

# Midwest Writing Centers Association



## Gateways Reimagined: Transforming Perspectives in the Writing Center

March 9 -- 11, 2023  
Lindenwood University  
St. Charles, Missouri

# Table of Contents

MWCA Chair's Welcome	pg. 3
2023 Conference Chair's Welcome	pg. 4
MWCA Executive Board Members	pg. 5
2023 MWCA Conference Planning Committee	pg. 6
2023 MWCA Travel Grant Recipients	pg. 6
Keynote Speaker Heather Brown-Hudson	pg. 7
2023 MWCA Conference Schedule at a Glance	pg. 9
Friday, March 10 <sup>th</sup> Breakout Sessions	pg. 11
Saturday, March 11 <sup>th</sup> Breakout Sessions	pg. 18
Lindenwood University campus map	pg. 22

## MWCA Mission Statement

As a regional nonprofit organization and an affiliate of the International Writing Centers Association, the Midwest Writing Centers Association (MWCA) encourages communication and collaboration among writing centers in the Midwestern region of the United States, which includes Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Upper Michigan, and Wisconsin. Our mission is to assist writing centers in promoting clear and effective writing, offer support to those who are involved in writing center work, and encourage scholarly activities, such as primary/ secondary research and presentations/publications of research results.

### Visit us online:

<http://www.midwestwritingcenters.org>

### Membership portal:

<https://www.mwcamembers.org>

### Contact us:

[chair@midwestwritingcenters.org](mailto:chair@midwestwritingcenters.org)

## MWCA Chair's Welcome

*Jennifer Todd-Ferrell*



On behalf of the Midwest Writing Centers Association Executive Board, I am pleased and honored to welcome you to the 2023 MWCA Conference. It is truly a joy to be able to gather together again.

Our theme this year – gateways - holds close, personal ties to my own educational journey. As a first generation, working class student, my undergraduate writing center was my gateway into higher education. It was through experiences in the writing center that I was able to cultivate relationships, mentors, and experiences that helped me find my place of belonging in a world that felt very foreign to me. Part of my continued research examines how the writing center can be that gateway for others.

And yet, I've also been confronted by times when our spaces didn't necessarily live up to my beliefs. Our CFP invited folks to both celebrate the gateways that our space might create, but also invited us to discuss, explore, and challenge the notion that our spaces are always gateways for everyone. It is through challenging our beliefs and assumptions - both stated and unstated - that we can continue the work that has already begun in making our spaces the inclusive gateways that many of us in the writing center community feel they are.

The session proposals have done a wonderful job rising to this invitation. Our keynote speaker and other programming promises that this conference will be a thoughtful space in which to engage in these conversations. I look forward to hearing the discussions and seeing the action in which our spaces are already engaging.

Thank you for joining us this year, and please join me in thanking our MWCA conference committee, Susan Edele and Lindenwood University, and the entire executive board of the MWCA for the joint efforts in putting on this conference.

## 2023 MWCA Conference Chair's Welcome

*Elizabeth Busekrus Blackmon*



Welcome to MWCA 2023! After several years apart in the MWCA community, we are finally together again. Writing center conferences are a time of connection and encouragement, a time to be inspired by others' ideas, to collaborate on challenges, and to consider how to transform our writing centers. In light of this mission, our conference theme this year is "Gateways Reimagined: Transforming Perspectives in the Writing Center." I see the writing center as a central space for transformation. Although some institutions may place writing centers in the gatekeeper role, how we position ourselves is up to us. In looking at the program, the presentations show these diverse identities—from discussions of a writing fellows program to community quilting in the writing center to navigating a politically diverse center. As issues of equity arise, writing centers continue to be innovative in their approach to solving these problems. I admire MWCA's commitment to diversity, equity, and inclusion, and I believe this conference will be an effective platform for discussing these concepts. If you need anything during your time at MWCA 2023, please do not hesitate to ask.



## **MWCA Executive Board Members**

**Jennifer Todd-Ferrell, Chair**

Cornell College (Mount Vernon, Iowa)

**Emma Catherine Perry, Vice Chair**

University of Nebraska Lincoln (Lincoln, Nebraska)

**Elizabeth Busekrus Blackmon, Treasurer**

St. Louis Community College Meramec (St. Louis, Missouri)

**Luke Morgan, Secretary**

Metropolitan State University (Saint Paul, Minnesota)

**Tisha Turk, Web Coordinator**

Grinnell College (Grinnell, Iowa)

**Michael Frizell, At-Large Member**

Missouri State University (Springfield, Missouri)

**Joni Hayward Marcum, At-Large Member**

University of Wisconsin Milwaukee (Milwaukee, Wisconsin)

**Cindy Johaneck, IWCA Liason**

North Hennepin Community College (Brooklyn Park, Minnesota)

**Jennifer Somie Kang, At-Large Member**

Grinnell College (Grinnell, Iowa)

**Kristin Risley, At-Large Member**

University of Wisconsin-Stout (Menomonie, Wisconsin)

**Benjamin Thiel, At-Large Member**

Mount Mercy University (Cedar Rapids, Iowa)

**Christine Wilson, At-Large Member**

Dominican University (River Forest, Illinois)

## 2023 MWCA Conference Planning Committee

### **Elizabeth Busekrus Blackmon**

St. Louis Community College Meramec (St. Louis, Missouri)

### **Jennifer Somie Kang**

Grinnell College (Grinnell, Iowa)

### **Benjamin Thiel**

Mount Mercy University (Cedar Rapids, Iowa)

### **Sue Edele**

Lindenwood University (St. Charles, Missouri)

## 2023 MWCA Travel Grant Recipients

### **Kenneth Michael, University of Nebraska Omaha**

Kenneth's workshop, *Not the Wind, Not the Flag: The Gateless Gate and Writing Center Metacognition*, will be held during Session 2 in Harmon 137

### **Kathleen Dillon, University of Nebraska Lincoln**

Kathleen and her co-presenters, M. Imig and Rachel Azima, will lead the roundtable discussion *Frequent Fliers, Complex Emotions, and Sustainable Labor Practices in the Writing Center* during Session 1 in Harmon 121



## **Keynote Speaker**

*Dr. Heather Brown-Hudson*

*We built it; they came. But did they come back?*

*Gatekeeping and Other Barriers to Ensuring Access to Writing Center Support*

What is gatekeeping and how does it differ from gatekeeping? Addressing student perceptions about the role of Writing Centers in their lives is only the first piece to consider in ensuring access. We can revamp a mission, rebrand an image, but will that correlate to a removal of some of the barriers to access? How can we reframe the narrative around the notion of student “choice” to seek or not seek WC support to include the myriad other factors that might better align students' needs with what Writing Centers do? And while we are necessarily working through what the changing needs of our students are, we also need to address the changing needs of Writing Centers themselves. From a frequent lack of adequate institutional financial support, to problems of representation and visibility, to inaccurate understandings of what any given writing center actually does, to varied student perception about writing centers overall, the challenges that the best-intentioned creators of these spaces and providers of this service face have rippling effects on all stakeholders. How can staff, students, faculty, and the college or university community collaborate to increase student access, buy-in, and ultimately, ownership of Writing Centers?

An academic, activist, influencer, and educator, Dr. Heather Brown-Hudson works to advance DEI initiatives through meaningful engagement with stakeholders across industries nationwide. Brown-Hudson has recently pivoted from her career as a university professor to open a consulting firm, Dynamic DEI Solutions, LLC, specializing in workplace Diversity, Equity, and Inclusion efforts.

A Philadelphia native and St. Louis transplant, Dr. Brown recently concluded an 11-year tenure as Associate Professor and Chair of the Gender Studies Program at Lindenwood University in St. Charles, Missouri. While at Lindenwood, Dr. Brown was as dedicated to serving her university community as she was to teaching. As a member of the Lindenwood DEI Task Force and faculty advisor for the campus GSA (Genders and Sexualities Alliance), Dr. Brown successfully co-sponsored several important policy changes and DEI improvements on campus, notably an inclusive university portal and Canvas system wherein pronouns and preferred names can be entered by students, faculty, and staff, and the addition of several vital categories to the University's Policy of Non-Discrimination such as gender identity and sexuality.

In 2018, Dr. Brown was invited to deliver a [TEDx talk on The Art of Persistence](#), and in 2019, she secured her own TEDx license and curated [TEDXRitenourRoad SpeakUp](#).

She was honored to have received the MLK Leadership Award in 2020 for her unwavering commitment to advancing DEI initiatives in and around the University, and was also featured in the *OUT in STL* magazine as one of the top Queer Influencers of 2020: [Heather Brown-Hudson: The Teacher](#).

Dr. Brown received an MA in French Language and Literature from Middlebury College and a PhD in Comparative Literature with a certificate in Women's, Gender, and Sexuality Studies from The Graduate Center at the City University of New York.

# 2023 MWCA Conference Schedule at a Glance

## Thursday, March 9<sup>th</sup>

4:30 p.m. – 8:30 p.m.      Registration  
Opening reception  
*Spellman AB Room*

## Friday, March 10<sup>th</sup>

8:00 a.m. – 9:00 a.m.      Registration (available all day)  
Coffee and light breakfast  
*Spellman AB Room*

8:30 a.m. – 9:00 a.m.      Introduction and Welcome  
*Spellman AB Room*

9:00 a.m. – 11:00 a.m.      Keynote speaker Heather Brown-Hudson  
*We built it; they came. But did they come back? Gatekeeping  
and Other Barriers to Ensuring Access to Writing Center Support*  
*Spellman AB Room*

11:00 a.m. – 11:15 a.m.      Snack break  
*Harmon Lobby*

11:15 a.m. – 12:25 a.m.      Breakout Session 1  
*Harmon 119, 121, 131, 136, and 137*

12:30 a.m. – 1:25 p.m.      Lunch in affiliate (state) groups  
*Harmon Lobby*

1:30 p.m. – 2:40 p.m.      Breakout Session 2  
*Harmon 119, 121, 131, 136, and 137*

- 2:45 p.m. – 3:55 p.m.      Breakout Session 3  
*Harmon 119, 121, 131, 136, and 137*
- 4:00 p.m. – 4:10 p.m.      Snack Break  
*Harmon Lobby*
- 4:15 p.m. – 6:00 p.m.      Facilitated Open Conversations
- *Following up on Heather Brown-Hudson’s keynote remarks and ideas*  
Harmon 119
  - *ChatGPT and AI-assisted writing: sharing information and strategies*  
Harmon 137

**Saturday, March 14<sup>th</sup>**

- 8:00 a.m. – 9:00 a.m.      Coffee and light breakfast  
*Spellman AB Room*
- 9:00 a.m. – 10:10 a.m.      Breakout Session 4  
*Harmon 119, 121, 131, 136, and 137*
- 10:15 a.m. – 11:25 a.m.      Breakout session 5  
*Harmon 119, 121, and 131*
- 11:30 a.m. – 12:00 p.m.      Box Lunch (stay and chat or hit the road ☺)  
*Spellman AB Room*

**Friday, March 10**

**11:15 a.m.—12:25 p.m.**

***Breakout Session 1***

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**1A: Roundtable Discussion**

**Harmon 119**

*Polite or Not, Let's Talk \$\$\$\$: Money as Hidden Gateway in Writing Center Work*

G. Travis Adams, Nolan Bennett, Brigid Johnson, and Kathy Radosta, University of Nebraska Omaha

This round table explores the professional and ethical consequences of our collective omission of writing center finances. Facilitators and attendees will discuss economic barriers that make expanding services, recruiting peer tutors, pursuing partnerships, and improving working conditions difficult, if not impossible. Following discussion, participants will brainstorm towards collective change.

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**1B: Roundtable Discussion**

**Harmon 121**

*Frequent Fliers, Complex Emotions, and Sustainable Labor Practices in the Writing Center*

Kathleen Dillon, M. Imig, and Rachel Azima, University of Nebraska Lincoln

Why do writers and workers return to writing centers? How can we make space to explore complex emotions while ensuring sustainable labor practices, especially for staff with disabilities? Participants will engage in a discussion on holding space for complex emotions while ensuring that writers and workers are properly supported.

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**1C: Panel**

**Harmon 131**

*Community as Gatekeeper or Gateway: In Search of Transformative Writing Center Relationships*

Nathan Hamilton, Delia Rainey, and Jenn Carter, St. Louis Community College Meramec, St. Louis, Missouri

Throughout this panel, our goal is to discuss the role community plays in creating boundaries within the communal space, the audience and impact of client reports forms, and finally how to navigate imposter syndrome in a population and community that has a variety of academic backgrounds and levels of confidence.

**1D: Panel****Harmon 136**

*Supporting Students in the Thirdspace: The Development and Practice of a Community College Professional Writing Fellows Program*

Sam Benson, Quentin James, and Mark Kjellman, Saint Paul College, Saint Paul, Minnesota, Alyssa Adkins, Macalester College, Saint Paul, Minnesota

Now in its fourth year, the Writing Fellows Program at Saint Paul College is an equity-driven academic support program in which professional staff are embedded in selected courses to facilitate holistic literacy instruction that centers students' writerly identities and rhetorical agency. Our presentation will discuss the background and impetus of the program as well as the application, efficacy, and challenges.

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**1E: Panel****Harmon 137**

*Two Gateways to Collaboration: Writing Fellows and Writing Centers*

Carol Severino, Kyler Johnson, and Summer Carlson, University of Iowa, Iowa City, Iowa

This session compares Writing Fellows and Writing Centers in terms of their histories and collaborative dynamics. Presenting examples from their personal experiences, two fellows who are also tutors explore differences in student motivation for using each program and the different conditions in each program under which the fellow or tutor reads a draft. They invite participants to share their related experiences.

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**Friday, March 10****1:30—2:40 p.m.*****Breakout Session 2***

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**2A: Individual Presentations****Harmon 119**

*Making Gateways to Learning for Graduate-Level Writers at Primarily Undergraduate Institutions*

Amanda Arp, Central Methodist University, Fayette, Missouri

For small institutions, the writing center may be one of few gateways on campus for students to hone writing abilities and genre knowledge. This presentation focuses on best practices for how writing centers at small universities with fewer resources can be generalist gateways for graduate student writers from throughout the disciplines.



*Voice and Audience in the Writing Center*

Maddie Yu, Grinnell College, Grinnell, Iowa

Student writers struggle with voice and audience. These problems are linked, and the result of a disparity between what is taught in the classroom and what is practiced. This presentation addresses the link between voice and audience and how and why the writing center should support students' understanding of both.

*A Journey in Stitches: Community Quilting in the Writing Center*

Kate Balogh, College of DuPage, Glen Ellyn, Illinois

This presentation will share the story of the WRSA Inclusivity Community Quilt, from the antiracism, inclusivity, and accessibility work that preceded it, to the art, literacy and social justice training module, the creation of quilt blocks and artist statements, and the unveiling of the completed quilt, book, and webpage.

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**2B: Roundtable Discussion**

**Harmon 121**

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*A Carceral Writing Center Space as a Gateway: Feather Bricks Newsletter and the Journey from MA Graduate to Teaching Fellow*

Johnny Marizetts, Scott Moore, Melissa Pavlik, Michael Simmons, DeCedrick Walker, and RóDerick Zavala, North Park University, Chicago, Illinois

This roundtable aims to promote discussion about how writing centers can serve as gateways for system-impacted individuals. Discussion will be grounded in a presentation on two ways North Park University's Writing Center, Stateville Correctional Center campus, has served as a gateway for connecting incarcerated writers to our Chicago campus community.

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**2C: Workshop**

**Harmon 131**

*Cracking Our Own Codes: Designing Resources for Accessible Asynchronous Feedback*

Serenity Dougherty and Emma Catherine Perry, University of Nebraska Lincoln

In this workshop, participants will reflect on their habits and techniques for providing asynchronous feedback. Workshop leaders will then model and guide participants through the development of a student-facing resource to help students decode reader responses in the absence of a synchronous conversation.

## **2D: Individual Presentations**

**Harmon 136**

### *Strategies for the Neurodiverse Student*

Roman Belsher, Grinnell College, Grinnell, Iowa

In a field that prizes practicality, writing studies research on neurodiversity has too often focused on theory. Using insights from Critical Race Theory and psychology, I will share practical ways that writing center tutors can empower neurodiverse and Autistic students to enter spheres of dominant discourse.

### *Perceptions of Expertise in Disability: Intersectional Considerations for Disclosure*

Rachel Jocson, Augustana College, Rock Island, Illinois

In this presentation, I will consider how perceptions of disabled tutees' expertise relate to disclosure through an intersectional lens. I will draw from writing center literature and my own experience to consider how the stigma around disability affects disclosure opportunities for tutees with marginalities considered atypical of disability.

### *Negotiating a More Inclusive Table: Reconciling Neurodiversity and Online Tutoring*

Paige Meyer, Augustana College, Rock Island, Illinois

Neurodivergent tutors are often left out of discussions in writing centers. To combat ableism, especially with the increase of online tutoring, two-way conversations that include neurodivergent and disabled tutors are more necessary than ever before. Neurodivergent tutors are the key to opening such discussions, and their experience must be prioritized.

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## **2E: Workshop**

**Harmon 137**

### *"Not the Wind, Not the Flag:" The Gateless Gate and Writing Center Metacognition*

Kenneth Michael, University of Nebraska Omaha

What is mindfulness? How is it related to metacognition? Are these concepts useful in the context of a writing center? Drawing from writing center studies and psychology, this workshop establishes a theoretical foundation for mindfulness as an applied practice and offers basic instruction for breathing, sitting, walking, and koan meditation.

**Friday, March 10**

**2:45—3:55 p.m.**

***Breakout Session 3***

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**3A: Individual Presentations**

**Harmon 119**

*Visibility and Student and Faculty Engagement in Writing Centers: The Extended Orientation Model*

Elizabeth Busekrus Blackmon and Caitie Wisniewski, St. Louis Community College Meramec, St. Louis, Missouri

This presentation will illustrate and explore the extended orientation model as a tool for student and faculty outreach and engagement, discussing relevant writing center literature, collected data, and applying this model to other writing centers.

*Redefining Dyslexic Tutoring*

Riley Dandurand, Kansas State University, Manhattan, Kansas

Due to a lack of funding and training writing center tutors often don't feel equipped to work with dyslexic students who come into the center for help. Through research and discussion, writing centers may better prepare their tutors for the diverse needs of their students.

*The Gateway to Tutoring Success: Effective Communication*

Emmeline Kenealy, Augustana College, Rock Island, Illinois

How can a tutor's conversation with their tutee be a hindrance or a gateway to successful tutoring sessions? We can better understand tutoring as a conversation by using discourse analysis to uncover verbal and nonverbal communication differences between voluntary, required, and course-based tutoring sessions.

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**3B: Roundtable**

**Harmon 121**

*Peer Tutoring as a Gateway to Meaningful Mentorship, Professional Confidence, and Sustainable Services at the Community College Level*

Amanda Gallogly, Meghan Brickey, and CJ Cook, St. Louis Community College, St. Louis, Missouri

Peer writing tutoring can seem especially daunting at the community college, considering the training required and the pace of turnover. However, there are also many benefits and opportunities to be had. This roundtable discussion foregrounds peer tutor perspectives to present the challenges and successes of an ongoing pilot program.

### **3C: Panel**

**Harmon 131**

#### *Becoming Writing Fellows: Philosophies, Logistics, and Challenges*

Sydney Smithgall, Elisa Burba, Eva Brooks, and Josephine Geiger Lee, University of Iowa, Iowa City, Iowa

Four sophomore Writing Fellows describe the logistics and philosophy of their Writing Center's curriculum-based peer tutoring program. They explain how they negotiate the line between peer and authority; how they surmount communication barriers; how they empathize with students while aspiring to meet instructors' expectations; and how they function as both generalists and specialists.

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### **3D: Individual Presentations**

**Harmon 136**

#### *Places, Spaces, and Challenges: Pioneering Writing Centers in the Wedding, Funeral and Banking Industries*

Molly Sharp, Graceland University, Lamoni, Iowa

This presentation discusses how to create writing centers based in workplaces and other unexplored communities, including the wedding/funeral industry, banks and more. It examines and expands on established writing center pedagogical ideas in non-academic settings, focusing on the Federal Reserve and a Law Firm in Washington D.C.

#### *The Multilingual Gateway*

Sophia Lopez, Graceland University, Lamoni, Iowa

Through an analysis of Dickinson College's Multilingual Writing Center, this presentation argues that Writing Centers should act as a gateway to linguistic reform within our society by embracing communicative differences through cultural education, optimization of multilingual assets, and a teaching style that uplifts multilingual writing as opposed to furthering conformation.

#### *Writing Center Engagement Through Poetry*

Mylin "PJ" McDaniel, Graceland University, Lamoni, Iowa

This presentation will help the audience evaluate the effect that spoken word and poetry has on students' writing and performance skills. Overall, we will look at how these art forms can open doors for students to engage with writing centers.

### **3E: Individual Presentations**

**Harmon 137**

*The 'Social Work' of Writing Centers: Opportunities for Programmatic Partnerships and Enhanced Student Support*

Jo Ell and Kyria Brown, Washington University, St. Louis, Missouri

Writing centers are uniquely positioned to support social work graduate students, a group often unprepared to navigate academic writing. Using data from the ongoing partnership between Washington University in St. Louis' Writing Center and Brown School, presenters will explore the alignment between disciplines and the replicability of this programmatic model.

*Reflecting Queeringly: Narratives and Queer Theory in a Liberal Arts College Writing Center*

Daniel Henke, Lake Forest College, Lake Forest, Illinois

This presentation shares a study that I conducted at my college to help glean insight into how a writing center can become a queer space. I provide the results of the study and offer a brief discussion that examines how we created a queer space in the writing center through the process of reflection and the open exchange of ideas.

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**Friday, March 10**

**4:15—6:00 p.m.**

#### ***Facilitated Open Conversations***

Two sessions will be offered, and each will be repeated. We have several rooms available, so groups may separate into different rooms to allow for smaller groups. The conversations will be facilitated by MWCA Board members.

*Following up on Heather Brown-Hudson's keynote remarks and ideas* (4:15 – 5:05 p.m. and 5:10 – 6:00 p.m.)

Each session will begin in Harmon 119, and may split off and use Harmon 121 and/or Harmon 131 as the size of the group dictates.

*ChatGPT and AI-assisted writing: sharing information and strategies* (4:15 – 5:05 p.m. and 5:10 – 6:00 p.m.)

Each session will begin in Harmon 136, and may split off and use Harmon 137 and/or Harmon 145 as the size of the group dictates.

***Breakout Session 4***

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**4A: Roundtable**

**Harmon 119**

*Anti-Racism and the Quest for a Politically Diverse Center*

Lucas Street, Augustana College, Rock Island, Illinois

In our polarized political climate, can writing centers be simultaneously politically diverse and actively anti-racist? How can we encourage opposing political viewpoints among tutors, while calling out harmful beliefs and behaviors? This roundtable will provide space to share experiences and ideas as we imagine an anti-racist, yet politically diverse center.

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**4B: Workshop**

**Harmon 121**

*The Writing Center's Imperative to Care*

Erin Todey, Iowa State University, Ames, Iowa, Tisha Turk, Grinnell College, Grinnell, Iowa

This roundtable begins from the premise that writing centers have a pedagogical and ethical imperative to care for students. Using principles and practices from trauma-informed pedagogy (Thompson & Marsh 2022; Imad 2022), we engage participants in discussing what care “for writers, for ourselves” might look like in our writing centers.

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**4C: Individual Presentations**

**Harmon 131**

*Reconstructing the Arch: Assessing How Required Visits Matter*

Crystal Mueller, University of Wisconsin Oshkosh

Since 2009, students with developmental writing placements have been required to visit our Writing Center. Over time, the program has adjusted to better serve students. Now, in the midst of learning loss and a pandemic, we are redesigning to better support writing coaches as well as the writers they serve.

*Writing Centers and Transfer of Learning*

Ruth Berson, Washington University, St. Louis, Missouri

By observing tutors at work, and interviewing them afterwards, this project seeks to collect data about how intentional tutors are about ‘transfer talk’, and how implicitly or explicitly ‘transfer talk’ occurs, in order to contribute to the promotion of Transfer of Learning at our educational institutions.

**4D: Workshop****Harmon 136**

*We exist: Transforming perspectives of a STEM university writing center through (seemingly) any means necessary*

Phillip Bode, Keilynn Johnson, Kira Courtois, and Eileen Kordick, Missouri University of Science & Technology, Rolla, Missouri

By referring to research, including Cheadle and Sanchez's work with embedded tutors in student organizations, we will facilitate a discussion about expanding writing centers' potential to be gateways across campus. While the focus will be on STEM universities (and STEM majors at Liberal Arts universities), all input will be welcome.

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**Saturday, March 11****10:15—11:25 a.m.*****Breakout Session 5***

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**5A: Roundtable Discussion****Harmon 119**

*Two-year Colleges Have Always Been Gateways. Right? (Discuss!)*

Cindy Johaneck, North Hennepin Community College, Brooklyn Park, Minnesota

This open forum invites 2-year colleges to bring and discuss topics unique to their work. Participants will be invited to help frame our focus. We encourage 4-year colleagues to participate, too, as many of our students transfer to 4-year programs. Facilitated by the 2-year College Representative to the IWCA Board.

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**5B: Roundtable Discussion****Harmon 121**

*Students Opening the Door for Students: Undergraduate Office Assistants in the Writing Center*

Hugh Lheureux, Ben Goeser, Anne Thomas, and Eren Lewis, University of Nebraska Omaha

In this roundtable discussion, we focus on the role of student office workers in the Writing Center and invite attendees to discuss the effects of the role on Writing Center function and student interaction. We explore how this position can open doors for students, staff, and the campus community.

*URL to IRL: Online Communities as Gateways for Student Support*

Robert Peck, University of Iowa, Iowa City, Iowa

Janine Chow, Northwestern University, Evanston, Illinois

Taney Kurth, Augustana College, Rock Island, Illinois

Three online community experts share their strategies for turning popular web platforms into scholastic gateways, helping students bring their day-to-day, outside-of-class writing and speaking to bear in academic contexts. These straightforward, supplemental approaches can increase accessibility for students, many of whom are already comfortable communicators in other settings.

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All parking lots are available for MWCA attendees.

### LINDENWOOD UNIVERSITY CAMPUS MAP



# WCONLINE

## THE MANAGEMENT **SOLUTION** FOR ACADEMIC CENTERS



### Intuitive and Accessible **SCHEDULING**

Mobile-first Smart Cards allow clients to quickly find available appointments and walk-in or drop-in opportunities by course, subject-area, meeting type, and location. Mass emails, text and email reminders, synchronous and asynchronous online meeting spaces, waiting lists, and policy-related options ensure full center utilization.



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You define the data that is collected across the registration, appointment, and post-session client report forms—and that data is stored forever. Included time clock, waiting room, early alert, and anonymous survey tools provide additional data points, as do unlimited file attachments and permanent records of online meetings.



### Powerful and Graphical **REPORTING**

The included system statistics, collated listing summaries, and system utilization reports provide graphical displays of center usage across all time and all data configurations. Full data exports and API endpoints allow for custom cross-system, learning management system, and offline data queries and displays.

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