[PROGRAM SCHEDULE]
last updated July 11, 2015

Sunday, July 12th
2:00pm – 4:30pm CTL, Interactive Learning Center, Boise State University
WPA Workshop Begins

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

Monday, July 13th
6:30am – 8:00am CTL, Interactive Learning Center, Boise State University
Breakfast

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

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

Tuesday, July 14th
6:30am – 8:00am CTL, Interactive Learning Center, Boise State University
Breakfast

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

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

Wednesday, July 15th
6:30am – 8:00am CTL, Interactive Learning Center, Boise State University
Breakfast

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

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

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

Thursday, July 16th
8:00am – 9:00am Cottonwoods/Firs
Breakfast for Institutes
12:00pm – 5:00pm Meadow
Exhibits

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

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

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

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

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

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

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

5:00am – 7:00pm Perch
Quiet Room

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

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

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

“Companions in Mission, Colleagues in Action, WPAs for Life”
Elizabeth Boquet, Fairfield University
Friday, July 17th
6:30am – 8:00am Eagle
Breakfast Buffet

7:45 – 8:00 Eagle
*Daily announcements*

7:00am – 7:00pm Meadow
Exhibits

7:00am – 7:00pm Perch
Quiet Room

8:00am- 9:15am A SESSIONS

**A2 Kestrels**
*Lemonade from Lemons: Turning Mandated Writing Assessments into Research Projects*
Chris M. Anson, North Carolina State University
Susan Miller-Cochran, University of Arizona
Jon Rust, North Carolina State University
Stephany Dunstan, North Carolina State University

**A3 North Willows**
*Austerity Programming: Writing in the Red*
Sustaining Writing Programs through Difficult and Austere Times
Barry Maid, Arizona State University
Crossing the Funding Desert: Creating Sustainable Writing Programs in a Budget Slashing World
Melody Wise, Glenville State College
Marjorie Stewart, Glenville State College

**A4 South Willows**
*Sustainability of the Self in the Literacy Classroom: The After-Effects of Trauma and Learning*
Ryan Witt, Temple University
Heather Witt, Widener University

**A5 North Pines**
*The Bridges, Scaffolds, and Politics of Writing Programs*
An Intermediate Step Toward Bridging Writing Pedagogy Education
Lew Caccia, Walsh University
Scaffolded Program Development: One Writing Program's Inquiry into Reflective Writing
Jan Rieman, University of North Carolina at Charlotte
Power and Politics: The Pedagogical Downside of Writing Fellows
Caitlin Holmes, George Mason University
A6 South Pines
Not Just The Citations, Ma’am: Developing a Data-Driven Pedagogy of Evidence Incorporation and Citation Usage
Cheri Lemieux Spiegel, Northern Virginia Community College
Jay Steere, Northern Virginia Community College

A7 South Firs
Assessing Assessment for Writing Programs
Reliability, Validity, and Absurdity: Rubrics and the Sustainable Writing Program
Matt King, St. Bonaventure University
Daniel Ellis, St. Bonaventure University
Decolonizing Writing Assessment Research: The Case of Placement at a Large Midwest Research University
Mathew Gomes, Michigan State University

A8 North Cottonwoods
Epic Fail: Encouraging Digital Exploration in the Classroom
Erin M. Andersen, CUNY Graduate Center
Robert A. Greco, CUNY Graduate Center

A9 South Cottonwoods
Building and Sustaining Relationships between Writing Centers and Faculty
Jeannie Waller, University of Arkansas
Paige M. Hermansen, University of Arkansas
Jonathan Green, University of Arkansas
Cannon Varnell, University of Arkansas

A10 Salmon
Looking for Unicorns: Sustaining a State-Wide Network of WPAs at Two- and Four-Year Public Institutions in Response to State Accountability Mandates for First-Year Writing
Lauren Connolly, Lewis Clark State College
Erin Davis, North Idaho College
Clark Draney, College of Southern Idaho
Diane Kelly-Riley, University of Idaho

A11 Snake
Narratives and Literature in Writing Programs
Sustaining Writing Instruction Through the Undergraduate Experience: Creating a Writing-Intensive Capstone Course in Literary Studies
Jennifer Black, Boise State University
Sustainable Thinking and the Recovery of Narrative
Bruce Ballenger, Boise State University
A12 Payette
Mitigating Obstacles for Multilingual Populations in First-Year Writing: Observations and Suggestions from a Multi-Institutional Study on the U.S.-Mexico Border
Beth Brunk-Chavez, University of Texas at El Paso
Kate Mangelsdorf, University of Texas at El Paso
Patricia Wojahn, New Mexico State University
K.T. Shaver, California State University, Long Beach

9:15am- 10:50am BREAK
Partial Sponsorship by Ball State University, Department of English

9:25am- 10:40am B SESSIONS

B1 Peregrines
Sustaining Student Success: Retention and Persistence in FYW Courses
Dawn Shepherd, Boise State University
Todd Ruecker, University of New Mexico
Beth Brunk-Chavez, University of Texas at El Paso
Heidi Estrem, Boise State University

B2 Merlins
MENTORING
Before and After: How a WPA Consultant-Evaluator Visit Can Transform and Sustain a Writing Program
Shirley K. Rose, Arizona State University
Joyce Kinkead, Utah State University

B3 Kestrels
Shame and Shaming in WPA Work
Michael McCamley, University of Delaware
Nicholas Behm, Elmhurst College

B4 North Willows
The Culture of "Community" at Community College
Writing across the College: Prioritizing "Community" in a Community College WAC Program
Tiffany Rousculp, Salt Lake Community College
Sustaining a Culture of Composition by Formalizing the Position of WPA at a Community College
Gordon Lee, Lee College
Jill Gos, Lee College
B5 South Willows

*Meta-Conversations: From Ordinary Language to Discursive Negotiations*

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

Daniel Libertz, University of Pittsburgh

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

Daniel Bernal, University of Arizona

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

Mandy Macklin, University of Washington, Seattle

B6 North Pines

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

Matthew Dowell, Le Moyne College

June Johnson, Seattle University

K.J. Peters, Loyola Marymount University

Peggy O’Neill, Loyola University Maryland

B7 South Pines

*Untenured WPAs Go WAC: Building Sustainable Partnerships*

Christopher Basgier, University of North Dakota

Crystal Fodrey, Moravian College

Stacy Nall, Purdue University

B8 North Firs

*The Archive’s Sustenance: Memories, Ephemera & Shiny Things*

Kim Drake (Chair), Scripps College

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

Sean Molloy, The Graduate Center, CUNY

Andrew Lucchesi, The Graduate Center, CUNY

B9 South Firs

*Developing Sustainable Hybrid and Online First Year Composition Courses*

Jenae Cohn, University of California, Davis

Beth Pearsall, University of California, Davis

Mary Stewart, University of California, Davis

Carl Whithaus, University of California, Davis

B10 North Cottonwoods

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

Samantha Sturman, Boise State University

Margaret Bundy, Boise State University

Marian Thomas, Boise State University

B11 South Cottonwoods

*Exploring Sustainable Practices in Small Writing Centers*

Susan Pagnac, Central College

Abijit Rao, Iowa State University
B12 Salmon

Crossing Boundaries, Sustaining Connections: Rewriting Campus-Community Partnerships

Enhancing Connections: Sustaining Service-Learning in Freshman Composition
Jessica Pisano, University of North Carolina at Asheville

Building Sustainable Connections: A Bridge Project between a Regional University and Local Schools
Kelli Custer, Western Connecticut State University

Sustaining Rural Literacies: Short-Lived Campus-Community Partnerships within Local Constraints
Cori Brewster, Eastern Oregon University

Designing a Sustainable Online Writing Course for Students Engaged in Summer Internships: Administrative Challenges and Opportunities
Denise Comer, Duke University

B13 Snake

Tracing Metacognition in Learning Transfer from Writing-about-Writing Pedagogies: Launching a Longitudinal Study
Kimberly Hoover, Montana State University
Mark Schlenz, Montana State University
Doug Downs, Montana State University

B14 Payette

INTERACTIVE WORKSHOP
Creating Sustainable Faculty Development for Writing Instruction
Sonja Andrus, UC Blue Ash College
Sharon Burns, UC Clermont College
Katie Foran-Mulcahy, UC Clermont College
Jo Ann Thompson, UC Clermont College
Scott Warnock, Drexel University

10:50am-12:05pm C SESSIONS

C1 Peregrines

The WPA Census Database: Questions and Answers
Dara Rossman Regaignon (Chair), New York University
Jill M. Gladstein, Swarthmore College
Brandon Fralix, Bloomfield College
Michelle Lafrance, George Mason University
Caitlin Holmes, George Mason University

C2 Merlins

Moving from Good to Great: Strategies for Making Successful Writing Programs Even Better
Carol Rutz, Carleton College
Steve Wilhoit, University of Dayton
C3 Kestrels
PEOPLE OF COLOR CAUCUS
Cultural Rhetorics and Sustaining Diversity in Composition Studies
Donnie Sackey (Chair), Wayne State University
Melinda Myers, Wayne State University
Deanna Laurette, Wayne State University
Vytautas Malesh, Wayne State University
Sarah Primeau, Wayne State University
Clare Russell, Wayne State University

C4 North Willows
Locating Agency and Promoting Change: Student Voices in Professional Development
Lynn Reid, Farleigh Dickinson University
Amy Patterson, Moraine Park Technical College

C5 South Willows
Multimodal Pedagogies
Writing in the 21st Century: A Union Between Multimodal Composition and Writing across the Curriculum Pedagogies
Amy Wrobel Jamieson, Bowling Green State University
Teaching Multimodality in the 19th Century
Kevin Kelley, Boise State University
Listening In on the Challenges of Multimedia Assignments
Steven W. Hopkins, Arizona State University
Rebecca Robinson, Arizona State University

C6 North Pines
Interdisciplinarity and Multidisciplinarity in FYC
What is the Multidisciplinary First-Year Composition Program?
Sandie Friedman, The George Washington University
WPAs across the Disciplines: Creating Sustainable Writing Programs through Interdisciplinary Work
James Beitler, Wheaton College
WAC/WID on the Move: Assessing the Sustainability of a Changeover From One Gen Ed Writing Requirement to Another
Patrick Bahls, University of North Carolina at Asheville

C7 South Pines
Let’s Play with Tech Comm
Margaret Gonzales, Texas Lutheran University
Jennifer Mallette, Boise State University
Sara West, University of Arkansas
C8 North Firs
The Lasting Work of the Carolinas WPA
Marsha Lee Baker, Western Carolina University
Meg Morgan, University of North Carolina at Charlotte
Wendy Sharer, East Carolina University
Tracy Ann Morse, East Carolina University

C9 South Firs
What Sustains the WPA? A Conversation Starter
Becky L. Caouette, Rhode Island College
Laurie J. C. Cella, Shippensburg University
Stephanie M. Roach, University of Michigan, Flint

C10 North Cottonwoods
Both Apply: The Generative Potential of WPA Ambivalence
Kate Pantelides, Eastern Michigan University
Derek Mueller, Eastern Michigan University
Jen Clary-Lemon, University of Winnipeg

C11 South Cottonwoods
Common Ground: Critical Literacy as a Model for Sustainable and Inclusive Practice
Johnna Lash, Washington State University
Brooklyn Walter, Washington State University
Rachel Sanchez, Washington State University

C12 Salmon
If at First You Don’t Succeed: Considering Failure as Critical In(ter)vention
Zachary Beare, University of Nebraska, Lincoln
Whitney Douglas, Boise State University
Kelly Myers, Boise State University
Shari Stenberg, University of Nebraska, Lincoln

C13 Snake
Placement as a Sustainable Practice
The Next ACT: Using ACT for Writing Placement
Grant Clayton, University of Colorado, Colorado Springs
Christina Clayton, Colorado Springs District 11

Teacher Development in a Directed-Self Placement Program: Fostering Responsible Assessment and Engaged Learning
Virginia Crisco, California State University, Fresno

C14 Payette
MENTORING
Negotiating WPA Service and Graduate Student Work
Virginia Schwarz, University of Wisconsin, Madison
Katherine Daily O’Meara, Arizona State University
Sherri Craig, Purdue University
Todd Ruecker, University of New Mexico
12:15am- 1:45pm Eagle

- Plated Lunch
- Plenary Address

“Ecology of Sustainable Labor Equity in Writing Programs”
Seth Kahn, West Chester University

1:55pm- 3:10pm D SESSIONS

D1 Peregrines
INTERACTIVE WORKSHOP
Sustaining Connections Beyond the Writing Program: An Exploration in Metaphors
Linda Adler-Kassner, University of California, Santa Barbara
Madeleine Sorapure, University of California, Santa Barbara
Elizabeth Wardle, University of Central Florida
Heidi Estrem, Boise State University

D2 Merlins
MENTORING
Writing Strategies for Creating Job Market Documents
Melissa Nicolas, University of Nevada, Reno
Jennifer E. Zinchuk, University of Washington
Kristi Costello, Arkansas State University
Jill Dahlman, University of Nevada, Reno

D3 Kestrels
PEOPLE OF COLOR CAUCUS
Rhetoric, Race, and Community
Daryl Lynn Dance, University of Kansas
Cedric Burrows, Marquette University

D4 North Willows
Sustainability before Stability: The Challenges Faced by Junior Faculty Tasked with Writing Program Development and Assessment at SLACs
John W. Pell, Whitworth University
Elizabeth Vogel, Arcadia University
David Rogers, Philadelphia University
D5 South Willows

Empowerment, Inclusion, and Retention through Literacy

Accommodating Veterans in the First-Year Composition Classroom
Tara Hembrough, Southeastern Oklahoma State University

Encouraging Empowering through Expression: The Effects of a Self-Reflective Writing Program on Young Adults at Risk
Michele N. Zugnoni, University of California, Davis

Sustaining FYC Identities and Objectives: Celebrating National Day on Writing to Promote Literacy and Challenge the Rhetoric of Retention
Cristine Busser, Georgia State University
Dan Abitz, Georgia State University

D6 North Pines

Student Voices Joining the Conversation: Cross-Disciplinary Collaborative Efforts to Support Multilingual First-Year Writers
Margaret S. Morris, Arizona State University
Ryan Shepherd, Arizona State University
Yuching Yang, Arizona State University

D7 South Pines

Pausing to Reflect: Assessment of University Learning Outcomes in Upper-Division English Courses
Margaret Bundy, Boise State University
Kelly Myers, Boise State University

D8 North Firs

Perils of the Long Transition: Sustaining the Work of Graduate Student Instructors in Unstable Times
Edgar Singleton, The Ohio State University
Mike Bierschenk, The Ohio State University
Colleen Morrissey, The Ohio State University
Kristin Ferebee, The Ohio State University

D9 South Firs

Translingual Pedagogies in Composition

Performing Translingual Pedagogy
William DeGenaro, The University of Michigan, Dearborn
Michael T. MacDonald, The University of Michigan, Dearborn

Writing on the Wall: Teaching Translingualism through Linguistic Landscapes
Mark Brantner, National University of Singapore
D10 Payette
MENTORING
.Publishing in Composition: Research, Pedagogy, Classroom
.Demystifying Journal Publication in the Digital Age
.Tara Lockhart, Literacy in Composition Studies & San Francisco State University
.Publication and the Value of Writing Assignments
.Susanne Hall, California Institute of Technology
.Using Student Publications in the Writing Classroom

D11 South Cottonwoods
Sustaining the Assessment and Feedback Circuit Through Qualitative Methods
.Megan Brenneman, Kent State University
.Shannon McKeehen, Kent State University
.Melody Gustafson, Kent State University

D12 Salmon
INTERACTIVE WORKSHOP
."This Land Has Not Been Tended": Planting Seeds for Sustainability while (Re)Building Writing Programs at Regional Public Institutions
.Elizabeth Brewer, Assistant Professor, Central Connecticut State University
.Lee Einhorn, Assistant Professor, Central Connecticut State University
.Elizabeth Kalbfleisch, Assistant Professor, Southern Connecticut State University

D13 Snake
Sustaining Faculty Development in Classrooms, in Programs, and in Departments
.Genesea Carter, University of Wisconsin, Stout
.Jessica Jorgenson, Idaho State University
.Aimee Mapes, University of Arizona
.Thomas Sura, West Virginia University
.Heather Lettner-Rust, Longwood University

D14 North Cottonwoods
Examining Placement as Sustainable Practice
.Placement and Long Term Success
.Miriam Fernandez, Washington State University
.What We Choose to Sustain: Examining the Continued Use of (Timed) Placement & Proficiency Exams
.Matt Dowell, Le Moyne College

3:10pm – 4:45pm
Afternoon Break
3:20pm- 4:35pm E SESSIONS

E1 Peregrines
Applying Sustainability Theory to Writing Program Administration
William Morris, Kent State University
Julie Morris, Chatham University
Nicole Caswell, East Carolina University
Brian Huot, Kent State University

E2 Kestrels
PEOPLE OF COLOR CAUCUS
Addressing Stereotypes in the Writing Program and Academy to Sustain Marginalized Student Retention: A Collaborative Conversation
Alice Johnson Myatt, University of Mississippi
Genevieve Garcia de Mueller, University of New Mexico

E3 North Willows
The Everywhere and Nowhere Skill: Sustaining the Assessment of Analytical Reading as Critical Thinking across the Curriculum
Jane Detweiler, University of Nevada, Reno
Kat Lambrecht, University of Nevada, Reno
Meghan A. Sweeney, Saint Mary's College

E4 South Willows
Small Places with Big Ideas: Sustaining Writing at Small Liberal Arts Colleges
The Failure of Sustainable Writing Emphasis Programs in the Small University
Dennis Ciesielski, University of Wisconsin, Platteville
Size Matters—Developing and Sustaining a First-Year Writing Program at a SLAC: A Lesson in Adaptation
Amy C. Murphy, Green Mountain College
Sustain or Flourish? The Future of Rhetorical Education at Small Liberal Arts Colleges
Van E. Hillard, Davidson College

E5 North Pines
Building a Sustainable Network for Undergraduate Researchers: The Promise of the Naylor Workshop for Undergraduate Research in Writing Studies
Dominic DelliCarpini, York College of Pennsylvania
Jessie Moore, Elon University
Joyce Kinkead, Utah State University

E6 South Pines
Practical, Collaborative Approaches to Adjunct Advocacy
Michelle Payne, Boise State University
Christi Nogle, Boise State University
Jan Roser, Boise State University
Christy Vance, Boise State University
**E7 North Firs**

*Flying Solo: The Challenges and Opportunities of the Lone Compositionist*

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

**E8 South Firs**

MENTORING

*Initiating and Maintaining Community Outreach: Strategies for Writing Programs*

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

**E9 North Cottonwoods**

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

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

**E10 South Cottonwoods**

*Dialogues on Resources: Writing Centers and Writing Culture*

*Our Most Precious Resource: Sustaining Dialogue in the University Writing Center*

Rhonda Reid, University at Buffalo  
*Keeping Students in the Conversation: Using Intro to Writing Studies in FYC to Improve Student Persistence Rates and Shape Writing Culture*

Kathryn Tucker, Nevada State College  
Gregory Robinson, Nevada State College  
*Sustainable. Writing. Centers. Contemplating What Might Be[Come]*

Donna Evans, Eastern Oregon University

**E11 Salmon**

*Sustaining First-Year Writing Programs through Institutional Partnerships*

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

**E12 Snake**

INTERACTIVE WORKSHOP

*Camp Completion: A Model for Supporting Dissertation Writers*

Michele Eodice, University of Oklahoma
E13 Payette
INTERACTIVE WORKSHOP

Six Graduate Students Walk into a WPA Course: Suggestions, Inquiries, and Tentative Proposals to Create Sustainable Administrative Practices
Stephen Gibson, Boise State University
Emily Simnitt, Boise State University
Cheryl Mckell, Boise State University
Jade Silver, Boise State University
Elisabeth Mann, Boise State University
Daniel Wilber, Boise State University

4:45pm - 6:00pm F SESSIONS

F1 Merlins
The Last Draft: The Composition Blues Band Keeps on Rocking in the Free World
Marvin Diogenes, Stanford University
Clyde Moneyhun, Boise State University

F2 Peregrines
From Crisis-Oriented to Mission-Driven: Deploying Research Praxis as a Means to Create a Sustainable Writing Program
Dev Bose, University of Arizona
Jeremy Godfrey, University of Arizona
Keith Harms, University of Arizona
Amy C. Kimme Hea, University of Arizona
Erin Whittig, University of Arizona

F3 Kestrels
INTERACTIVE WORKSHOP
Workshop: Linking Our Pedagogical Theories to Outcomes and Assessment
Amy Rupiper Taggart, North Dakota State University
H. Brooke Hessler, Oklahoma City University

F4 North Willows
Initiating and Sustaining Undergraduate Research in Writing Studies
Doug Downs, Montana State University
Joyce Kinkead, Utah State University
Jane Greer, University of Missouri, Kansas City

F5 South Willows
Sustaining Frameworks for Technology and Literacy
Tricia Hermes, DePaul University
Michael R. Moore, DePaul University
Peter Vandenberg, DePaul University
**F6 North Pines**  
*Sustainable Redesign: A Conversation with Colleagues about Productive Change*  
Jennifer Campbell, Roger Williams University  
John Madritch, Roger Williams University  
Paul Bender, Roger Williams University

**F7 South Pines**  
*Establishing a Freestanding Department of Writing and Rhetoric in the Public Research University: Sharing Experiences and Developing Plans for Sustainability*  
Robert Cummings, University of Mississippi  
Angela Green, University of Mississippi  
Guy Krueger, University of Mississippi

**F8 North Firs**  
*Sustainability through Survival Tactics*  
*Administrating for Sustainability: Preparing the Writing Center for the Future*  
Brandy L. Grabow, North Carolina State University  
*Writing Center Director as Ecopreneur: Strategies for Sustainability*  
Teresa B. Henning, Southwest Minnesota State University  
*Sustaining an Adjunct Career by Teaching Writing to Professionals*  
David Lipscomb, Georgetown University

**F9 South Firs**  
*Sustainable Strategies for Writing Centers and Careers*  
*The Ecology of Writing Program Initiatives: The Short Cycle of Innovation*  
Thomas Peele, The City College of New York  
*Eportfolios in Writing Studies and High-Impact Practices: A Case-Study*  
Richard N. Matzen Jr., Woodbury University  
*Chronicling the I to C to C: A Longitudinal Study of Eportfolio Implementation*  
Mary Lourdes Silva, Ithaca College

**F10 North Cottonwoods**  
*Rebuilding the Foundation of Eloquence: Using Empirical Research to Teach Grammar and Usage Strategically in Any Writing Course*  
*Intelligence Report on the Enemy: Why Error Still Matters and How We Can Try to Defeat It Strategically*  
Kristine Hansen, Brigham Young University  
*Picking Targets, Choosing Ammunition: How to Teach Students to Avoid the Most Frequent and Most Serious Errors in Writing*  
Debbie Harrison, Brigham Young University  
*Enlisting Allies in the Battle: Using WAC/WID Channels to Teach Faculty How to Strategically Address Student Writing Errors*  
Delys Snyder, Brigham Young University

**F11 South Cottonwoods**  
*Writing Center as Watershed: Exploring the Confluence of Embedded Tutoring, First-Year Composition, and English Language Learners*  
Danielle Farrar, University of South Florida  
Rachel Efstathion, Florida State University
F12 Salmon
INTERACTIVE WORKSHOP
_Sustaining a Regional Affiliate: Writing the History of the Philadelphia WPA_
Michelle Filling-Brown, Cabrini College
Eli Goldblatt, Temple University
Katie Gindlesparger, Philadelphia University
Elizabeth Vogel, Arcadia University

F13 Snake
MENTORING
_**Intellectual Managerial Practices for a Sustainable Writing Center: A Theory-Infused Sourdough Starter**_
Brooklyn Walter, Washington State University
Jessica Colvin, Washington State University
Laura Abbott, Washington State University
Hailey Roemer, Washington State University

F14 Payette
_Knowledge Transfer in Writing Programs_
_Sustaining Knowledge Transfer: Visual Communication Transfer between Composition and the Natural Sciences_
Erin Zimmerman, Iowa State University
_Contextual and Individual Influences on Writing Transfer: Implications for WPAs_
Bradley Dilger, Purdue University
Neil Baird, Western Illinois University

6:00pm-8:00pm Eagle
Plated Dinner and Awards Banquet

8:00pm- 9:30pm Eagle
Acoustic Jam

8:30pm- 11:00pm Angells Bar and Grill
WPA Graduate Organization- (WPA- GO) Meet and Greet
_Sponsored by Cengage_

Saturday, July 18th

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

7:00am – 8:00am
People of Color Caucus (POCC) SIG Meeting

7:45am – 8:15am Eagle
_Daily announcements_
7:00am – 7:00pm Meadow
Exhibits

7:00am – 7:00pm Perch
Quiet Room

8:00am- 9:15am G SESSIONS

G1 Merlins
MENTORING
WPAllies: A Conversation Starter about Horizontal Mentoring, or the Benefits of Having Friends in Other Places
Casie Fedukovich, North Carolina State University
Paula Patch, Elon University
Joyce Olewski Inman, University of Southern Mississippi

G2 Kestrels
Institutional Ethnography and Research on the Sustainability of Our Work
Katherine Daily O’Meara, Arizona State University
Jennifer Eidum Zinchuk, University of Washington
Michelle LaFrance, George Mason University
Michelle Miley, Montana State University

G3 North Willows
Survey, Plant, and Grow: Long-Term Sustainability in Writing Program Administration
Alison Reynolds, University of Florida
Creed Greer, University of Florida
Megan O’Neill, Stetson University

G4 South Willows
A University-Community College Collaborative Project to Create Co-Requisite Offerings and Reduce Remediation
Heidi Estrem, Boise State University
Karen S. Uehling, Boise State University
Meagan Newberry, College of Western Idaho
Lori Chastaine, Boise State University
Abigail Wolford, College of Western Idaho
G5 North Pines

**Considering What Counts: The Ethics of the Writing Program**
*Doing Interdependence and Counting what Counts in Our Writing Classrooms*
Jerry Petersen, Utah Valley University

**Writing to Make a Difference: A Community-Based, Experiential Learning Project on Health Literacy & Social Justice**
Ann E. Biswas, University of Dayton

**Bake Cookies, Prevent Crumbling: Writing Programs and an Ethic of Cookie Jars**
Patti Poblete, Iowa State University

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G6 South Pines

**"Like I'm the Man": Developing Sustainable and Successful Strategies for Liminal WPAs**
Megan Titus, Rider University
Paul Shovlin, State University of New York at Binghamton

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G7 North Firs

**Exploring the Role of Transfer Students in a University's Writing Culture**
Anne Ruggles Gere, University of Michigan
Ben Keating, University of Michigan
Anna Knutson, University of Michigan

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G8 South Firs

**Research across the Curriculum: Bringing Data from across the Curriculum to WAC Programs**
*Rhetorical Strategies across Disciplines: A Corpus Analysis of Upper-Level Student Papers in Discipline-Specific courses*
Ryan Roderick, Carnegie Mellon University

**Identifying Writing Resources at the Transition to Upper Division Work in the Disciplines**
Hogan Hayes, University of California, Davis

**Finding Consensus: Building a Sustainable WAC Program by Surveying Faculty Opinion**
Drew J. Scheler, St. Norbert College

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G9 North Cottonwoods

**Accreditation and Its (Dis)Contents**
*Sustaining Composition Programs by Tying Accreditation Standards to Religious-Experience Support Programs*
Nathan Shank, University of Kentucky & Oklahoma Christian University

**Partnering Accreditation Prompted Writing Programs and Academic Writing Programs: Wedded Bliss or Marriage of Convenience?**
Rochelle Rodrigo, University of Arizona
Remica Bingham-Risher, Old Dominion University
G10 South Cottonwoods

**WPA Futures: Professional Development, Scholarship, and Promotion**

*New Media Professional Development: Current Situation and Future Opportunities*
Lilian Mina, Miami University

*Majoring in WPA? Ethical Questions on the Future of WPA Scholarship*
Matthew Tougas, Louisiana State University

*Insufficient Evidence: Tenure, Promotion, and the WPA*
Darci Thoune, University of Wisconsin, La Crosse

G11 Salmon

**INTERACTIVE WORKSHOP**

*Good Learnin’ Gone Bad: Plagiarism and Other Missed, Dangerous Opportunities*
Julie Lindquist, Michigan State University
Bump Halbritter, Michigan State University

G12 Snake

**Evolution of a Writing Minor: Strategies for Sustainability**
Madeleine Sorapure, University of California, Santa Barbara
Ljiljana Coklin, University of California, Santa Barbara
Patrick McHugh, University of California, Santa Barbara

G13 Peregrines

**Sustaining Research in Transfer: A Multi-Institutional, 2nd Iteration Transfer Project**
Kathleen Blake Yancey, Florida State University
Liane Robertson, William Paterson University
Matthew Davis, University of Massachusetts Boston
Erin Workman, Florida State University

9:30am–11:30am **RECESS**

12:00am – 1:45pm Eagle

- Plated Lunch
- Plenary Address

“**Sustainable Infrastructures and the Future of Writing Studies**”
Cheryl E. Ball, West Virginia University
1:55pm- 3:10pm  H SESSIONS

H1 Peregrines
INTERACTIVE WORKSHOP
*From Practical to Praxis: An Interactive Workshop & Presentation for WAC Professional Development*
Peter Gray, Queensborough Community College, CUNY
Liane Robertson, William Paterson University
Tonya Ritola, University of California, Santa Cruz

H2 Merlins
MENTORING
*Publishing in WPA: Writing Program Administration*
Barbara L'Eplattenier, University of Arkansas at Little Rock
Lisa Mastrangelo, Centenary College

H3 Kestrels
INTERACTIVE WORKSHOP
*Backward Designing with Students: Piloting Pedagogy Instruction in Undergraduate Writing Courses*
Grace Bently, Ohio State University
Jennifer Burgess, Ohio State University
Ben Grismer, Ohio State University
Nora McCook, Ohio State University

H4 North Willows
*(Dis)Ability and FYC: Beyond Accommodation*
*Support for First Year Composition Students with Disabilities: Holding Sustainable Conversations*
Mary Rice, University of Kansas
*Disability, Accommodations, and Writing Program Administration: Exploring Attitudes About Disability and Accommodations to Better Inform WPAs Concerning Issues of Access*
Matthew Zajic, University of California, Davis

H5 South Willows
*From Near-Sighted to Far-Sighted: Narrative Approaches to Procedural and Programmatic Change*
Devon R. Kehler, University of Arizona
Erin Whittig, University of Arizona

H6 North Pines
*Starting, Revitalizing, and Sustaining WAC Programs with a Whole Systems Approach*
Michelle Cox, Cornell University
Jeffrey Galin, Florida Atlantic University

H7 South Pines
*I, You, We: Balancing Multiple Audiences and Goals in the Design, Implementation, and Sustainment of an Advanced Composition Course with a Writing in the Disciplines Focus*
Alice Johnston Myatt, The University of Mississippi
Karla M. Lyles, The University of Mississippi
Thomas T. Bagwell, The University of Mississippi
H8 North Firs

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

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

H9 South Firs

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

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

H10 North Cottonwoods

Teacher Preparation across Borders and Disciplines

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

H11 South Cottonwoods

Writing Centers: Research, Methods, and Sustaining Visions

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

H12 Salmon

PEOPLE OF COLOR CAUCUS

Past and Futures for Writing Programs

Perspectives from the Past: Early 20th Century Approaches to Sustainable Writing Programs
Gracemarie Mike, Purdue University
Basic Writing for International Graduate Students
Scott Chiu, California Lutheran University
H13 Snake
MENTORING
Just Keep Swimming, Just Keep Swimming: Sustainable First-Year WPA Work
Jacob Babb, Indiana University Southeast
Sarah Appleton, Old Dominion University
Laura Davies, State University of New York at Cortland
I. Moriah McCracken, St. Edward’s University
Courtney Adams Wooten, Stephen F. Austin State University
Brittney Johnson, St. Edward’s University

H14 Payette
Sustaining A Program, Sustaining Ourselves: The WPA in the First and Second Year
Kristi Costello, Arkansas State University
Airek Beaufchamp, Arkansas State University
Anne Porter, Providence College
Joe Zeccardi, Saint Mary’s College of California

3:10pm – 4:45pm
Afternoon Break

3:20pm – 4:35pm I SESSIONS

I1 Peregrines
Strategies for Sustaining Writing about Teaching
Carrie Leverenz, Texas Christian University
Irv Peckham, Drexel University
Duane Roen, Arizona State University

I2 Merlins
WAC/WID Sustenance: Programming and Assessment
Sustain Your Domain: A Programmatic Approach to Digital WAC/WID
David Fisher, Emory University
Sustaining WAC/WID through Interdisciplinary Assessment
Heather Thomson-Bunn, Pepperdine University

I3 Kestrels
PEOPLE OF COLOR CAUCUS
It Takes an Institution: Supporting Minority Voices
Sustaining Balance: Writing Program Administration and the Mentorship of Minority College Students
Regina McManigell, Oklahoma City University
Hearing Voices and Making Spaces in Black jWPA Work
Sherri Craig, Purdue University
It Takes an Institution: An Ecological Approach to Writing Program Sustainability at the HBCU
Jason DePolo, North Carolina A&T State University
I4 North Willows
*Building Sturdy Bridges from Basic Writing to First Year Composition: How Can Assessment and Peer Mentoring be Useful Tools in Program Development?*
Amy Metcalf Latawiec, Wayne State University
Nicole Guinot Varty, Wayne State University

I5 South Willows
*Sustaining Disciplinary Mastery: The Challenges of Re-Professionalizing Non-Tenure Track Faculty*
Tonya Ritola, University of California, Santa Cruz
Heather Shearer, University of California, Santa Cruz
Phaye Poliakoff-Chen, Goucher College

I6 North Pines
*Future-Focused Pedagogy: Teacher Development that Takes the Long View*
Heather Camp, Minnesota State University, Mankato
Jessica Rivera-Mueller, University of Nebraska, Lincoln
Sandra Tarabochia, University of Oklahoma

I7 South Pines
*It's in the Details: The Documents, Visual Rhetoric, and Metaphors That Transfer WPA Work to the Classroom*
Rebecca Cantor, Azusa Pacific University
Karen Sorensen-Lang, Azusa Pacific University

I8 North Firs
*Sustaining Teacher and Student Sanity: An Examination of Various Response Types*
Jill Dahlman, University of Nevada, Reno
Patsy K. Eagan, University of Nevada, Reno
Tialitha Macklin, Washington State University
Piper Selden, University of Hawaii
Stacy Wittstock, Washington State University

I9 South Firs
*Frameworks of Readiness: Institutional Habits of Mind*
Searching for Real College- and Career Readiness: Using the Framework's Habits of Mind in an Admissions Process
Dominic DelliCarpini, York College of Pennsylvania
"Welcome to First-Year Writing": Inviting and Applying Students' Stories for Program Development
Kathryn Comer, Barry University
Paige V. Banaji, Barry University
The Role of the WPA Outcomes Statement in "Excellent" Composition Programs
Logan Bearden, Florida State University
I10 North Cottonwoods

Bridging Disciplinarity and Linguistic Divides
Re-inventing FYC Teacher Development: Bridging Disciplinary Divides
Norah Fahim, University of Washington
Assessing Needs of First-Year Composition Teachers Working with Multilingual Writers
Elena Shvidko, Purdue University
Partnering with ESL Faculty and International Students: A Quest for Sustainability
John Eliason, Gonzaga University
Mary Jeannot, Gonzaga University

I11 South Cottonwoods

Sustaining Retention/Retaining Student Success
Retention and Supplemental Instruction in the First-Year Writing Classroom
Sarah E. Harris, Indiana University East
First-Year Composition Retention and Student Success Initiatives
Michael Day, Northern Illinois University
How Student Performance in First-Year Composition Relates to Retention and Overall Student Success
Matt Bridgewater, Woodbury University

I12 Salmon

WPA's in Transition: Sustainability and/or the Administrator
Steve Wilhoit, University of Dayton
Amy Rupiper Taggart, North Dakota State University
Tereza Joy Kramer, Saint Mary's College of California
Lee Torda, Bridgewater State University

I13 Snake

Sustaining an Administrative Ethic of Flourishing
Tarez Samra Graban, Florida State University
Kathleen J. Ryan, Montana State University
Amy Ferdinandt Stolley, Saint Xavier University
Jonikka Charlton, University of Texas, Pan American
Colin Charlton, University of Texas, Pan American

4:45pm- 6:00pm J SESSIONS

J1 Peregrines

FYC: From Extinction to Resiliency
First-Year Writing Program Administration: Issues of Adaptation, Transformation, and Resiliency
Cheryl Hoy, Bowling Green State University
First-Year Composition on the Verge of Extinction: One Program's Response
Deborah Coxwell-Teague, Florida State University
The Nuclear Option: Sustaining FYC by Eliminating the Requirement
Melissa Nicolas, University of Nevada
J2 Merlins
Writing Program Assessment: Plans, Loops, and Reports
Name, Proclaim and Sustain: A Program Assessment Feedback Loop for the Classroom
Tim McCormack, John Jay College, CUNY
Crafting a Sustainable and Targeted Writing Assessment Plan
Mark Blaauw-Hara, North Central Michigan College
Creating a (High-Quality) Writing Program Annual Report
Scott Warnock, Drexel University

J3 Kestrels
Principles of Programming: The View from Here
Affective Learning: Using the Psychology of Interest in the First-Year Writing Course
Lauren Fine, Brigham Young University
"I Feel Confident Most of the Time": A Dispositional View of Academic Writing Development
Lisa Tremain, Occidental College
Sustaining Programmatic Vision Within the Limits of Labor: A Principle-Driven Approach
Karen Gocsik, University of California, San Diego

J4 North Willows
Building Partnerships to Help First-Year Composition Students Make the Transition to College Writing
Carissa Pokorny-Golden, Kutztown University of Pennsylvania
Patricia Pytleski, Kutztown University of Pennsylvania
Todd Dodson, Kutztown University of Pennsylvania

J5 South Willows
From the Blackboard to the Blogosphere: Using Course Blogs to Foster Undergraduate Student Professionalization across Disciplines
Aubrey Schiavone, University of Michigan
Gail Gibson, University of Michigan
Nancy Allee, University of Michigan Center

J6 North Pines
Focus Groups and Writing Program Assessment
Joseph Jones, University of Memphis
Natacia Davis, Phillips Community College of the University of Arkansas
Michele Kisel, University of Memphis

J7 South Pines
Designing Curricula to Support Sustained, Collaborative, Socially-Engaged Inquiry while Respecting Students’ Existing and Developing Ideologies
Elenore Long, Arizona State University at Tempe
Tonya Eick, Arizona State University at Tempe
Gregg Fields, Arizona State University at Tempe
J8 North Firs

**Multiliteracies and Multimedia in Writing Programs**

*Syllabus Design: Let’s Change it Up!*
Jamie Peterson, Kent State University

*Collaborative Writing Re-Envisioned Using Sustainable Online Platforms*
Norah Fahim, University of Washington

*How WPAs Can Support Cultivation of Multiliterate Capabilities in Students?*
Santosh Khadka, California State University, Northridge

J9 South Firs

MENTORING

**WPA Bildungsromans: How We Become**

*WPA as Bricolage and Bricoleur: An Identity Strategy toward Sustainability*
Al Harahap, University of Arizona

*A GenAdmin Story of Becoming: An Ecological Approach to Sustainable WPA Work*
Natalie Szymanski, University of Hawai’i-West O’ahu

*Democracy Fatigue and Writing Program Administration: Cause, Recognition, and Response for Sustainable Practice*
Robin Gallaher, Northwest Missouri State University

J10 North Cottonwoods

**Collaboration as a Techne Available to the WPA**

Jeremy Cushman, Western Washington University
Jen Talbot, University of Central Arkansas
Megan Schoen, LaSalle University

J11 South Cottonwoods

**Identifying Voices and Audiences by Drawing on our Histories**

*Recycling and Repurposing Voices of the Past*
Christine Cucciarre, University of Delaware

*Queering Time and Space: Donald Murray as Introvert Whisperer*
D. Shane Combs, Illinois State University

*Teaching Grounded Audiences: Burke’s Identification in Social Media and First Year Composition*
Samuel Head, Idaho State University

J12 Salmon

**Specialized Discourses: Communication in Engineering and Business**

*Writing about (Engineering) Writing: FYC, Transfer, and Engineering Learning Communities*
Mary McCall, Purdue University

*Not Just Minding the Gap: Examining How Professional Written Communication Needs are Incorporated into Conversations between Business and WAC/WID Program Administrators*
Kavita Surya, New Mexico State University

*Writing Resilience: Lessons from Engineering and Environmental Planning*
Neal Lerner, Northeastern University
J13 Snake
MENTORING
Contingent Labor: Responsibility and Impact
Contingent Labor and the Instruction of Writing: Considerations of Impact
Mary Laughlin, North Dakota State University
Professional Sustainability: Supporting Contingent Faculty to Navigate the Digital Turn
Christy I. Wenger, Shepherd University
DESPAIR: Using Simulation Video Games to Critique Contingent Labor Use
Way Jeng, Washington State University
The (Un)Sustainability of Writing Instruction: Levinas, Agency, and Responsibility in Contingent Work
Sarah Hart Micke, University of Denver

J14 Payette
Teachers of Writing Should Teach the Whole Person: Affective and Metacognitive Skills in the Writing Classroom
Barbara Kirchmeier, University of Idaho
Jessica McDermott, University of Idaho
Gwen Sullivan, Lewis Clark State College
Lauren Connolly, Lewis Clark State College
Erin Davis, North Idaho College

6:30pm- Dinner
Basque Block Party sponsored by Pearson

Sunday, July 19th
7:00am – 8:30am Peregrines
Breakfast Buffet

8:30am – 10:00am Peregrines
WPA Town Hall Meeting, Future Planning, and Conference Debriefing

10:00am-12:00pm Peregrines
CWPA Executive Board Meeting (Closed Session)