p. 201). For Writing Across the Curriculum scholars, RAD research can provide a means for testing, refining and expanding our body of knowledge about pedagogy and program design. Furthermore, it can provide WAC professionals with research to share with faculty, campus partners and administrators who are equipped to think critically about the validity of our claims about, for example, writing to learn, writing-intensive courses or writing-enriched curricula. This workshop will introduce RAD research principles to participants and guide them through the design of a RAD research project. Participants may be at any stage of a scholarly project, from incubating an idea to building on research they have already published. By the end of the workshop, participants will have learned about RAD principles and considered how to enact them in their own research.

W.2 Crafting WAC Equity White Papers in Your Discipline

Chair: Stacey Sheriff, Colby College

Workshop | Seminar Room I

Stacey Sheriff, Colby College

Sherri Craig, Virginia Polytechnic Institute and State University

This 2023 IWAC pre-conference workshop introduces the goals of the WE: Writing Equity in the Disciplines white paper series, announced by the Association for Writing Across the Curriculum in 2022, and invites participants to contribute. In this workshop, participants will first review and discuss a draft of the white paper, “Writing Equity: Inclusive Writing Practices in Technical & Professional Writing.” Then, workshop facilitators will provide a template and heuristic for participants to work in small groups and define the concerns and contents of a white paper on equitable writing instruction in their specific disciplinary focus areas. Small groups will conclude by proposing collaborative partnerships to co-author a WE white paper for online publication and distribution by AWAC.

W.3 Transformative Initiatives for Sustainable WAC

Chair: Lauren Silber, Wesleyan University

Workshop | Seminar Room II

Lauren Silber, Wesleyan University

Kelin Loe, Texas A&M University – Commerce

Jenny Krichevsky, California State University, Fresno

This workshop takes an ecological perspective on WAC (Cox et al.; Reiff et al.; Inoue) by framing WAC work as one thread of a complex campus ecology made up of administrative allocations, labor structures, diverse student populations and our everyday interactions with the people who contribute to a writing culture on campus. In collaboration with other writing program administrators, we will complicate the notion that WAC work necessarily needs to reconcile the different approaches of top-down institutionalization and bottom-up grassroots advocacy (McLaren et al.). With three examples of transformative WAC initiatives in very different contexts — graduate student support, WID writing fellows and writing centers — we are able to consider multiple strategies that WAC programs can use to build and develop writing cultures that are sustainable, connective and transformative

W.4 What Our Policies Say: Inclusive Language

Practices for Syllabi Writing

Chair: Adele Leon, Nova Southeastern University

Workshop | Seminar Room I

Adele Leon, Nova Southeastern University

Claire Lutkewitte, Nova Southeastern University

Melissa Bianchi, Nova Southeastern University

Star Vanguri, Nova Southeastern University

Juliette Kitchens, Nova Southeastern University

This workshop recognizes the power of language to affect worldviews, specifically in the design of equitable, accessible and inclusive interdisciplinary course policies in a COVID-19 classroom. As writers and instructors, we acknowledge that equity, accessibility and inclusivity begin before the first class meeting, long before students even enroll in the course. Once the curriculum is approved, these practices are enacted within the syllabus. A syllabus is — for most students — the first impression of a college course, and its language sets the tone for what is valued and what is not valued in academic spaces, university policies and classroom practices. The goal of this workshop is to identify and mitigate exclusivity/exclusion in syllabi in order to practice/model an inclusive community. Through a series of discussions and small-group activities, participants will get hands-on experience building community-just curriculum enacted through a syllabus that takes into consideration students’ roles and experiences that extend beyond the hierarchical structure of students as knowledge consumers.

W.5 Meaningful Inquiry: How to Integrate Equity into Research Assignments

Chair: Amanda Folk, The Ohio State University

Workshop | Meeting Room I

*Amanda Folk, The Ohio State University
Katie Blocksidge, The Ohio State University
Jane Hammons, The Ohio State University*

*Christopher E. Manion, The Ohio State University
Hanna Primeau, The Ohio State University*

We created an intensive instructor development workshop that contextualizes research and inquiry-based assignments within persistent racial and social class equity gaps in higher education. Our workshop highlights the importance of intentionality and transparency in terms of writing and information literacy expectations. While transparency benefits all students, this is especially important for students whose identities have been and are marginalized in our institutions, as the lack of transparency creates a hidden curriculum that might remain inaccessible. Workshop participants learn to use strategies, including Decoding the Disciplines, Transparency in Learning and Teaching and writing to learn, to create action plans to revise a course or assignment. Facilitators will discuss the theoretical foundations of this workshop and lead participants through key activities designed to help instructors make their assignments more transparent and equitable. Participants will leave with frameworks, strategies and resources, such as a sample workbook and action plan template, to address equity gaps and research assignments on their own campuses. We recommend bringing a laptop or tablet, though this is not required to fully participate.

W.6 WAC Summer Institute Alumni Workshop: Building Sustainable Programs One Year Later

Chair: Alisa Russell, Wake Forest University

Workshop | Seminar Room II

*Alisa Russell, Wake Forest University
Chris Anson, North Carolina State University*

*Jeffery R. Galin, Florida Atlantic University
Cristyn L. Elder, University of New Mexico*

Participants from the 2022 WAC Summer Institute in Athens, Georgia, are invited to attend this one-year anniversary alumni event. The facilitator team will solicit topics based on the original exit survey that participants want to explore in more depth than the WACSI allowed (e.g, community outreach, budgeting, inclusive practices, potential pitfalls, etc.). Participants will also be asked to share developments that have happened with their WAC initiatives over the previous year so we can continue to learn from one another's institutional contexts, reflect and brainstorm next steps. This workshop will look a lot like a WACSI session: engaged, applied and collaborative learning. Not only is this workshop meant to support WAC leaders as they continue building their WAC programs, but it is also meant to keep WAC leaders connected and in relationship with one another.

**Please join us for the
IWAC 2023 Opening Reception**

Kite Hill Brewing Co.

Wednesday, June 14

7-9 p.m.

150 Thomas Green Blvd

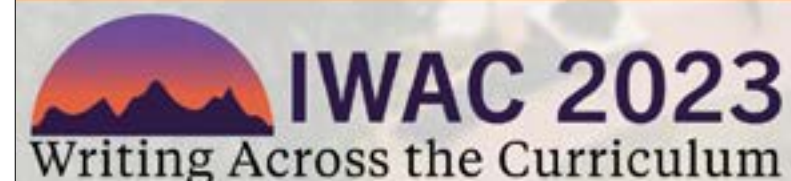
Clemson, SC 29631

The first pint is on us!

Bring the ticket placed in your name badge holder to redeem your free drink.

Shuttle services will be provided for the event between Madren Center, the conference hotels and Patrick Square.

Drinks. Food. Games. Networking.



THURSDAY

7:30 A.M.	—	9:00 A.M.	BREAKFAST
8:15 A.M.	—	8:45 A.M.	WELCOME ADDRESS
9:00 A.M.	—	10:15 A.M.	SESSION A
10:30 A.M.	—	11:45 A.M.	SESSION B
11:45 A.M.	—	1:15 P.M.	LUNCH AND PLENARY 1
1:30 P.M.	—	2:45 P.M.	SESSION C
3:00 P.M.	—	4:15 P.M.	SESSION D
4:30 P.M.	—	5:45 P.M.	SESSION E

A.1 Writing Beyond the Classroom: Developing Student Creativity and Workplace Readiness

Chair: Doug Hesse, University of Denver

Individual Paper Panel | Auditorium

Creative Nonfiction Across the Curriculum

Doug Hesse, University of Denver

If WAC is to have a larger impact beyond campuses and disciplines, it needs to include writing for publics about disciplinary knowledges — in styles and genres that are not only accessible but also attractive to readers by choice, not obligation. This is the province of creation nonfiction: a host of traditions from literary journalism and personal essays, from memoirs and profiles. In popular subject-based publications, such as those found in series like “The Best American Science Writing” or in any number of popular history or social science books and magazines, complex subject matter has a strongly narrative element, often with individual scientists or scholars featured as “characters,” with all the “literary” techniques of description, dramatization, conversation and so on making the works engaging. This talk explains why — and how — WAC and WID programs should incorporate this kind of writing alongside writing to learn, writing to master disciplinary conventions and other mainstays of the WAC tradition.

Humanities at Work: Towards a Model for WAC-Workplace Partnerships

Elizabeth Kimball, Drexel University

While WAC is a movement firmly placed inside the university context, WAC programs offer a potent framework for creating robust workplace writing collaborations. In this presentation, I detail one such partnership, a collaboration I call Humanities at Work, which offers strategic support, capacity building and writing center-style services to a fast-growing nonprofit addressing urban poverty. I then recount my work to replicate the partnership, first by conducting a feasibility study and exploring models for financial resourcing and then by aligning the project within the university WAC program. I situate the work within my university’s strategic plan to tap into the market for lifelong and professional learning.

A.2 Writing Classrooms for the Twenty-First Century and Beyond: Lessons Learned since 2020

Chair: Leslie Ann Roldan, Massachusetts Institute of Technology

Panel | Meeting Room I

Leslie Ann Roldan, Massachusetts Institute of Technology

Malcah Efron, Massachusetts Institute of Technology

Michael Trice, Massachusetts Institute of Technology

Eric Grunwald, Massachusetts Institute of Technology

While the COVID-19 pandemic forced us to adapt our pedagogy to the challenges of remote learning, in many ways, the pandemic provided an opportunity to build upon Robinson et al.’s (2019) survey of digital tools in the writing classroom and reinforced the need to further explore how we engage with digital tools. At our institution, we not only relied more upon the ecosystem of digital tools built over the last thirty years but also rapidly moved from in-university solutions to industry-standard learning management systems, video conferencing and pedagogical tools. The four presentations demonstrate how communication instructors in STEM (math, biology and computer science) and second-language writing incorporated digital tools to increase student connections to writing in their fields (Palmquist et al., 2020). In doing so, the panelists review how the kairotic moment informed the application of digital tools, shifts in pedagogy and, in some cases, reinforced the established link between visual design and digital pedagogy (Sorapure, 2010). Together, these presentations examine both the role of the digital tools in implementing activities and instruction but also comment on how movement between digital and physical spaces created challenges and opened up opportunities for pedagogical innovation.

A.3 Transitioning from W Courses to WAC in the “Age of Austerity”

Chair: Jennifer Grouling, Ball State

Panel | Meeting Room II

Shane Lanning, Ball State

Courtney Crisp, Ball State

Jennifer Grouling, Ball State

This “age of austerity” (Scott & Welch, 2016) with continual budget cuts and decreases in programming does not seem like the ideal time to build a WAC program. And yet, such programs are more important than ever. This panel asks how we can do this work through backchannels in a time when our primary means of starting programs are simply not available. Our university has a writing-intensive requirement in the core curriculum but has thus far not had a WAC program or director. We found that the concerns White (1990) expressed over 30 years ago were still happening at our school. The writing requirement lacked consistency and guidance. Outcomes related to writing and assessment of such outcomes were inconsistent at best, and there were few criteria for a course to be granted the W designation. As a part of a graduate-level course in research methods, we conducted a study of actual practice in these W courses. We collected syllabi and interviewed six W instructors. This presentation focuses on the results of that study and strategies for potentially transitioning from W courses to a more robust WAC program.

A.4 Inventing a WAC Program at a Two-Year College: A Tale of Unlikely Partnerships

Chair: Stacy Wilson, Mesa Community College

Respondent: Elizabeth Wardle, Miami University

Roundtable | Meeting Room III

Kathleen Mead, Mesa Community College

Stacy Wilson, Mesa Community College

Jennifer Fay, Mesa Community College

Alex Arreguin, Mesa Community College

Suzanne Cordeiro, Mesa Community College

Belinda Weiss, Mesa Community College

This roundtable presentation will describe the material realities of starting a WAC program in community college settings. Working from an existing framework designed for WAC programs situated within four-year institutions, presenters will describe their efforts to adapt such framework for a community college context. Finally, presenters from various disciplines will share how this revised WAC framework led to curricula redesign initiatives as well implications moving forward for general education curricula.

A.5 The Loneliness is Real: Threshold Concepts as Community-Builders

*Chair: Lauren Garskie, Gannon University**Panel | Seminar Room I***Threshold Concepts as Grounding Research and Community Creators for Writing-Intensive Courses***Lauren Garskie, Gannon University***The Limiting and Ordering Work of Threshold Concepts within a Doctoral Nursing Writing Course***Sara Austin, AdventHealth University***Alone Together: Libraries, Threshold Concepts and the Shared Work of Ambassadorship***Melissa Forbes, Gettysburg College*

McLeod and Miraglia (2001) argued that “more than any other recent educational reform movement . . . WAC is uniquely defined by its pedagogy” in that “it asks for a fundamental commitment to a radically different way of teaching” (Russell, 1991). Threshold concepts can be an invaluable framework for spreading effective writing pedagogy across the curriculum (Basgier & Simpson, 2019) by challenging reductive approaches to writing pedagogy and creating shared vocabulary and values (Anson, 2015). An important ancillary function, however, is that once shared, they can also function to build a community of practice (Wenger, 1999) among previously separate instructors. Connections built in this way can be particularly important for WAC coordinators at smaller institutions, many of whom might be the only composition person, and thus the WAC person, on their campus. In considering strategies for starting a program, this panel of three lonely heart WAC coordinators discuss the role threshold concepts have played and continue to play in building confidence, connections and community at institutions where few or even no one shares their disciplinary background.

A.6 The Promise of WAC Micro-Credentials: Supporting Student Success and Faculty Professional Growth

*Chair: Ming Fang, Florida International University**Panel | Seminar Room II**Kimberly Harrison, Florida International University**Ming Fang, Florida International University**Christine Martorana, Florida International University*

As we consider WAC’s development over the next 50 years, we focus on the emerging trend for micro-credentialing in higher education. Despite the growing presence of digital micro-credentialing (also called “badging”) within the academy, there is a lack of attention being paid to the role that WAC can play in digital badging. Given the ways in which higher education is embracing digital badging, and specifically digital badging in relation to effective writing, we suggest that WAC is well-positioned to capitalize on this moment as a means of productively influencing not only the future of digital badging within the academy but also the future of WAC impact on campuses. We argue for the role of micro-credentialing in WAC programming and also maintain that it can be used for promoting equity and access for students across campus, an important goal of our WAC program in a large, urban, Hispanic-serving university. Specifically, this panel will outline our strategic partnership with our Office of Micro-Credentials, illustrating the potential for digital badging in existing WAC programming. We will provide an overview of both our faculty and student-facing WAC micro-credentials and conclude by offering assessment data that point to successes and areas for future change.

B.1 WAC in the Face of Large-Scale Curricular Changes: Where Do We Go From Here?

*Chair: David R. Russell, Iowa State University**Individual Paper Panel | Auditorium***A WAC/WID Program in Transition: Responding to Large-Scale Curricular Change***Heather Bastian, The University of North Carolina at Charlotte*

This reflective and exploratory presentation addresses the question: How does a WAC/WID program re-envision itself and remain relevant when faced with large-scale curricular change? The presenter offers a case study of a WAC/WID program at a large state research university facing a general education revision that eliminates the upper-division disciplinary writing-intensive course requirement. Currently, a majority of the program’s work supports this requirement. The presenter brings together theoretical frameworks for WAC planning and development (Cox et al., 2018; Jackson & Morton, 2007; Linkon & Pavesich, 2015; Peters, 2019; Sheffield, 2018) to explore the kinds of questions, processes and changes a program undergoes when a core element of its programming is eliminated and when the place of writing across the disciplines is in flux. Participants will be invited to share their own experiences. Together, the presenter and participants will reflect on the processes and frameworks WAC practitioners can engage when responding to change and re-envisioning their programs.

I was a Writing Program Administrator, and It was Wack (but not WAC)*Lee Morrissey, Clemson University*

Reflecting on my years as chair of the Department of English at Clemson University, my presentation topic is the problem of scale. All other questions in the call for proposals — social justice, global issues, academy to profession — hinge, in writing instruction, on small class size. At large universities, small class sizes require large faculties or large graduate programs. Clemson is a large university that continues to think of itself, and indeed advertise itself, as the small one it used to be. Consequently, there is a perennial crisis in the Clemson English department, which has accidentally become tasked with administering advanced writing as English courses and thus not as Writing Across the Curriculum. This crisis manifests itself in various related ways: permanent underfunding; growth in the underpaid, untenurable lecturer category (now representing two-thirds of the faculty in the English department); an increasingly unmanageable department (how does one chair evaluate and reappoint 90 faculty?); lecturer anger at the inequity of the situation; and tenure-track survivor guilt. The way out of this impasse is Writing Across the Curriculum: it would spread writing instruction out for all. But that solution means understanding that what we have now, at least here at Clemson, is wack, not WAC.

What do the Next 50 Years Hold for WAC/WID Research?*David R. Russell, Iowa State University*

The next 50 years hold great promise for WAC/WID research. It has burgeoned in size and scope, especially in the last 20, as the WAC Clearinghouse has provided a free platform for publication. Because WAC/WID research is an immense variety of things, here I simply ask: What fields does it intersect with? What trajectories might our research in the next 50 years take in terms of interdisciplinary collaboration and mutual influence? How can we get out of our silos and help others get out of theirs? I’ll focus on four: 1) The first adjoining field is really an immense landscape of fields: research in the teaching of different disciplines (e.g., science education). 2) Research in the field of composition might be thought of as the overarching field of which WAC/WID is a subset, but composition is itself a discipline, so is included in WID. 3) College centers for excellence in learning/teaching are now a common feature of higher education in the United States and natural allies of WAC/WID research. 4) The overarching field of writing studies includes WAC/WID research as it asks: How do people write and learn to write in different human(/machine) activity systems?

B.2 Improving Access and Inclusion in Online Writing Across the Disciplines: The Role of Writing Centers

Chair: Meghan Velez, Embry-Riddle Aeronautical University

Panel | Meeting Room I

Meghan Velez, Embry-Riddle Aeronautical University

Janine Morris, Nova Southeastern University

Nikki Chasteen, Nova Southeastern University

This panel will address how writing centers can help address the issues of accessibility and inclusivity at stake for online WAC programs. The panelists are writing center administrators whose centers support writers enrolled in online or distance learning courses across disciplines. Informed by the CCCC position statement on online writing instruction, GSOLE’s principles and tenets of online literacy instruction and research and best practices in writing centers and WAC, speakers will organize the discussion around the following questions: how do online writing centers support access and inclusion for writers across disciplines, what online writing center professional development practices can be productively taken up in WAC programs to improve accessibility, and how can writing centers support effective online writing curriculum development across disciplines.

B.3 Addressing Competing Activity Systems to Increase Writing Self-Efficacy in an Engineering First-Year Design Course: Reports from a Pilot Study

Chair: Eliana Schonberg, Duke University

Panel | Meeting Room II

Eliana Schonberg, Duke University

Sage Cooley, Duke University

A writing studies faculty member and an undergraduate writing tutor, in consultation with engineering faculty, present results of a pilot study to increase genre integration and reduce activity system competition in a multi-section engineering first-year design class. Quantitative and qualitative data address pedagogical interventions aimed at community-based clients, engineering faculty and undergraduate writing fellows. We show how navigating inter-activity system communications intentionally and metacognitively increases the versatility of students’ rhetorical agility and their ability to adapt both writing and engineering self-efficacy beyond the first year and into their workforce transitions.

B.4 WAC and Structural Sustainability of Small Liberal Arts Colleges

Chair: Joshua Barszczewski, Muhlenberg College

Roundtable | Meeting Room III

The Work of WAC in Changing Liberal Arts Conditions

Lisha Daniels Storey, Austin College

A Tale of Two Colleges

Joshua Barszczewski, Muhlenberg College

Sustaining WAC Visibility and Viability

Katherine Daily O’Meara, St. Norbert College

Jennifer Juskiewicz, Saint Mary’s College

This roundtable will feature four WAC specialists describing how they articulate WAC’s value to small liberal arts college faculty and administration, especially in light of how WAC crosses disciplinary lines. The speakers demonstrate how WAC is essential to the structural sustainability of our respective SLACs at a time when SLACs are facing numerous challenges to their existence. Using an interactive format, we invite audience members to share stories of their own labor and hope to create a space of commiseration, strategy building and affirmation.

B.5 Reimagining Language: Creating Antiracist Linguistic Practices

Chair: Shuv Raj Rana Bhat, Texas Christian University

Individual Paper Panel | Seminar Room I

Critical Stylistics as an Antiracist Pedagogy in Writing Across the Curriculum

Shuv Raj Rana Bhat, Texas Christian University

In the presentation, I will demonstrate how critical stylistics is a more linguistically-oriented approach that provides the writers, researchers, teachers and students with specific linguistic tools — naming, describing, representing actions, equating, contrasting, prioritizing, implying, assuming, negating and hypothesizing — to study multimodal texts, composing practices and teaching praxis.

Agents of Change: How Writing Program Administrators Enact Anti-Racist WAC

Jessa M. Wood, University of Minnesota

Calls for racial justice have pushed writing programs to renew commitments to fighting white language supremacy, drawing unprecedented attention to patterns of systemic racism in writing instruction long discussed by scholars of color (CCCC, 2020; CCCC, 2021; Pimentel, 2021). Unfortunately, WAC as a subfield has devoted considerably less attention to anti-racist work than other areas of writing program administration (Lerner, 2018); Anson (2012) describes a lack of attention to race as a “black hole” in WAC scholarship. In response, many scholars, including the Association for Writing Across the Curriculum Executive Committee (2020), have called for WAC programs to take on anti-racist work (e.g., Hendrickson & García de Müller, 2016; Martini & Webster, 2021; Young & Condit, 2013). This presentation explores how WAC practitioners have taken up these calls. Analyzing findings from a mixed methods survey and preliminary results from qualitative interviews, I examine how a sample of WPAs working in WAC programs at a variety of institutions in the United States conceptualize and implement anti-racist work in WAC contexts. These findings provide a helpful picture of the state of anti-racist WAC efforts at U.S. institutions, suggest strategies for anti-racist work and highlight ongoing challenges to inform future theorizing.

The Importance of Writing Inclusivity: Reimagining What the College Writing Classroom is to the Native American Student

Beth Lee, Purdue University Global

This presentation will examine the current climate in higher education for Native American learners, look at inclusivity and equity concepts within writing in the classroom and, finally, examine access and representation issues. We will cover specific examples and testimonies to provide a more equitable learning environment for our Native American writing students. We will discuss how we can tackle this by reimagining the rhetoric that it is outdated and exclusionary, which has most likely caused the low enrollment and graduation success of Native American students. Ultimately, a higher education degree should not be a choice between getting an education and honoring your people and culture. Finally, we will engage with strategies of writing that can evolve with the student body to be inclusive and not exclusive, responsive and forward-thinking so that everyone’s authentic voice is heard.

B.6 Cultivating Equitable WAC Classrooms

Chair: *Emily Bouza, University of Wisconsin-Madison* Individual Paper Panel | **Seminar Room II**

Values-Based Interventions for an Activist, Departmental WAC Approach

Emily Bouza, University of Wisconsin-Madison

I believe that the future of WAC will lead us towards addressing linguistic and social justice as an essential element of our work. We need to find a manner to do this that is sustainable and allows for wide uptake if we want to make true ideological change on campuses. Drawing from the cultural ecology writing across communities approach (Kells, 2007), the departmental model of WAC (Anson & Flash, 2021) and the activist framing for writing program administration (Adler-Kassner, 2008), I have developed an approach for WAC that merges an attention to social and linguistic justice with sustainable, practical manners to increase vertical integration of writing pedagogy. I have been working with a department for the past two years to name and build upon their values around writing, social and linguistic justice and curriculum. In this presentation, I will summarize the values the department named and how we arrived at this description of their values. Then, I will share the interventions that we have started based upon the overlapping values as we work towards increasing the department’s attention to social justice issues, inclusive teaching practices and development of disciplinary writing skills.

No Resting on Laurels: Examining a Decline in Faculty Engagement with Equity-Based Programming

Tiffany Rousculp, Salt Lake Community College

One year, a two-year college WAC program receives national awards and makes big strides towards equity-based faculty support and anti-racism policies. The very next year, no one shows up to equity-based workshops. Not one person. What happened? In this presentation, we look at the results of a limited study into what currently discourages and encourages faculty regarding participation in equity-based pedagogical development opportunities specifically focused on student writing success. The findings demonstrate assumptions gone wrong and look towards the constant challenges of making a WAC program relevant to faculty in complex and burdened times. Results of modified strategies round out this presentation

Deep Accountability: Motivating Obligations in Disciplinary Writing Instruction

Lacey Wootton, American University

This presentation will discuss findings from an institutional ethnography of emotional labor in disciplinary writing instruction, focusing on participants’ self-constructed sense of “deep accountability.” This accountability involves obligations to students, colleagues and the discipline or profession, and it serves as a motivating factor in participants’ deployment of emotional labor in support of students’ writing development. But it also leaves these faculty vulnerable to exploitation of labor that exceeds institutional requirements. Session attendees will consider this exploitation and ways to mitigate it, including for faculty groups often most vulnerable to exploitation, such as contingent and BIPOC faculty.

B.7 Writing Across STEM and Humanities: Professional Communication and Information Literacy Through Public-Facing Assignments that Transcend Disciplinary Boundaries

Chair: *Jill Dahlman, California Northstate University* Panel | **Board Room**

Tereza Joy Kramer, California Northstate University College of Health Sciences
Emily Mills-Ko, California Northstate University College of Health Sciences
Elizabeth Baxmeyer, California Northstate University College of Health Sciences
Jill Dahlman, California Northstate University College of Health Sciences
Rosemary Effiong, California Northstate University College of Health Sciences
Damon Meyer, California Northstate University College of Health Sciences

In this panel discussion, our team has taken an interdisciplinary approach to information literacy through two distinct initiatives that involve STEM students and faculty who teach science and humanities courses. The first initiative involves students creating blog posts simultaneously in two separate courses: Immunology and Professional Communication. Using a scaffolded approach that utilizes feedback from instructors and peers, the blog assignments use the same learning outcomes and criteria. Through this assignment, students experience a greater sense of ownership over their writing since the blog posts are available to the public, and students understand the interconnected nature of communication across disciplines. In the second initiative, students in English, general biology and general chemistry courses are tasked with learning and writing about environmental literacy by understanding the impact extreme weather has on biological systems and the environment. The aim is to foster an environmentally aware community who sees the relationship between human health, environmental health and the ethical obligations we all share in advocating for environmentally sustainable practices. Overall, our goal is to improve communication and information literacy among STEM students who can then utilize these skills as a professional.

Keynote Address: A Luncheon Address in Counterpoint **11:45 * | Grand Ballroom**

Introduction: Michael Pemberton

Art Young: “Writing, Learning, Collaboration: A Tale of Two Universities”

Kathleen Blake Yancey: “Tracing WAC’s Braided Trajectory: Community, Practice, Research and Theory”

IWAC Awards presented by Mike Palmquist, Ann Blakeslee and Doug Hesse at the conclusion of the keynote address.

*Lunch will be served beginning at 11:45. Keynote address will begin at noon.

C.1 WAC’s Transnational Role in One Program’s Institutional Success: A Short History of How the University of Missouri’s WAC Program Internationalizes Its Mission

Chair: Amy Lannin, University of Missouri

Respondent: Martha Townsend, University of Missouri

Panel | Auditorium

WAC Program Internationalization as Response to Administration’s Call

Martha Townsend, University of Missouri

Building International Communities of Practice around WAC/WID

Amy Lannin, University of Missouri

Graduate Students’ Perceptions of Academic Writing in the STEM Fields

Maha K. Kareem, University of Missouri

When our university’s provost declared in a university-wide forum that “To become a truly great university, it must be an international university” (Deaton, 1994), those of us involved with Campus Writing Program foresaw not simply an opportunity but a necessity to grow beyond our boundary of providing writing-intensive support for University of Missouri faculty and students. At that time, CWP was successfully providing 350 WI courses per year for students to graduate with their two WI requirements. Faculty had the backing to create the WI curriculum that would best serve their majors. Further, graduate students in the disciplines — including international students — were prepared to assist faculty and students in writing and critical thinking in their major fields. All of these program elements are ongoing; this work is never “finished.” Still, years into our WAC program’s development, we were well positioned to respond to the call for international collaboration. This panel shows how an international focus is embraced and offers perspectives from three panelists — former and current program directors and the program’s current graduate research assistant — who share how teaching, research and administration combine to respond to the call for internationalization — and how it helps to position the program for the future.

C.2 “They’re a Hard Bunch to Crack”: Developing Meaningful Writing Supports for Biomedical Graduate Students

Chair: Hannah Soblo, Augusta University

Panel | Meeting Room I

James Garner, Augusta University

Romana Hinton, Augusta University

Hannah Soblo, Augusta University

Although writing is central to most STEM fields, not all faculty treat writing as integral to STEM coursework (Moon et al.). Many graduate STEM fields are mentor-driven: Whether students receive explicit instruction in disciplinary writing is dependent upon their exposure to faculty principal investigators who value writing as both a disciplinary skill and tool for learning. Many programs position writing as secondary to clinical training or lab research, taking a product rather than process-driven approach to writing that does not adequately integrate a curriculum/culture of writing into their graduate students’ education. At Augusta University, the Center for Writing Excellence has begun to do this work through a multi-faceted approach to supporting biomedical Ph.D. students and faculty. In this panel, the presenters will offer concrete strategies for meeting programmatic writing needs for both students and faculty, including identifying allies within leadership; establishing a presence within individual cohorts; becoming part of the community’s professionalization process; asking productive questions; developing timely, relevant support interventions; and providing multiple options for writing time and feedback. Overall, we argue that writing support cannot be one-off and cannot be limited to one-on-one consultations; instead, it must be woven into the fabric of students’ daily experiences and holistic programming.

C.3 From WAC Through WID to Professional Practicum: Reflecting on a GTA Writing Fellows Professional Development Model

Chair and Respondent: Katalin Beck, Clemson University

Roundtable | Meeting Room II

Stone Washington, George Washington University

Reza Ghaiumy Anaraky, New York University

Oluwadara Abimbade, Clemson University

Maira Patino, Clemson University

Graduate teaching assistants play an essential, yet often understated and unsupported, role in undergraduate students’ development as disciplinary writers. In spite of their growing responsibilities and increasing numbers, GTAs receive little preparatory training for disciplinary pedagogy in general, and even less preparatory training for writing pedagogy in particular (Buerkel-Rothfuss and Gray, 1991; Nyquist et. al., 1991). The Graduate WAC Fellows program at Clemson University is one of the few existing models that aims to fill this gap. Our proposed roundtable discussion promises to expose the nuts and bolts of the program and reflect on its efficacy. Key stakeholders in the Clemson Graduate WAC Fellows program will consider how the professional development program is shaped by its unique institutional position and funding context, by the recruitment and outreach that connect it to various colleges and departments within the university, by the evolving curricular mapping that connects the program’s two semesters and the optional third semester practicum and by the intentional strategies toward sustainable operations and development. We believe our program’s peculiar characteristics and history offer generalizable insights to writing-focused GTA professional development, and the examination will ultimately contribute to expanding the reach and amplifying the benefits of WAC.

C.4 Graduate Writing Support Around the Globe

Chair: Katie Fry, University of Toronto

Individual Paper Panel | Meeting Room III

Graduate Writing Support in the Disciplines at the University of Toronto

Katie Fry, University of Toronto

As we ponder what the next 50 years hold for Writing Across the Curriculum, one question that springs to mind is how the movement’s purview might be expanded to address the fast-growing demand for graduate writing support. Although the WAC/WID movement in North America was originally (and continues to be) focused on the undergraduate student population, more and more programs and researchers are beginning to consider how WAC/WID might help us meet the complex needs of graduate-level writers. This presentation will contribute to this new frontier of WAC scholarship by sharing data collected on graduate writing supports offered across campus at the University of Toronto. It will present findings from a survey of and interviews with graduate students and coordinators from programs across the disciplines (life sciences, physical sciences, social sciences and humanities) that document the kinds of graduate writing support offered by individual graduate units and the level of student satisfaction with this support. This presentation aims to promote discussion regarding how WAC/WID initiatives can be better mobilized both within and across campuses to improve writing support for graduate students.

Translanguaging and Transdisciplinary Practices of L2 Graduate Students in Peer Review

Amy Hodges, University of Texas at Arlington

Cassandra Yatron, University of Texas at Arlington

Adam Stein, University of North Texas

Lindsey Surratt, University of Texas at Arlington

This presentation reports on a study of peer review reports completed by international and L2 graduate students (n=62) in an elective academic writing course over a period of two years. Using corpus linguistics and pattern coding, we provide a descriptive analysis of L2 graduate writers’ observations of differences in disciplinary or language conventions. The implications of this study include frameworks for peer feedback in L2 graduate writing support that support students’ translanguaging and transdisciplinary practices.

C.5 The Promises and Perils of Implementing a New General Education Curriculum at a Flagship Land Grant Institution

Chair: Christopher E. Manion, The Ohio State University

Panel | Seminar Room I

Alan Kalish, The Ohio State University

Melissa Beers, The Ohio State University

Christopher E. Manion, The Ohio State University

A multidisciplinary group of program administrators including a WAC coordinator will discuss the process of exploring, planning and implementing a major revision of the general education curriculum at a large flagship land-grant institution, a curriculum that makes significant changes to and provides opportunities for the role of writing in the curriculum. The new curriculum aspires to be integrative, involving theme courses meant to engage students with a range of disciplinary modes of thinking and inquiry toward thematic issues and questions and courses that “bookend” students’ general education experience, first introducing them to the kinds of reflective activity to help them integrate and track their learning and later giving them an opportunity to collect work that reflects their learning into an e-portfolio. Furthermore, writing along with technology and data analysis are to be embedded within undergraduate program curricula, positioning the WAC program to help departments align these literacies into their programs. The panelists will talk about how they coordinated with a range of stakeholders throughout the university to initiate and assess the new curriculum, about the challenges they see ahead and about the role they see for writing and writing programs as the curriculum is underway.

C.6 Ungrading as Anti-Ableist and Anti-Racist Assessment

Chair: Molly Ubbesen, University of Minnesota Rochester

Panel | Seminar Room II

Molly Ubbesen, University of Minnesota Rochester

Aaron Bruenger, University of Minnesota Rochester

Bronson Lemer, University of Minnesota Rochester

Our writing team argues for ungrading as both an anti-ableist and anti-racist assessment practice as we are committed to accessibility, equity, transparency and linguistic justice. The research study we will present focuses on how students feel about our ungrading practices as well as our pedagogical reflections to examine if we are truly acting on our social justice commitments in our grading practices. In our presentation, we will describe our ungrading schemes, analyze student feelings about our schemes as well as our own pedagogical reflections and promote ungrading as a more accessible and equitable practice. We will also present our plans for assessing our assessment and sharing our knowledge and suggestions through starting a WAC program at our institution.

D.1 Challenging Disintegrative Learning from Undergraduate to Beyond the Institution

Chair and Respondent: Elizabeth Wardle, Miami University

Panel | Auditorium

WAC Leadership and Integrative Learning at the Undergraduate Level

Caitlin Martin, Embry-Riddle Aeronautical University

Promoting Systemic Change in Graduate Writing Structures

Mandy Olejnik, Miami University

Credentials, Certificates and Competencies: Considering an Integrative Approach to Online, Asynchronous Education

Angela Glotfelter, The University of Alabama in Huntsville

This panel argues that Writing Across the Curriculum programs are well-situated to combat disintegrative approaches to the teaching of writing in higher education. WAC programming and practitioners can serve as change agents who make changes to recenter the point and purpose of writing education on deep learning, evidence-based practice and equity. WAC programs have a long history of responding to public perceptions on writing education (Palmquist et al., 2020), and this history has prepared WAC to counter issues of disintegration at multiple levels in the practice of teaching writing. Doing so requires grassroots, systemic change of the kinds that WAC has long worked toward. After a framing of the historical pressures that have created the disintegrative paradigm now prevalent in higher education, this panel explores three interventions to change perceptions about writing in higher education at the undergraduate level, the graduate level and at the level of public perception. The panel concludes with a respondent reflecting on this charge and these change efforts, calling the audience to action.

D.2 What are You Reading? Using Scholarship to Explore WAC’s Next 50 Years

Chair: Pamela B. Childers, McCallie School

Panel | Meeting Room I

Pamela B. Childers, McCallie School

William J. Macauley, Jr., University of Nevada, Reno

Presenters will share the results of an international survey focused on what WAC professionals read as we look to the next 50 years of WAC. Our survey is informed by “Fifty Years of WAC: Where Have We Been? Where Are We Going?” (Palmquist et al., 2020). The research and scholarship that WAC currently values will be presented and discussed. Audience members will be invited to complete the survey themselves, adding their readings to the data. We will also invite audience members’ input on future surveys and WAC topics that should be examined closely via scholarship and publication. Thus, participants will articulate the future of WAC based on the scholarship and other publications of the past, present and near future.

D.3 The Professional Divide Between Writing and Language Studies: History, Bibliometrics and Implications for WAC

Chair and Respondent: Tyler J. Carter, Duke Kunshan University

Panel | Meeting Room II

A Comparative Rhetoric of Writing and Language Instruction in the United States

Tyler J. Carter, Duke Kunshan University

Measuring the Relationship between Writing-Centered Fields using Citation Data

Aleksandra Swatek, Adam Mickiewicz University, Poznan

This panel discusses how writing studies as a field might consolidate knowledge over national, transnational and transdisciplinary borders. Two complimentary projects that address this issue will be presented, followed by a collaborative discussion. The first project uses sociohistorical methods to discuss why writing and language studies may be destined to remain estranged from each other in the United States, and the other uses bibliometric methods to look at the current landscape of transnational publishing in writing studies. We will discuss finding a common ground upon which to evaluate varied approaches of writing instruction, which journals work towards cumulative transdisciplinary knowledge making and how WAC has and will continue to benefit from a transnational perspective.

D.4 How Nursing Faculty Teach Writing: A Multi-Year Project to Embed WAC Across a BSN Curriculum

Chair: Heidi G. Nobles, University of Virginia

Panel | Seminar Room I

T. Kenny Fountain, University of Virginia

Ashley Hurst, University of Virginia

Heidi G. Nobles, University of Virginia

In this panel, representatives from both the School of Nursing and WAC at the University of Virginia will speak to the challenges and rewards of designing and implementing an ambitious writing-enhanced baccalaureate nursing student curriculum. Faculty leaders will discuss decision-making, execution and assessment in and outside the school during the initiative's first four years; they will also look ahead to future goals for WAC in the School of Nursing and across the university. Panelists will convey the vision and practicalities of this project, which was built on research from the first 50 years of WAC. The result is an actionable model for implementing a writing-enhanced curriculum, along with lessons learned on the ground that attendees can use in their own institutions as we all continue into our next 50 years.

D.5 Unconventional Approaches to the WAC Classroom

Chair: Jennie Wakefield, Clemson University

Individual Paper Panel | Seminar Room II

Beyond Text: Language and the Kinesthetic as Partners

Jennie Wakefield, Clemson University

When the pedagogical writing situation is not wholly persuasive, creative or generative, what is the situation and the role of writing and of a writing teacher? As a composition instructor with experience — both successful and unsuccessful — using writing in architecture studios and as an associate teacher of Tamalpa Institute, founded by members of landscape architect Lawrence Halprin's family, I found that sometimes an “extra-linguistic” (Robert Yagelski) writing situation is needed. This extra is a language-body partnership that addresses a gap in established WAC approaches, especially in disciplines that involve making, poesis. By positioning the kinesthetic alongside communication rather than in service to it, as the term “body language” implies, writing not only aids invention and communication, not only helps us read things as text, but also supports a feedback process through which the verbal, the visual and the kinesthetic integrate. The whole becomes greater than the sum of the parts, challenging mind-body dualism and creating an opening for the synthesis of qualitative/quantitative learning valued in design disciplines like architecture.

All Eyes on Abstracts: Forging the Pronoic Possibilities of Teaching the Visual Abstract in the Composition Classroom

Molly Ryan, Virginia Tech

In consideration of genres ready to support Writing Across the Curriculum programming in the future, the visual abstract immediately answers the call; with implications of accessible, identifiable and generalizable research dissemination, this new and rapidly growing medium is becoming more and more centric in broad fields of scientific communication. The pronoic potential of the visual abstract is not limited to the communication of research; it is a modality of writing that speaks to students' individual expression, connection to their studies and current trends in technological advancement. This session will examine the possibilities for teaching the visual abstract as a facet of WAC programming, both as a valuable tool for students going forward and as a central locus of research genre literacy for the instructor.

Moonshot Writing: Cancer Prevention Online Discourse Communities in WAC Pedagogy

Kristy L. Crawley, Forsyth Technical Community College

In light of President Biden's Cancer Moonshot goal of reducing cancer cases, this presentation focuses on environmental cancer prevention discourse communities that function as a new topic in WAC pedagogy in the next 50 years. Students enrolled in WAC courses have the potential to serve as powerful agents of change through their participation in environmental discourse communities focused on cancer prevention. Conference attendees will leave the session with ideas for including cancer discourse communities within their own classrooms through writing activities linked to cancer-prevention activism.

E.1 The Role of WAC in Student Funding

Chair: Joanna S. Johnson, University of Miami

Individual Paper Panel | Auditorium

Leveraging WAC to Reduce Disparities in Grant Funding

Joanna S. Johnson, University of Miami

Efforts to change WAC institutional culture and adopt explicitly anti-racist pedagogies and environments for students, instructors and the community have been urgent and necessary. But what might actually and practically be done by the WAC community in order to reduce disparities in other disciplines? How can WAC approaches and disciplinary knowledge be leveraged to counter inequities in other academic fields? This presentation documents an example of specific work and “high-impact practice” undertaken at my (medium-sized, private R1) institution that could address this in an actionable way, namely by using WAC principles to increase minority scientists’ rates of funding, publication and citation. Not only do members of these underrepresented groups have limited access to scientific careers and institutions in the first place, they too often find that once they arrive, they are not promoted, published or funded as much or frequently as their white counterparts, even when controlling for other factors (Stevens et al., 2021). Given WAC has a rare, if not unique, position in relation to all other disciplines, our responsibility to social justice surely reaches outside of the writing studies or WAC

Proposing Entrance: Accessing Undergraduate Research Fellowships

Thomas Polk, George Mason University

My presentation will qualitatively explore access by studying the proposal writing practices of students applying for undergraduate research fellowships across disciplines at a majority-minority university. This study draws on a socio-material practice methodology to explore how two students took different pathways to gain access to their undergraduate research fellowships. Through this lens, I make visible the headwinds and tailwinds that mediated their access by focusing on the forms of capital (Bourdieu, 1986) that each drew on to compose their proposals. I use my findings to define access as a multidimensional concept and important site of intervention where WAC specialists can facilitate more equitable pathways toward highly-valued curricular experiences.

E.2 Crossing the Great Divide: Implementing WAC from Accounting through Zoology

Chair and Respondent: Errol C. Sull, Purdue Global

Panel | Meeting Room I

Errol C. Sull, Purdue University Global

Lynne Smelser, Purdue University Global

The importance of Writing Across the Curriculum could not be more important now as additional subjects of study are adopted by schools, and an exponential growth of technology makes the need to write in a major even more crucial. The great equalizer for all is writing, and knowing how to effectively write not only enhances each student’s efforts in the classroom but also becomes a weighty tool to wield for any potential employer. Approaches to administrators, fellow faculty members, department chairs and deans for adopting WAC could be markedly improved by embracing several approaches that have proven successful, effectively muting the four biggest challenges offered to implement WAC: cost of effectuating the program, lack of time, intimidation of writing and the idea that only an English department should teach the subject. This presentation offers solid and proven responses to each of these areas, as well as unique and creative approaches to introducing WAC and a successful follow-up program to assure WAC remains an important tour de force in all higher institution courses. With extensive audience interaction, this is the only — and thus especially important — program that rolls all facets of “Let’s get WAC going and keep it going!” into one presentation.

E.3 WAC Program Development Strategies

Chair: Lindsey Ives, Embry-Riddle Aeronautical University Individual Paper Panel | Meeting Room II

Looking Back to Move Forward

Carroll Nardone, Sam Houston State University

Todd Primm, Sam Houston State University

“Looking back to move forward” might seem an oxymoron to some, but this session seeks to find the lessons learned in order to shape future development — all along a positive trajectory. Our activity begins with a backward look at approaches, challenges and opportunities we faced in our mid-size, regional comprehensive (classified as Carnegie R2) institution. The session continues with the integration of others’ experiences and a plan to map out transitions for the future. This collective activity, based in critical incident technique and recent literacy scholarship, seeks to join voices from among the smaller WID/WAC programs (without full-time staff or directors) to use our experiences to collaboratively build a vision for the future, while keeping local needs and constraints in mind. In keeping with the conference theme, participants will leave with some specific plans for moving forward into their next 50 years.

Balancing Flexibility with Accountability: Assessing a WID QEP at a STEM Institution

Lindsey Ives, Embry-Riddle Aeronautical University

Linking writing programs to accreditation offers an opportunity to enact positive change in an institution’s culture of writing, but it comes with a range of challenges (Sharer et al., 2016). In this presentation, I will use cultural-historical activity theory (Russell, 2010) to analyze what I learned about assessment from the process of starting a WID program as a Quality Enhancement Plan created for reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges. A formal recommendation from the SACSCOC on-site committee emphasized the importance of large-scale assessment for accreditation. It also highlighted the tension between accreditor expectations and best practices for assessing WID programs.

Using a WAC Advisory Committee to Develop and Sustain a WAC Initiative

Michael Keathley, Purdue University Global

Sheryl Bone, Purdue University Global

In their foundational studies, Condon and Rutz (2013) and Thaiss and Porter (2010) expressed the concern that despite the evident need for clear leadership to develop and sustain a Writing Across the Curriculum initiative, few institutions have such leadership in place. Furthermore, the leadership of a WAC initiative, like WPA roles in general, is often tagged onto the full-time duties of a writing center director or department chair with the unfortunate attitude that the job is more management than leadership (INWAC, 2014; Mendenhall, 2014; Charlton & Rose, 2009). By definition, WAC leadership also should evolve from individual to group oversight (Condon & Rutz, 2013). Given this larger context, Purdue Global University proposed and created a WAC advisory committee in 2018 to oversee the nuts and bolts of the Purdue Global University WAC initiative. This presentation will share how the group was proposed and approved; its membership; some of its key activities to date; and plans for sustaining and evolving WAC in the future. Time will be provided for the sharing of resources and idea sharing by attendees.

E.4 Editorial Roundtable on the IWAC 2023 Edited Collections

Chair: Christopher Basgier, Auburn University

Roundtable | Meeting Room III

Christopher Basgier, Auburn University

Magnus K. H. Gustafsson, Chalmers University of Technology

Maureen A. Mathison, University of Utah

Terry Myers Zawacki, George Mason University

This roundtable offers conference attendees the opportunity to learn more about the two IWAC 2023 edited collections, one a more general conference volume and one focusing on topics of relevance transnationally. Editors will offer guidelines on turning a conference presentation into a manuscript chapter for each collection. They will also describe how and to what extent chapters are expected to be different from journal articles on similar topics. Attendees will have ample time to ask questions of the editors about the two projected collections and the potential “fit” for their individual presentations in one or the other.

E.5 Writing Strategies for Student Change

Chair: Radhika Jaidev, Singapore Institute of Technology Individual Paper Panel | Seminar Room I

Towards Achieving a Writing-Enriched Curriculum in a University in Singapore

Radhika Jaidev, Singapore Institute of Technology

At the Singapore Institute of Technology, all students take a first-year academic literacies module, Critical Thinking and Communicating, which uses a critical thinking model to teach students how to write for academic purposes. All teaching materials are designed using “backward design” (Wiggins & McTighe, 2005), beginning with discussions with content professors to understand the academic writing outcomes students would need to write their assignments in their degree programs and then working backwards to develop instructional materials that would provide the foundational writing knowledge and skills that students need for those assignments. However, research informs us that one individual module taught in year one of students’ degree programs is inadequate in enabling them to repurpose the writing knowledge and skills acquired in year one to respond to the different writing outcomes of content modules as they progress through the years. Therefore, we have formalized the embedding of assignment-specific writing instruction in different types of assignments in selected content modules from year two to year four through what we call Communicating Across the Curriculum. This paper will document the sequence of events in planning such a university-wide curriculum revamp over two years and its challenges, both systemic and people-related.

Towards a New Pedagogy of Transfer Across the Disciplines: Supporting Underprepared Student Writers in STEM

Kristen Starkowski, Harvard College

This presentation will share findings from a mixed-methods study on student perceptions of writing in STEM. Combining interview and survey data, the project aims to understand the nature of writing tasks in STEM courses, how students are accessing support and what feels challenging or familiar to students about STEM writing following two semesters of first-year writing instruction. I share practical gateways for first-year writing instruction and STEM instruction geared toward the skills necessary in STEM education and STEM professions.

WACKing FYC: Making Threshold Concepts of Writing “Troublesome”

Jerry Stinnett, Grand Valley State University

This presentation argues that first-year composition courses can foster broader and more enduring writing-related learning transfer by integrating WAC/WID projects into first-year writing instruction. The presentation first shows how the troublesomeness of threshold concepts, and thus the transformation their acquisition represents, depends on students’ motivation to join a given professional or disciplinary community. Since the FYC course cannot presume similar motivations in students, FYC courses need to explicitly link threshold concepts of writing studies to objectives students value in order to foster transformations of student perspectives and the associated transfer of learning. Integrating WAC/WID projects in FYC is one way to possibly accomplish this linkage and foster broader and lasting writing-related transfer in FYC.

Peer Learning and Tacit Knowledge Acquisition In Writing Courses

Mian Wang, Tsinghua University

The purpose of university education is to shape the value of human beings and help students to realize the identity transformation from knowledge recipients to knowledge producers. Peer learning can be regarded as an effective way to achieve this goal. Based on Polanyi’s personal knowledge theory, this study takes the writing class of Tsinghua University as the research object. It reveals that the essence of peer learning is to build a community of practice, which promotes the acquisition of “indwelling” and tacit knowledge through full practice and then creates conditions for the further production and sharing of tacit knowledge through the mechanism of “indwelling interlock.”

E.6 The Importance of Multiple Perspectives in the WAC Classroom

Chair: *Ann N. Amicucci, University of Colorado Colorado Springs* Individual Paper Panel | **Seminar Room II**

Embracing Complexity: Contradictions Between Perception and Application of Counterargument in Writing-Intensive Assignments

Christy Goldsmith, University of Missouri

Julie Birt, University of Missouri

Any foray into a social media discussion makes clear that we are living in a particularly divisive sociopolitical moment featuring ubiquitous and ineffective counterargumentation. In this study, we consider our sociopolitical context alongside discussions within our Writing Across the Curriculum program to investigate how writing-intensive instructors describe counterargument and require students to address multiple perspectives via writing. Our findings indicate that nearly half of instructors present a limited view of counterargument (requiring students to argue one side or making no mention of multiple perspectives), and only 10 percent of the writing assignment descriptions we analyzed asked students to address multiple perspectives (i.e., two or more sides) in their writing. In 2023, the International Writing Across the Curriculum Conference will ask us to think about where we see the future of WAC. We present these findings as one answer to that question: The future of WAC requires programs — especially enduring programs like ours at the University of Missouri — to reevaluate the way we understand and present the argumentative writing task to WI faculty. As WAC administrators, we can support WI faculty in developing assignments that mimic the complexity of authentic disciplinary counterargumentation.

Dismantling Future Teachers' English-Only Assumptions: An Exploratory Video Assignment

Ann N. Amicucci, University of Colorado Colorado Springs

In teaching future K-12 teachers, we have an opportunity to encourage expanded perspectives on multilingualism. The presenter will explain a video assignment from a college course on teaching English to speakers of other languages where students explore how public spaces accommodate the needs of multilingual users and identify applications to their future classrooms. In this assignment, students learn the value of posting written material in multiple languages, displaying culturally-inclusive visuals and proactively considering the needs of multilingual users. The presenter will share analysis of student videos and post-video reflections from an Institutional Review Board-approved study of student learning in the course.

From Pandemic to Post-Pandemic WAC Pedagogy: Paradigm Shifts

Xiangying Huo, University of Toronto

Students whose languages are not English are often disadvantaged when their writing proficiency is judged against hegemonic standard native speaker norms. Such deficiency models devalue multilingual students' languages, leading to linguistic racism. Liberatory anti-racist, anti-oppressive writing pedagogy was used at a major university in Ontario, Canada. Qualitative methods were employed, including students' academic journal entries, reflections and teacher feedback. The study shows the great impact of the application of this anti-racist writing pedagogy (e.g., multimodality — multiple means of representation and expression, cultural responsiveness, constant encouragement, high motivation, personalized feedback, learner autonomy and humanistic teaching, as well as the instructor's focus on sharpening learners' critical perspectives and raising critical contrastive rhetorical awareness) to empower students and meet learners' individual needs. The anti-racist, emancipatory approach has dramatically developed multilingual students' willingness to write, learner confidence and satisfaction; enhanced their writing and critical thinking skills; and developed agency, identity, academic voice, a greater sense of belonging and inclusive transformation. Some paradigm shifts are imperative to inform post-pandemic WAC pedagogy — from grammar to critical thinking, from skills to communication, from dichotomized pedagogy to pluralized pedagogy — and thus to teach English writing in a more inclusive, democratic and ethical way.

FRIDAY

7:30 A.M.	—	9:00 A.M.	BREAKFAST
9:00 A.M.	—	10:15 A.M.	SESSION F
10:30 A.M.	—	11:45 A.M.	SESSION G
11:45 A.M.	—	1:15 P.M.	LUNCH AND PLENARY 2
1:30 P.M.	—	2:45 P.M.	SESSION H
3:00 P.M.	—	4:15 P.M.	SESSION I
4:30 P.M.	—	5:45 P.M.	SESSION J

F.1 WAC Past, Present and Future: Drawing on What We Know to Transform Public Perceptions of Writing

Chair and Respondent: Elizabeth Wardle, Miami University

Panel | Auditorium

1977: Revolution and Doing the Next Right Thing

Elaine Maimon, Advisor, American Council on Education

Learning To Name and Act From What We Know

Linda Adler-Kassner, University of California Santa Barbara

A History of Trying to Change Public Conceptions: What Has Happened?

Elizabeth Wardle, Miami University

From its inception, the Writing Across the Curriculum movement has entailed efforts to make deep change in how people think about, use, teach and legislate writing. The panelists explore the roots of this change-making revolution, noting the importance of early work to change how the United States government defined writing and, thus, to change the sorts of projects it funded. That early work set the stage for a second and third wave of writing scholars to more explicitly name what our field had learned about writing in a myriad of change-making projects in the late 1990s and early- to mid-2000s. Despite all of this important work, our field is at a crossroads where it must once again consider whether we are an outward-facing field or an inward-facing field. Many public efforts have diminished in the past decade while the need for a strong rhetorical education has never been greater. This panel shares some recent efforts to engage with publics beyond the typical audiences for WAC programming and invites attendees to participate in brainstorming regarding how to engage in public-facing change efforts at their own institutions.

F.2 WAC as a Force for Social Change

Chair: Beth Carroll, Appalachian State University

Roundtable | Meeting Room I

Beth Carroll, Appalachian State University

Sarah Zurhellen, Appalachian State University

Julie Karaus, Appalachian State University

Kelly Terzaken, Appalachian State University

Using WAC scholarship on social change as our lens, the speakers on this roundtable reflect on how WAC at our institution has addressed social justice issues on our campus and in the community. Since its founding in 2008, our WAC program has focused on cultivating inclusive and equitable environments for students, faculty and writers. We address the needs of groups and individuals on the margins of the institution — contingent faculty, community college faculty, community writers, transfer students and others whose needs might otherwise be ignored. In showcasing these efforts, we consider our successes as well as our challenges in developing WAC with a social justice foundation, and we engage participants in a conversation about what this work might look like in their own contexts and why it is critical to the future of WAC.

F.3 AWAC Mentoring Committee Roundtable

Chair: Lindsay Clark, Sam Houston State University

Roundtable | Meeting Room II

Katharine H. Brown, Auburn University

The AWAC Mentoring Committee presents a roundtable event extending scholarship and discussions from our virtual workshop series over the last year. Last fall, Katharine H. Brown presented with a colleague on a new and innovative program they have developed for their writing center: affinity groups focused on LGBTQ+ inclusion. After sharing the groups’ design, goals and curricula, they described their methods of creating brave spaces for critical conversations. During this roundtable, Brown will share key takeaways from data collected as part of her Institutional Review Board-approved research study on semester-long affinity groups focused on LGBTQ+ inclusion. She will discuss queer worldmaking practices that can contribute to creating a more welcoming working and learning environment for members of the LGBTQ+ community. Attendees will have the opportunity to discuss these topics and gain insight and resources for their local contexts.

G.1 WAC's Role in Supporting Graduate Student Writing

Chair: Magnus K. H. Gustafsson, Chalmers University of Technology Individual Paper Panel | **Auditorium**

Studying the Supervision of Ph.D. Writing at a STEAM University – What's Its WAC Potential?

Magnus K. H. Gustafsson, Chalmers University of Technology

We report on and invite discussion about a project focused on the training of Ph.D. supervisors and their perceived challenges and ways of addressing supervision in changing times regarding publication practices, Ph.D. cohort profiles and supervision across languages and disciplines in English-medium education settings with science, technology, engineering, arts and mathematics education. From different supervision training contexts, we collected survey data, self-assessment data and reflection pieces. From Ph.D. writing courses, we collected observations about publication processes as well as self-assessment plans. We analyzed supervisors' self-assessment plans and reflections from supervision courses, both in terms of how existing supervision models fare in terms of applicability and transfer and in terms of the tensions and challenges supervisors perceive. The data from the Ph.D. students was analyzed against the same model and tensions to begin to analyze how Ph.D. students experience the kinds of challenges supervisors see. Findings suggest that supervision training, hand-in-hand with re-designed Ph.D. writing courses, is an increasingly important development area for WAC.

Reinforcing Revision: Graduate Student Assistant Director Impacts on Writing Assignments in Collaboration with Writing Fellow Partnered Faculty

Hannah Locher, University of Nevada, Reno

Alexandra J. Drozdoff, University of Nevada, Reno

Graduate student assistant directors for writing fellows embedded peer tutoring programs take up a distinctive position in faculty design of writing/speaking assignments by embracing their unique place in the student-instructor hierarchy in the university. Apart from their visible work of facilitating writing fellows' work across disciplines, GSAD interactions with faculty partners support faculty across the disciplines in revising and developing writing assignments to encourage thoughtful process, clear expectations and meaningful goals. Our exploration of GSAD assignment revision advocacy impacts the relationship between students and faculty and has professionalizing impacts for these graduate students; it also creates stronger ties between students and faculty in writing fellows-partnered courses while simultaneously improving assignment design (which improves student work) for future classes.

G.2 Methodological Approaches and Tools for Building Sustainable
WAC Programs: Three Interrelated Research Studies

Chair: Alisa Russell, Wake Forest University

Panel | **Meeting Room I**

Alisa Russell, Wake Forest University

Erin Marlow, Wake Forest University

Zak Lancaster, Wake Forest University

This panel explores the implementation of a whole systems approach to WAC program-building toward sustainability. Presenters describe how they launched the understanding phase (Cox et al., 2019) at their university through the use of three simultaneous, interrelated primary research studies. These three studies closely examine the perspectives of faculty, of first-year students and of upper-level students from across every division of the undergraduate college in terms of their writing practices and beliefs. This panel invites attendees to consider a range of concrete approaches to implement the understanding phase of the sustainable WAC model at their own institutions. This panel also encourages attendees to think broadly about the methodological approaches and tools that might be used to map the writing beliefs and practices of both faculty and students. Finally, this panel both presents and invites collective refinement of our shared theories for building sustainable WAC programs.

G.3 Transforming WAC at 50: What, How and for Whom?

Chair: Cristyn L. Elder, University of New Mexico

Roundtable | **Meeting Room II**

Cristyn L. Elder, University of New Mexico

Sherri Craig, Virginia Tech

Mandy Olejnik, Miami University

Shawna Shapiro, Middlebury College

Borrowing its title from the spring 2023 special issue of The WAC Journal, this panel consists of several authors from that published issue. Panelists will discuss their specific areas of research within WAC and highlight the directions they see the WAC field moving in relation to these topics — or hope to see it moving. The guest editor for the special issue will serve as both chair and respondent to the panel and offer additional insights based on the topics covered by the wider range of submissions to and authors of the special issue. Together, the panel will address the questions of what, how and for whom they see the field of WAC transforming at 50. Audience members will be invited to offer their own responses as well.

G.4 WAC Leadership: Global Community Program

Chair: Elisabeth Miller, University of Nevada, Reno

Individual Paper Panel | Seminar Room I

TAs in the WAC World: Preparing Future-Faculty to Teach With Writing

Elisabeth Miller, University of Nevada, Reno

This presentation calls for increased attention toward teaching assistants as an untapped population with tremendous potential for fueling the future of WAC (Rodrigue, 2012). TAs are too often viewed as cheap teaching labor that can quickly be assigned to introductory and writing-intensive courses. We argue instead for an understanding of TAs as valuable future faculty members, many of whom are eager for training and resources on teaching with writing. We should want TAs in WAC training, supporting their important work in writing-intensive courses across the curriculum. An extension of a recently-published study, this presentation looks at experienced disciplinary TAs who led breakout sessions during a required training for new TAs teaching writing-intensive courses at a large research university. Our research highlights the significant impact that WAC trainings can have on TAs who might otherwise receive no formal training in pedagogy. We argue that WAC programs are well-positioned to serve disciplinary TAs, for instance with training that introduces them to WAC principles and practices. As an extension to this kind of training, we argue that WAC programs can offer even more: namely, opportunities for experienced TAs to serve as leaders in WAC instructor trainings.

To Be Agents of Change, WAC Scholars Must Embrace Global Leadership

Michael Keathley, Purdue University Global

The turbulence of the past few years cannot help but impact Writing Across the Curriculum initiatives and scholars. There has been a need since the new millennium for WAC scholars to respond to the dynamic digital age and globalization (Rammia, 2015; Zumbunn & Krause, 2012). Over the last few years, multiple pandemics; social justice issues; political, economic and historical distress; skepticism about the value of education; diversity, equity and inclusion efforts; and more have only exacerbated the need for educators to re-evaluate almost everything they are doing. Because WAC has already been woven throughout many institutions as a catalyst for learning and teaching (INWAC, 2014), it is only natural for WAC scholars to engage in addressing current concerns. However, WAC scholars must become more strategic leaders as they seek to use their field of expertise to become positive change agents (Morrill, 2010; CCCC, 2013; Bifuh-Ambe, 2013). This presentation will focus on a call for WAC scholars to embrace characteristics of global leadership in order to become the agents of change who can positively help their field and institutions move forward in a

Positive Change Agents

Ritu Sharma, Purdue University Global

The presentation is ingrained in advocating for community-based collaborative problem-solving models to address the burning issues to enhance civic commitment. It is pertinent to ensure the WAC scholars delve into multi-sectoral strategies that are rooted in community engagement. This equips them with creative, meaningful, empowering and productive development. Deep interaction and positive contributions to society are a rewarding experience and offer WAC scholars more ownership, as well as a platform to internalize analytical solutions. It is “not only an agreement to follow but an active decision to assume responsibility in considering the rationale, implications and potential outcomes of any particular process” (Shaeffer, 1992). In this session, attendees will examine pragmatic ways to extend substantial pedagogical techniques to ensure the topics are embedded in community engagement and the WAC scholars are deeply involved. The presentation will offer multiple emerging characteristics and opportunities to serve as a springboard for engaging scholars and making them more aware of their indispensable role in community refinement.

G.5 Writing Beyond the University as a Framework for WAC’s Future

Chair: Julia Bleakney, Elon University

Panel | Seminar Room II

Jessie Moore, Elon University

Paula Rosinski, Elon University

Julia Bleakney, Elon University

This panel will begin with a brief overview of the landscape of writing beyond the university scholarship (e.g., Bleakney et al., 2022; Alexander et al., 2020; Brandt, 2015), setting up the session’s broad perspective that such an approach is a promising framework for sustaining and strengthening WAC’s future in diverse institutional and geographic contexts. Speakers will then share how their research (in a recently published edited collection, which we co-edited) points to specific ways that writing beyond the university scholarship holds promise for expanding and extending WAC into the 21st century. Writing beyond the university attends to alumni writing — which can inform campus discussions about career readiness — but it also includes students’ writing in spaces concurrent to their academic studies (e.g., self-sponsored writing, part-time jobs, campus and community organizations, internships/co-ops, etc.). Speakers share what recent research has learned about writing in these “beyond” spaces and note the implications of this research for preparing effective writers within and beyond the university context. This panel poses questions for the audience to reflect upon, asking them to think-pair-share how the practices informed by such implications might take hold and grow WAC on their campuses.

G.6 Rethinking English Across the Curriculum in the 21st Century – The Hong Kong Perspective

Chair: Christy Chan, City University of Hong Kong

Panel | Board Room

Christy Chan, City University of Hong Kong

Grace Lim, The Hong Kong Polytechnic University

Vicky Man, Hong Kong Baptist University

Elza Tsang, Hong Kong University of Science and Technology

The panel will present an inter-institutional English Across the Curriculum movement in Hong Kong, which started from an initial grant for writing support for co-operative education and has evolved to many government- and institutionally-funded projects on developing sustainable printed and mobile writing support resources. In the last eight years, the framework of EAC support has been extended to liberal arts and humanities, social sciences, science and engineering disciplines and covers training for both students and faculty members. The EAC team’s extensive support benefits students in 32 academic departments in five universities with the help of 37 English teachers and 117 discipline teachers. This panel will first report on the effectiveness and impact of the existing EAC resources on student learning by measuring academic development before and after using them. The quantitative data illustrates that students demonstrate increased awareness of rhetorical moves, coherence and signposting, source integration and language use. The result is triangulated with discipline teachers’ qualitative feedback and an external consultant’s blind review of student scripts. The EAC framework of writing support has been recognized by external awards as impactful on students’ learning, and the project team is excited to debut the preliminary findings of its upcoming project on “new” academic and professional genres.

Keynote Address11:45 * | **Grand Ballroom**

Introduction: Terry Myers Zawacki

Julia Chen: “Directions for English Across the Curriculum: Lessons from WAC”

IWAC Awards presented by Mike Palmquist, Ann Blakeslee and Doug Hesse at the conclusion of the keynote address.

*Lunch will be served beginning at 11:45. Keynote address will begin at noon.

H.1 Students’ Reuse of Their Own Writing Across Courses: Instructional Attitudes, Ethical Considerations and Practical StrategiesChair: *Michael Pemberton, Georgia Southern University*Panel | **Auditorium***Michael Pemberton, Georgia Southern University**Chris Anson, North Carolina State University**Susanne Hall, California Institute of Technology*

This panel focuses on the practical and ethical dimensions of student text recycling — when a writer uses parts or all of a text from one course in a new text in another course. After describing our National Science Foundation-funded research on professional/academic TR, which shows varying practices and opinions about TR, we will share the results of a survey of 279 higher education instructors who gauged the acceptability of student TR in five scenarios in courses across the disciplines, each describing a different kind of student TR. Following the results of this research, we will focus on the ethical aspects of student TR (relative to the practice among professionals) and share guidance — building on our prior work developing resources for publishers and researchers — that we are developing for instructors across the curriculum. We will then invite attendees to work in breakouts to discuss one or more scenarios they might encounter in their classes or in their work with faculty across the disciplines and then share the results of their discussions.

H.2 Managing Assessment Requirements in the WAC ClassroomChair: *Erika Scheurer, University of Saint Thomas*Individual Paper Panel | **Meeting Room I****Assessing a Pedagogy: Students Reflect on the Degree to Which WTL Assignments Enhance Their Learning***Erika Scheurer, University of Saint Thomas*

This presentation describes a university-mandated use of writing to learn-flagged courses to assess the core curriculum goal: “Think creatively: generating one’s own ideas.” What originally seemed like an impossible task resulted in 380 sets of student reflections across five disciplines addressing the degree to which writing-to-learn assignments enhanced their learning. I will present our assessment process and rationale, quantitative results based on assessment of random samples and qualitative results based on analysis of the larger pool of reflections.

Infusing Mandated Writing Assessments with WAC Theory*Analeigh E. Horton, University of Arizona**Kathleen Kryger, University of Arizona*

We will discuss how we negotiated a shared assessment design with our two other state universities (each with vastly different contexts) and state board of regents. We will also share how we developed a theory-driven digital training module and hybrid calibration sessions for raters. Through this presentation, we hope to dialogue about the challenges of responding to assessment requirements set by non-experts, engaging a diverse cohort of assessors, effectively communicating to a wide range of stakeholders and prioritizing best practices that support student and faculty learning. Attendees will be encouraged to think about these needs within the context of their own settings and consider ties to larger questions of literacy that our entire WAC community can relate and respond to.

Low Stakes, Meaningful Rewards: Writing Activities Create Connection in Large Lecture Courses*Emily Hall, University of Wisconsin-Madison*

This presentation will share the results of a collaboration between a WAC director and the professor of a large writing course in which low-stakes writing activities were developed to build engagement and connection between students and instructors during remote learning. Student (and instructor) social and emotional well-being is rarely mentioned as a goal for writing activities in WAC scholarship. Drawing from research on social-emotional learning, this presentation will argue that student (and instructor) well-being should also be a priority for WAC program leaders and for instructors when designing writing assignments and activities. By examining student responses to the low-stakes writing activities we implemented during the pandemic, this presentation makes a case for prioritizing interpersonal connection in writing courses and suggests that a focus on well-being may enhance students’ sense of belonging in writing classrooms.

H.3 WAC Online: Advocating for Effective and Equitable Writing

Instruction at Scale

Chair and Respondent: Julie Minnaugh, Southern New Hampshire University Panel | Meeting Room II

Assignment (Re)Design Online: Offering Advanced WAC Workshops Across Locations and Modalities

Amy Mecklenburg-Faenger, Park University

Inclusive Writing Assessment Online Part 1: Lessons from Bringing Critical Language Awareness to University Administrators and Faculty at Scale

Hannah Thompson, Southern New Hampshire University

Inclusive Writing Assessment Online Part 2: Lessons from Bringing Critical Language Awareness to Large-Scale Standard Curriculum

Amanda Dolan, Southern New Hampshire University

This panel is designed for those interested in starting or improving online WAC training, as well as any conference attendee advocating for more equitable and effective writing support at their institution. Since COVID-19 required many universities to move operations into an online format, many WAC leaders discovered new ways to deliver training with the help of communication technologies. The panelists in this presentation are unique in that they have been working in an online context well before the pandemic. The institutions represented in this panel are similar in their private, not-for-profit status. They also share the commonality of having campuses and online divisions where enterprise or standard courses are taught by large numbers of distributed faculty. Speaking from years of experience, the panelists look forward to sharing lessons learned while navigating challenges of distance and scale, as well as successes gained by leveraging standard curriculum and online formats for more effective and equitable writing instruction.

H.4 The Future is Faculty Development (Communities): Understanding and Promoting Linguistic Social Justice Across the Curriculum Through FLCs

Chair: Lisa Arnold, North Dakota State University Panel | Seminar Room I

Fahad Hossain, North Dakota State University Stephen Disrud, North Dakota State University
Lisa Arnold, North Dakota State University Ibtissem Belmihoub, New American Consortium for Wellness and Empowerment

In recent years, writing scholars have begun highlighting — even demanding — linguistic inclusivity, equity and justice in our classrooms. Demands for linguistic justice require pedagogical action, which can seem limiting if confined to individual classrooms. One way to take systematic action, however, is through professional development programs that reach faculty across disciplines, such as faculty learning communities. Despite heightened awareness of the importance of linguistic diversity and linguistic inclusivity within the field, studies on the effectiveness of professional development programs focused on linguistic diversity are limited. This research-based presentation reports on a year-long pilot study on a FLC conducted at a mid-sized public, predominantly white university in the upper Midwest. In this presentation, panelists will describe the development of the FLC; challenges and successes during implementation; and what we learned from data collected during and after the FLC. We conclude with lessons learned for others interested in taking on this kind of project.

H.5 Nuts and Bolts Roundtable

Chair: Amanda Sladek, University of Nebraska at Kearney Roundtable | Seminar Room II

Fearlessness, Sustainability and Adaptability in Transition: “Baby WAC” and the Future of Small Writing Programs

Amanda Sladek, University of Nebraska at Kearney

This presentation explores a transitional period in a small university writing program through the lens of Chris Thaiss and Carol Rutz’s three “WAC ideals” of fearlessness, sustainability and adaptability. While small writing programs may not have the resources to implement full WAC programs, incorporating WAC elements into existing writing program structures can contribute to the long-term success and sustainability of these programs amid budget cuts, declining enrollments, program changes and the ongoing challenges to the liberal arts and higher education at large. The speaker, a WPA at a small regional university, will examine these issues through a case study of her own writing program, which currently finds itself in a transitional moment as it adopts certain WAC principles to help the program adapt and thrive. In doing so, the presenter hopes to speak more broadly to the potential for WAC ideals to inspire small campuses, departments and writing programs

It’s All New: Building a WAC Program Through the Writing Center

Kristen Welch, Spartanburg Methodist College

In 2019, Spartanburg Methodist College changed course. By offering bachelor’s degrees for the first time starting in the Fall of 2020, they began to undergo massive changes in their structure and began hiring new faculty to serve students who might specialize in the liberal arts, business or criminal justice studies. In addition, what had always been a part-time writing center staffed entirely by faculty now began to serve a brand new online program and strained to meet the needs of students in the midst of COVID-19 less than a year after Spartanburg Methodist College changed its course. Now, in the Fall of 2022, as the new director of the writing center, I would like to share my stories and strategies as I build a writing center that does more than accommodate walk-ins, that serves as the locus for a Writing Across the Curriculum initiative that will provide guidance and support for new professors looking for ways to engage students and aid them in retaining content, and as I build an argument for using students as tutors.

Rumblings of Purpose: Activist Experiential Learning and Student Empowerment through Writing

Scott J. Wilson, Luther College at the University of Regina

This presentation is about a Writing Across the Curriculum project where students volunteered with a nonprofit organization or participated in activism. This experiential learning component inspired a writing assignment designed to empower students. Many students, given this chance to focus on a personal social cause using public policy, fiction or a podcast, reflected on and engaged more with the course material, spent more time planning, drafting and revising and increased personal well-being and confidence in writing skills.

Setting the Foundation: An Assessment of First-Year Seminar Writing Instruction

Alison R. Rutyna, Muhlenberg College

Muhlenberg College’s course requirements include a first-year seminar, a writing-intensive course taught by faculty across disciplinary fields. At Muhlenberg, the college has little data on the writing skills, ideologies and guidance offered in the FYS. The lack of information currently leaves room for inequity in future college courses, as first-year students leave their FYS with varying degrees of baseline college writing knowledge. In relation to this issue, I conducted a series of interviews with FYS faculty and first-year students. Based on my research, I facilitated a workshop for FYS faculty to build a set of common goals that faculty and the college writing program can use moving forward to better address the needs of first-year writing students. My presentation will discuss my research findings, which show an opportunity for growth in the effectiveness of FYS writing instruction through increased communication across FYS professors and updated, shared best practices.

I.1 Activist WAC: Principles, Strategies and Tactics

*Chair: Pamela Flash, University of Minnesota**Panel | Auditorium***Organizing Change Within (and by) Departmental Communities***Pamela Flash, University of Minnesota**Matthew Luskey, University of Minnesota***Planning for Change Through Aspirational Activity System Modeling***Crystal Fodrey, Moravian University***Enabling Change by Working with Faculty Blindspots***Stacey Sheriff, Colby College*

In this session, four experienced WAC program directors provide a structured consideration of methodological options available to WAC professionals who are interested in supporting pedagogical change and challenging linguistic injustice. Blending panel presentations with structured interaction, the session's goal is to provide participants with opportunities to develop action plans, heuristics of moves they can make in addressing a change they would like to see realized within their programs or on their campuses. As an aid to action plan construction, session co-facilitators will spotlight, with three micro-talks, change making principles drawn from community organizing, educational psychology and rhetorical research.

I.2 From Practice to Publication: Preparing a Submission for the WAC Repository

*Chair: Ming Fang, Florida International University**Respondent: Lauren Garskie, Gannon University**Panel | Meeting Room I**Lindsey Harding, University of Georgia**Jackie Kauza, Indiana University East*

For WAC to develop and strengthen as a field in the next 50 years, professionalizing the field by expanding current WAC publication venues for WAC practitioners is important. The WAC Repository's mission is to support WAC practitioners by creating a digital collection of peer-reviewed WAC resources pertaining to WAC administration and pedagogy. During this panel presentation, members of the inaugural WAC Repository Editorial Board will explore the Repository's history: how it evolved from an initial partnership between the Association for Writing Across the Curriculum and the WAC Clearinghouse into the next evolution of scholarship hosted on the WAC Clearinghouse. The panel will also explore possible submission options and work with participants to brainstorm how they might turn their own engagement in WAC pedagogy or administration into a submission to the WAC Repository. Such submissions will extend the work they are doing on their own campuses, in their own programs, into a contribution to the field. This way, WAC practitioners will help professionalize the field while strengthening their own WAC professional identities. By the end of the session, all participants will leave with a plan for their submission and prompts to help them turn that plan into a manuscript draft.

I.3 Considerations of Equity and Inclusion in Academic Publishing

*Chair: Heather M. Falconer, University of Maine**Roundtable | Meeting Room II**Joan Mullin, The University of North Carolina at Charlotte [International Exchanges on the Study of Writing]**Aimee Taylor, Clarke University [Practice & Possibilities]**David Blakesley, Clemson University [Parlor Press]**Heather M. Falconer, University of Maine [Perspectives on Writing]*

Using questions and audience feedback from the last IWAC conference, editors from Parlor Press and three WAC Clearinghouse open access journals and book series explain the usual mysteries, processes and decision-making of their editorial practices. With an eye toward equity and inclusion in knowledge making, the editors will address topics such as proposal content, the development process once a proposal has received a positive response, review board influence in shaping knowledge and common challenges experienced by new authors. The roundtable speakers will primarily focus these discussions on topics such as who selects editors and how; who determines who gets on review boards; how reviewers are guided through their process; how editors stay current with trends in the field yet remain open to outliers; and what the role of each journal/series is in ensuring we are not just replicating entrenched ideas, people and processes.

I.4 Award-Winning Writers Look Back on WAC: Lessons for Our Current and Future Programs

*Chair: Sarah Tinker Perrault, Oregon State University**Panel | Seminar Room I**Vicki Tolar Burton, Oregon State University**Alexander Mahmou-Werndli, Al Akhawayn University**Sarah Tinker Perrault, Oregon State University*

Panelists report on the rationale for and results from a survey- and interview-based study on what practices and cultures of writing might be shaping the lives of alumni at a large land-grant university. Participants were drawn from past winners of a WAC award given to one student per year in each major across the university. Researchers asked survey respondents (n=70) and interviewees (n=6) questions about the current writing practices, genres and audiences in order to test assumptions about writing implicit in the writing outcomes required in every writing intensive course. Speaker 1 will talk about the program and awards, about how and why we celebrate writing and about what we learn from celebrating writing. Speaker 2 will talk about study findings regarding the writing ecologies that study participants experienced as undergraduates and as professionals and graduate students within their disciplines. Speaker 3 will focus on a key theme in both the survey and interviews regarding ability to adapt writing for widely varied audiences and will discuss pedagogical implications.

I.5 Equitable Learning: The Importance of Linguistic Justice

*Chair: Alison Moore, University of California, Davis**Individual Paper Panel | Seminar Room II***Connecting Racial and Linguistic In/justice in Writing Across the Curriculum: Toward a Raciolinguistic Approach***Keli Tucker, University of Wisconsin-Madison*

In WAC scholarship, relatively little attention has been paid to the fact that racial justice and linguistic justice are mutually constitutive goals. This presentation responds to this exigency by proposing the adoption of a raciolinguistic perspective in the research and teaching of Writing Across the Curriculum and in designing and implementing WAC programming. The raciolinguistic theoretical perspective (Rosa & Flores, 2015) makes visible how ideologies of language and race intersect, helping to uncover the ways in which race complicates linguistic production as perceived through the white gaze. Teaching and researching writing through a raciolinguistic lens ensure attention to these complexities, preventing erasure of the embodied subjectivities experienced by racialized multilingual writers. Because raciolinguistic ideologies exert a powerful influence over how writing is perceived, it is essential for WAC programs to attend to racial and linguistic differences at the core of their work. This presentation will argue that use of a raciolinguistic perspective in WAC can help increase instructors' critical awareness of the influence of raciolinguistic ideologies, which in turn can help them develop more inclusive assignments and assessment practices and create more equitable classroom experiences that increase racialized multilingual students' ability to write to learn and engage.

DEI and Linguaging Across the Curriculum*Alison Moore, University of California, Davis*

The presentation will discuss how centering diversity, equity and inclusion in writing pedagogy makes composing more accessible across the curriculum. In order to explore how we can be equitable and accessible in our teaching practices, this talk discusses the results found from a study that collected course materials from writing instructors invested in WAC and DEI and makes an argument for languaging across the curriculum. The data from the study reveals that a multipronged and DEI-focused approach for languaging across the curriculum works effectively to

J.1 Tracing Students' Lifewide Writing: Implications for WAC Programs

*Chair: Kathleen Blake Yancey, Florida State University**Panel | Auditorium**Ashley J. Holmes, Georgia State University**D. Alexis Hart, Allegheny College**Yogesh K. Sinha, Ohio University**Íde O'Sullivan, University of Limerick*

As a holistic approach to education, lifewide learning values the range of environments in which learning occurs (Sloverket, 2000). Drawing on multiple data — including surveys, interviews and maps collected from students at six institutions across three continents — we document students' lifewide learning: the rich writing lives they develop within multiple “spheres” of writing, among them courses-based, self-motivated, civic, internship, co-curricular and work-based spheres. We also demonstrate that students' writing lives are characterized by six features: (1) writing regularly/sustained engagement, (2) valuing writing, (3) having an opportunity to be heard (which also provides enjoyment or pleasure in writing), (4) writing into community, (5) perceiving writing as providing rich connections and (6) being aware of and accepting challenges inherent to writing. We argue that WAC can be enhanced by lifewide learning in two ways: (1) by eliciting students' prior writing experiences and (2) by honoring and incorporating the diverse writing knowledges, expertises and practices they bring to classroom-based writing assignments.

J.2 Exploration in Modalities: Introspection and Retrospection

Toward Reflective Learning in Writing Across the Curriculum*Chair: Cheryl Hoy, Bowling Green State University**Panel | Meeting Room I***Reflective Infographics: The Need for Multimodal Learning in Writing Across the Curriculum***Cheryl Hoy, Bowling Green State University***Reflective Writing: The Need for Inward Exploration in Writing Across the Curriculum***Kitty S.C. Burroughs, Bowling Green State University*

The issue of expediency in higher education was heightened by the pandemic, and the transitions to and from remote learning affected student engagement and transfer of learning in WAC courses. Students were impacted, with many students disengaged from learning and limited in their self-actualization. Presenters on this panel assert that reflective writing is needed and essential in WAC curriculum as it fosters inclusivity by valuing the diverse perspectives and abilities of students, engages students in active learning and promotes transfer of learning. Presenters will review scholarship underlying their journey into reflective learning in their writing courses and share reflective practices and assignments, such as multimodal reflective infographics and literacy histories, that value students and promote deeper learning and student engagement.

J.3 Journal Editors Roundtable: Publishing in WAC

Chair: Michael Pemberton, Georgia Southern University

Roundtable | Meeting Room II

Michael J. Cripps, University of New England

Paul Cook, Indiana University Kokomo

Allison Daniel, Clemson University

Justin Hayes, Quinnipiac University

Susan Lang, The Ohio State University

Julia Voss, Santa Clara University

In this roundtable, the editors of four peer-reviewed journals disseminating scholarship in the area of Writing Across the Curriculum will present an overview of the journals' missions, the editorial processes and the impressions of both ongoing areas of inquiry and emerging trends in the field. Following brief presentations, the audience will be encouraged to ask questions and participate in a discussion of publishing in the field. Editors for Across the Disciplines, Double Helix, The Journal of Writing Analytics and The WAC Journal will present and be available to discuss possible submissions. Attendees with projects that might fit within the publication mission of one or more journals are encouraged to share those projects, either during the roundtable session or following it.

J.4 Addressing Equity in WAC: A Story of Anti-Racist Writing Pedagogy at an HSI University

Chair: Emily Jo Schwaller, The University of Arizona

Panel | Seminar Room I

“More Inclusive and Meaningful Learning Experiences”: Insights from Two Years of WAC Faculty Fellows Training

Aimee Mapes, The University of Arizona

From Funding to Serving: What It Means to Serve Student Writers at an HSI

Emily Jo Schwaller, The University of Arizona

“Hanging Out with a Friend”: Embedded Tutoring as More Equitable Writing Support

Leah Bowshier, The University of Arizona

With a focus on the role of Writing Across the Curriculum in addressing social justice literacy, this panel describes a powerful collaboration between WAC, the University Center for Teaching and Learning and the writing center to implement an anti-racist WAC initiative with embedded tutoring at an HSI-designated university in the Southwest. The program emphasizes a growth mindset for writing, learning and teaching with an objective to overcome deficit models that harm students. Our panel examines the development, impact and challenges of promoting anti-racist strategies. Speakers will describe the conceptual and practical features of this initiative and the lessons learned after two years of programming.

J.5 The Power of Stories in WAC Classrooms: Models and Assignments for Activist and Justice-Oriented Projects

Presented By: Traci Gardner, Virginia Tech

Teaching Demonstration | Seminar Room II

This presentation asks students to become agents of change in the WAC classroom by asking writers to tell stories as part of collective action projects in their disciplinary fields. The presenter will begin by showing how to introduce students to collective action in the workplace and in professional disciplines, sharing classroom-ready examples that demonstrate the power of stories in disciplinary-based social movements. The presentation then demonstrates activist and justice-oriented projects that use social media to share stories that encourage others to participate in social action movements. Activities focus on microblogging on Twitter, video storytelling on TikTok and YouTube and photo essays on Instagram. The presenter will provide links to assignments and supporting materials.

SATURDAY

7:30 A.M.	—	9:00 A.M.	BREAKFAST
9:00 A.M.	—	10:15 A.M.	SESSION K
10:30 A.M.	—	11:45 A.M.	SESSION L
11:45 A.M.	—	1:15 P.M.	LUNCH AND PLENARY 3

K.1 Principles, Strategies and Tactics for WAC Program Development: What We Can Learn from Five Institutions Using the Whole Systems Approach for Building WAC Programs

Chair: Jeffrey R. Galin, Florida Atlantic University

Panel | Auditorium

Jeffrey R. Galin, Florida Atlantic University

Cheryl Hofstetter Duffy, Fort Hays State University

For this panel presentation, we will report on findings from a longitudinal study on the efficacy of the whole systems approach to WAC program development (Cox [Crow], Galin, & Melzer, 2018). This presentation focuses on how the five institutions involved in the study utilized specific principles, strategies and tactics across the four stages of the whole systems approach to develop their programs. Speaker 1 will provide an overview of this study and institutional contexts of participating programs. Speaker 2 will report on and discuss the data. Both speakers will discuss the limitations and implications of the study, as well as next steps for this project.

K.2 Four Views of e-Portfolio and WAC/WID/CAC Connections

Chair: Christopher Basgier, Auburn University

Roundtable | Meeting Room I

Jennifer Gennaco, University of New England

Sarah Zurhellen, Appalachian State University

Christopher Basgier, Auburn University

Megan Mize, Old Dominion University

Boz Bowles, Louisiana State University

e-Portfolios are electronic websites that enable students to integrate and showcase their learning through artifacts and reflective writing. The American Association of Colleges and Universities categorizes e-portfolios as a high-impact practice because of their potential to transform student learning and bolster student success, both during and beyond college (AAC&U, 2022; Watson et al., 2016). Broadly speaking, e-portfolios pair naturally with Writing Across the Curriculum because of their focus on effective communication for professional audiences and reflective practice. In this roundtable, we will articulate additional connections between e-portfolios and Writing Across the Curriculum/Writing in the Disciplines/Communication Across the Curriculum programs and practices. Presenters will provide four views of e-portfolio and WAC/WID/CAC connections: within the discipline of nursing at University of New England, within faculty development in Auburn University's ePortfolio Project, across Louisiana State University's CxC program and across the e-portfolio profession via the Association for Authentic, Experiential and Evidence-Based Learning's digital ethics task force. Each view will provide concrete, evidence-based practices that WAC/WID/CAC and e-portfolio professionals can adapt to their local contexts, and each view will raise provocative questions about research, program development, implementation and professional identity for those of us working in different program types.

K.3 Faculty Fellows: A WID Approach

Chair: Cameron Bushnell, Clemson University

Roundtable | Meeting Room II

Invited Faculty Fellows from Clemson University

This roundtable discusses a pilot Faculty Fellows program based in WID strategies. The pilot serves not simply to consolidate faculty in a learning community, though it aims at cohort-building, but more complexly to survey the breadth of faculty interests in writing, in all its forms and purposes across disciplines on campus. Complementing more traditional modes, including campus-wide faculty surveys or summer faculty retreats, this Faculty Fellows pilot allows selected disciplinary faculty a fellowship opportunity to explore in depth departmental and programmatic writing problems and needs and, importantly, to consider potential policy and curricular solutions. This roundtable features participants in the pilot, who will present descriptions of their proposals, evaluations of project outcomes and recommendations for future developments.

K.4 "Let There Be Light!" Developing and Piloting Writing Guides for Apprentice Genres in Social Work Discipline

Chair: Dureshahwar Lughmani, The Hong Kong Polytechnic University

Panel | Seminar Room I

Dureshahwar Lughmani, The Hong Kong Polytechnic University

Stella Sau Kuen Wong, The Hong Kong Polytechnic University

Andrew Jarvis, The Hong Kong Polytechnic University

Social science apprentice genres are written as part of practicum with real clients and are highly confidential, involving a high degree of sensitivity and tact. In observing and recording their reflections on their real-life engagements with clients, social science students need to write about the complexities of the social world early in their academic lives and are often not equipped to write. The types of writing they engage in can be divided into two categories: learning and practicum. Considering the sensitivity of writing for practicum, it is necessary to design discipline-specific writing guides. To develop such materials, access to models of writing is not easy considering confidentiality. This presentation will report findings from a collaborative teaching and learning development grant project that investigated apprentice genres in collaboration with social work faculty to develop support for writing, including intake summary, case summary recording and group summary recording that is completed soon after social workers interview cases. Findings indicate types of support that students and faculty valued and how it impacted students' performance compared with previous cohorts.

K.5 Global Classrooms, Singular Goals: Cross-Cultural Literacy and Community Engagement

Chair and Respondent: Jan E. Watson, Purdue University Global

Panel | Seminar Room II

Jan E. Watson, Purdue University Global

Ritu Sharma, Purdue University Global

In this session presented by Jan E. Watson and Ritu Sharma, attendees will examine pragmatic ways to extend substantial pedagogical techniques to ensure the topics exhibit cross-cultural literacy, are embedded in community engagement and result in a transformative writing-to-learn experience. The presentation will also offer multiple emerging characteristics and opportunities to serve as a springboard for engaging scholars and making them more aware of their global citizenship and their indispensable role in community refinement. Finally, it will enhance ways to boost the equity pedagogy that empowers and promotes self-efficacy amongst the students and paves way for cooperative learning. According to Banks (1995), it develops positive intergroup behaviors and improvised teaching strategies to equip and prepare the students to collaborate with the community to experience the best results and attain the outcomes.

K.6 WAC and Writing Center Partnerships

Chair: Stacy Kastner, University of Pennsylvania

Individual Paper Panel | Board Room

Centering WAC Awareness: Assignment Sampling as Tutor Training Methodology

Stacy Kastner, University of Pennsylvania

In agreement with Melzer (2014) that analyzing the rhetorical situation of instructors' writing assignments can tell us a great deal about genre in local contexts, in the Spring of 2020, I began asking students in the University of Pennsylvania's tutor training course to participate in collaborative research as a way to become more comfortable tutoring Writing Across the Curriculum. Students select two assignments from their own courses: (1) they add them to a brief catalog, identifying college, department, course number, assignment title and keywords; (2) they analyze the assignment sheets using a standardized coding tool that includes questions about genre, length, citation style, audience, scaffolding, language used in the assignment sheet, etc.; and (3) they upload their own responses to assignments. Thus far, our collective has cataloged, coded and uploaded 100 assignments. In this paper presentation, I discuss what we've learned about writing assignments on our campus from this activity, reflect on the utility of this exercise as a method for training tutors to work effectively with writers coming from disciplinary realms beyond their own comfort zones and (hopefully!) encourage WAC programs to collaborate with writing centers and undergraduate tutors to get a student-centered view of WAC on their campuses.

Mind the Gap: Undergraduate Research and Writing Center as Institutional Partners for WAC

Joy Bracewell, Georgia College & State University

Stefanie Sevcik, Georgia College & State University

This presentation will describe a new collaboration between the director of the writing center and the faculty director for Mentored Undergraduate Research and Creative Endeavors at a public liberal arts university in Georgia, Georgia College & State University. There is no WAC or writing program at Georgia College & State University, but the institution won a Council on Undergraduate Research Award for Undergraduate Research Accomplishments. There is a great deal of research to situate writing development as a key benefit students acquire through their experiences with undergraduate research (e.g., Charity Hudley et al., 2017; Hensel, 2018). This incorporation of the writing center into the already existing processes of a campus-wide office for Mentored Undergraduate Research and Creative Endeavors was designed to support the development of research-related writing skills across the curriculum and intentionally fill some of the gaps in students' writing development in the absence of sustained support for writing on campus. We will outline our vision, specific programming we developed that supports both mentors and mentees, thoughts for expanding and enriching the collaboration in the future and ways we plan to measure success through assessment.

L.1 WAC and Critical Thinking: New Perspectives

Chair and Respondent: Ann Blakeslee, Eastern Michigan University

Panel | Auditorium

Grammar as a Mode of Critical Thinking Across the Curriculum

Justin Hayes, Quinnipiac University

Mapping Critical Thinking Across the Curriculum: From Foundational to Domain-Specific Written Activities

Justin Rademaekers, West Chester University of Pennsylvania

Building Bridges between Writing to Learn and Writing in the Disciplines: The Role of Writing to Engage

Mike Palmquist, Colorado State University

An emphasis on critical thinking has long been central to the WAC movement, and it likely will remain central to the movement. As we look toward the next 50 years of WAC, we should — as we should do with all aspects of this important educational movement — look carefully at our evolving understanding of the role critical thinking can play in student learning, WAC program design and development and the development of engaging and effective writing activities and assignments. This panel will consider the role of critical thinking in WAC by exploring its contributions to student efforts to read and comprehend challenging texts, to our understanding of the diverse and often-divergent conceptions of critical thinking among disciplinary faculty and to our considerations of the role critical thinking can play in the design of activities and assignments that engage students more deeply in disciplinary content, processes and writing practices.

L.2 Addressing Publication Bias in Non-Western Research Contexts:

Implications for WAC Programs and Western Research Universities

Chair: Megan Callow, University of Washington

Panel | Meeting Room I

Megan Callow, University of Washington

Josie Walwema, University of Washington

As instructors of writing in STEM fields, we have long witnessed the primacy of Western linguistic norms (i.e., "Standard American English") in scientific journals. Such norms are implicitly justified not only in terms of "appropriateness" despite the raciolinguistic dimensions of such a concept (Flores & Rosa, 2000) but also in the name of pursuing the cherished tenets of scientific research: validity, objectivity and neutrality. However, an increasing number of voices are emerging, calling out such editorial favoritism for what it is: "publication bias" (Mulimani, 2019) and "editorial racism" (Tyrer, 2018), which may have downstream effects of perpetuating Western epistemic and methodological norms, in addition to perpetuating colonial violence (Tuhiwai Smith, 1999). By colonial violence, we mean appropriation of local knowledge by Western outsiders who then take credit for it and contribute to the prestige of their institutions by publishing what may be groundbreaking work. This presentation discusses publication bias against non-Western researchers and presents preliminary results of a study of the barriers to publication faced by researchers and clinicians in the global South. Implications for WAC programs and for Western research universities will be discussed.

L.3 The “International” in IWAC: Language Policies and Linguistic Inclusivity in Our Research and Scholarly Publications

Chair: Lisa Arnold, North Dakota State University

Roundtable | Meeting Room II

Joan Mullin, University of North Carolina at Charlotte

Anna Habib, George Mason University

Terry Myers Zawacki, George Mason University

Given the growth of English as the global academic lingua franca, roundtable presenters ask what we mean when we write and publish predominantly in English and yet label ourselves an international organization, book series or publication. In what ways are we promoting — and practicing — equity and linguist inclusivity in our publications, research and rhetorical practices? For decades, writing researchers globally have argued that the dominance of English, by default, privileges “center” scholars, research methods and theories from majority-English countries. Using examples from their organizational and publishing experiences, presenters invite participants to consider how we might interrupt English’s privileged position by creating equitable and inclusive language policy statements to guide organizations, editors and authors, influence reviewer feedback and change reader expectations — all practices that, in turn, affect the way we teach and shape our writing programs.

L.4 Advancing International Research on Writing: A Report from the International Society for the Advancement of Writing Research

Chair: Jonathan Marine, George Mason University

Panel | Seminar Room I

Jonathan Marine, George Mason University

Advancing writing research around the world remains an increasingly vital endeavor, as writing, in all of its dimensions, plays many important, though often unrecognized, roles in the building of social institutions and in advancing learning and schooling from preschool through graduate education. This session will track the efforts of the International Society for the Advancement of Writing Research to advance international, interdisciplinary and increasingly multilingual research on writing with a focus on its past, present and future publishing activities. The session will focus on the benefits, challenges and lessons learned based on ISAWR’s work in publishing four open access volumes and a forthcoming special issue, as well as the organization’s plans to sponsor a new international, interdisciplinary and multilingual journal of writing research. First, we review the processes and contents associated with production of volumes that emerged from two Writing Research Across Borders conferences held in North America, Traditions of Writing Research (2009) and International Advances in Writing Research (2012). We will then turn to the two multilingual volumes of writing research. *Recherches en Écritures: Regards Pluriels* (Research on Writing: Multiple Perspectives) and *Conocer la Escritura: Investigación más allá de las Fronteras* (Knowing Writing: Writing Research Across Borders), which were published as the Writing Research Across Borders conference series moved to Europe and South America. We will then share our most recent experiences in publishing a forthcoming special issue of multilingual writing research hosted in a South American peer-reviewed, Scopus ranked journal, which is based on presentations given at the Writing Research Across Borders 2021 conference (a virtual event that took place after the organization cancelled its 2020 planned conference in China). The session seeks to highlight the high value of publishing international, interdisciplinary, multilingual writing research, while also acknowledging the many serious difficulties that must be addressed in building knowledge across disciplinary, linguistic, cultural, methodological and epistemological boundaries.

L.5 Taking Risks in Writing

Chair: Meghan Hancock, Marshall University

Individual Paper Panel | Seminar Room II

From “Novelty” to “Experimentation”: How Faculty Define Risk-Taking in Writing

Meghan Hancock, Marshall University

This presentation will share survey and interview data from a three-year qualitative research study focused on how faculty of 13 disciplines (including writing studies) define the term “risk-taking” in writing as it applies to both their own writing practices, the writing practices of their discipline/field and the writing of their students. The data I will discuss is drawn from the survey responses of 131 faculty from institutions across the country, as well as follow-up interviews with 39 of those respondents. Survey and interview questions ranged from general questions like, “When you hear the phrase risk-taking in writing, what does that mean to you?” to questions that prompted faculty to share assignments or activities that ask students to take risks in their writing.

Beyond the Pitch: Exploring the Process of Entrepreneurial Sales Communication

Gracemarie M. Fillenwarth, Rowan University

Emily Nolan, Rowan University

In this presentation, we examine how entrepreneurial sales communication differs from the communication of the more commonly-studied entrepreneurial “pitch.” Though both types of communication are highly persuasive, we focus on three areas from our findings that make sales communication unique: it is 1) process-based, 2) agile and responsive to context and the audience ecosystem and 3) simultaneously multi-genre and multimodal. Through examining these areas, we offer instructors ideas for alternative assignment sequences in entrepreneurship-oriented classes beyond the standard pitch.

L.6 Poster Presentations

Panel | Board Room

Creating an Equity-Focused University Writing Initiative*Natasha Kohl, National Louis University*

National Louis University, a private, Minority Serving Institution in Chicago with a broad access student population, presents its innovative, university-wide writing initiative model designed to advance student writing proficiency and confidence as well as cultural sustainability and equity. This presentation reviews the process through which NLU developed its model, providing an overview of initiative workstreams and stakeholders, the philosophical and pedagogical resources that inform the work and the indicators that the institution is using to measure success. This presentation also serves as a point of assessment and reflection, considering initiative successes and learnings of the 2022-2023 launch year and the subsequent priority shifts as the initiative looks to academic year 2023-2024. These updated priorities include an increased focus on linguistic equity as we increase embedded support for the institution's English language learners and multidialectal students, providing faculty coaching as well as differentiated and linguistically and culturally representative curriculum.

English Across the Curriculum @ CUHK*Jose Lai, The Chinese University of Hong Kong**Steven Yeung, The Chinese University of Hong Kong**Allen Ho, The Chinese University of Hong Kong**Carmen Li, The Chinese University of Hong Kong*

The English Across the Curriculum project, funded by the Teaching Development and Language Enhancement Grant, was formally launched in 2016 as an institutional movement at The Chinese University of Hong Kong. This university-wide project includes and extends the acquisition and use of English in formal English course settings to other subjects and disciplines by setting up communities of practice collaborative projects with content teachers. The aims of this EAC project are multifold: 1) explore different academic literacies and heighten both content teachers' and students' linguistic awareness in different disciplines; 2) support content teachers in implementing assessment approaches that encourage a dual attention to content and language; and 3) encourage content teachers to assume a stronger ownership of language education in an English as a second language setting. Fully supported by four co-supervisors, 40 English Language Teaching Unit teachers and 10 project staff, more than 30 communities of practice projects reaching out to over 8,000 students have been launched with some 60 content professors from eight faculties and two units to date. This poster will describe the requests from collaborators, introduce the different implementation models adopted, highlight the processes of interventions and report on the positive outcomes of this large-scale project.

Peer-Tutoring Scheme @ CUHK*Jose Lai, The Chinese University of Hong Kong**Steven Yeung, The Chinese University of Hong Kong**Allen Ho, The Chinese University of Hong Kong**Carmen Li, The Chinese University of Hong Kong*

The Peer Tutoring Scheme is a student-centered project at The Chinese University of Hong Kong funded by the Teaching Development and Language Enhancement Grant since 2016. This project aims to provide one-on-one and small group English language support and informal English learning experiences to undergraduates and postgraduates outside of the core curriculum. This is achieved by offering peer-tutoring services in three different modes, namely face-to-face, Zoom and online feedback sessions. To this end, peer tutors with varied linguistic and cultural backgrounds were identified and trained on diverse topics ranging from peer tutoring pedagogy to feedback strategies and research writing skills. Through this tailored scheme, a user-friendly and supportive platform was created for trained peer tutors to share knowledge and experience in effective language use with their fellow students. Since 2016, peer tutors from all eight faculties and over 20 countries/regions have been recruited, offering more than 4,500 tutoring sessions to date. This poster presentation will report the design, implementation, monitoring strategies and effectiveness of this student-centered project.

Keynote Address**11:45 * | Grand Ballroom**

Introduction: Pamela Flash

Ligia A. Mihut: "Linguistic Justice: Rights, Policies and Practices from a Transnational Perspective"

Concluding Remarks: Cameron Bushnell

*Lunch will be served beginning at 11:45. Keynote address will begin at noon.

POSTERS

Posters will be available in the conference exhibit center located in the Grand Hallway every day of the conference at the presenters' discretion. Selected posters will also be presented during the L.6 panel on Saturday morning in the Executive Board Room.

P.1 Creating Communication Buy-In in STEMPoster | **Grand Hallway***Becky Carmichael, Louisiana State University**Boz Bowles, Louisiana State University*

Louisiana State University's Communication Across the Curriculum mission is to improve discipline-specific communication skills of undergraduates via communication-intensive courses. While the CxC program is campus wide, STEM-focused programs have shown greater buy-in from students and faculty since its 2004 inception. Alignment to institutional priorities, carefully cultivated relationships with faculty and staff and attention to return on investment by the STEM departments in terms of resources, space and staffing have enabled the campus-wide success of CxC. Over 16 years, C-I STEM courses have increased over 4000 percent, from seven sections in 2005 to over 309 sections in Fall 2022. STEM courses now represent 52 percent of the C-I courses offered at Louisiana State University, providing communication and critical thinking skills for our students. Our session focuses on buy-in efforts from STEM faculty while postulating how similar methods could benefit other institutions. We will share how efforts targeting accreditation standards along with retention research have led to C-I elements from capstone to general education courses. We anticipate our audience to be department or college administrators who want to develop STEM communications programs or directors of current STEM communications programs who are looking for ways to improve their own programs.

P.2 Making A Mission: Accessibility for Student-VeteransPoster | **Grand Hallway***DeLyn R. Winters, University of Colorado Colorado Springs*

One in five students at a mid-sized university in the western United States is military affiliated. While this number is certain to be higher than in other institutions (Morris et al., 2019), it demonstrates the large number of post-military service members entering academia in the hopes a degree might help them enter a competitive workforce. The challenges for instructors to meet student-veterans' needs are ever-increasing — especially when these students often carry with them a range of disabilities and comorbidities. This poster will explain some common challenges that both instructors and students face in the classroom and at the university at large, especially in the areas of classroom writing pedagogy, student services for veterans and classroom accessibility. Simple adjustments to their pedagogical approach to writing, as well as having a more broad-based dispersion of information about services and an awareness of accommodations for a variety of disabilities, seen and unseen, can help post-secondary educators make a difference in student-veteran success.

P.3 UNgrading the Writing Process: Crafting an Educational Philosophy StatementPoster | **Grand Hallway***Delia Hernandez, Kingsborough Community College*

This project is a description of a semester-long process of crafting an educational philosophy statement. It is the major writing assignment for first-year students enrolled in EDC 200: Social Foundations of Education. The process evolved over time and is grounded in the Writing Across the Curriculum initiative, as well as the literature on reflection and ungrading. It was created as an Open Pedagogy Fellowship project and includes a timeline of the process, the assignment guidelines and a rationale. The rationale focuses on the value of embedding reflection and elements of ungrading into this constructivist process as pre-service teachers recognize, articulate and refine their teaching philosophies. My goal is to share a perspective and framework that may be applicable to a range of disciplines.

P.4 Creating an Equity-Focused University Writing InitiativePoster | **Grand Hallway***Natasha Kohl, National Louis University*

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The Pearce Center for Professional Communication welcomes you to IWAC 2023!

The Pearce Center for Professional Communication has made WAC, WID and CxC programs the center of its current activities. The Pearce Center is committed to using WAC principles to improve Clemson students' personal and professional development, in alignment with the Pearce family's vision for the Center.

In 2001, Time magazine named Clemson "Public College of the Year" and featured Clemson's commitment to WAC and WID. In 2006, Clemson hosted the eighth IWAC conference, and the Pearce Center is excited to welcome you all back to Clemson's campus!

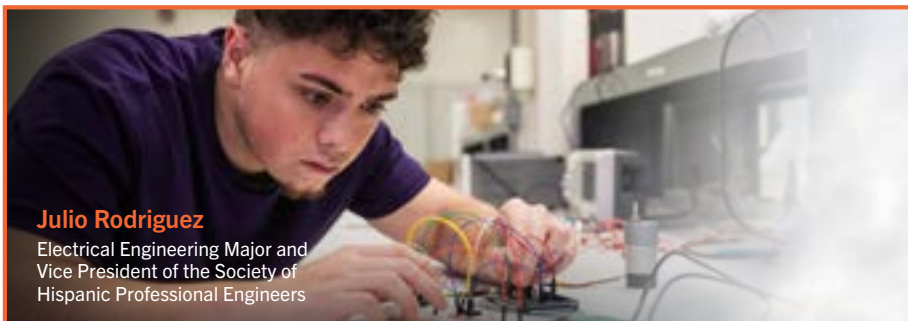
To learn more about the Pearce Center and its initiatives, scan the QR code below to access our most recent annual report.






The Clemson Humanities Hub, an outreach project of the Humanities Advancement Board, intends to advance the outreach, scholarly, and teaching activities of the Humanities. We aim to coordinate and publicize off-campus Humanities events, turning the scholarly inquiry and public presentations of the Humanities fields into an outreach activity. In so doing, it hopes to act as a coordinator of campus presentations, an incubator for scholarship, and a steward of humanities pedagogy. We hope to offer historical perspective, cultural awareness, and considerations of value in the creation, application, and preservation of knowledge.

If you are interested in working with us, email humhub@clemson.edu




Julio Rodriguez
Electrical Engineering Major and
Vice President of the Society of
Hispanic Professional Engineers



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Clemson University's College of Engineering, Computing and Applied Sciences is committed to assembling the brightest faculty to help prepare outstanding graduates capable of improving the security, sustainability, health and joy of living.



LIBRARIES

Welcome to Clemson, IWAC!

As home to the Clemson Writing Lab, with more than 3 million items in our collection and 16 subject-area librarians, Clemson Libraries is proud to serve as a resource to help students become better writers.



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