Consortium on Graduate Communication

2022 Summer Institute

June 14 – 16

Virtual

Expanding Perspectives in Graduate Communication

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Welcome to the 2022 CGC Summer Institute!

On behalf of the CGC board of directors, welcome to the 2022 online Summer Institute! Although we very much miss seeing you all in person, we're grateful for the safe opportunity to gather online again this summer.

This year's Summer Institute will feature two keynote addresses, one by Dr. Suzanne Ortega, President of the Council of Graduate Schools, and one by Dr. Brian Paltridge of the University of Sydney. (Note that Brian's talk will be held on Wednesday evening in order to manage the time zone difference.) We have a wonderful selection of workshops, special interest networking groups, and–for the first time–research presentations. We also have a stellar lineup of works-in-progress sessions where we can share and respond to each other's work. Videos of the keynote addresses and workshops will be available on the members-only portion of the CGC website.

This year's Institute is being hosted on the UCLA Canvas platform; please join us in thanking Marilyn Gray and other UCLA GWC staff who helped build the site and are helping host our Zoom sessions.

This Year's Theme: Expanding Perspectives in Graduate Communication

We've invited the CGC membership to consider "Expanding Perspectives in Graduate Communication" during this year's Summer Institute. **Expanding perspectives** encompasses our perennial work to hold space for all those working to support graduate students as communicators and our ongoing individual efforts to respond to the challenges of a global pandemic. **Expanding perspectives** also gives us the exciting opportunity to use the online conference format to learn from and build relationships with our graduate communication colleagues beyond North America. We thus hope to maximize the involvement of our colleagues around the globe who may be in a better position to participate in a virtual program than an in-person Summer Institute. We also invite discussions of lessons learned and better practices that have emerged as silver linings during our pandemic experiences as we have taught and delivered graduate communication support in virtual, hybrid, and back-to-face-to-face formats. Finally, we'll be working to continue important conversations in the graduate communication field around supporting increasingly diverse graduate student populations and aligning graduate communication support with socially just outcomes.

Using this Program

We recommend looking over the program in advance and marking the sessions you may want to attend. The Table of Contents has been linked to the appropriate sections for easy navigation on computers and devices. You can also search the program by keyword to find specific people or presentations. If you require a Microsoft Word version of this program for accessibility features, please contact us at consortiumongradcomm@gmail.com.

The program's content will also be distributed across the conference website, where you will find Zoom links to sessions. The website address will be sent to registrants in advance by email.

Thank you for coming to the 2022 Summer Institute!

Marilyn Gray (CGC Co-Chair)
Talinn Phillips (CGC Co-Chair)

Steve Simpson (Treasurer)
Natalia Dolgova (Secretary)
Rachael Cayley (Board Member)
Kelly J. Cunningham (Board Member)
Elena Kallestinova (Board Member)
Kristina Quynn (Board Member)

Instructions for Participants

Sessions for the 2022 Summer Institute (SI) will be held on Zoom. If you do not have a Zoom account, please go to zoom.us and set up a free account.

Links to sessions can be found on the SI website. You will receive the website address shortly before June 14.

Once on the SI website, you can navigate to sessions for each day and time slot. On each session page, you will find a description of the session and a Zoom link. After clicking the link, you will land in the session waiting room. The session host will admit you a few minutes before the session begins.

Enjoy browsing the program and website. Again, we look forward to seeing you on the 14th!

Information for Presenters

Workshop Presenters

Links to Summer Institute (SI) sessions can be found on the SI website. You will receive the address by email. Once on the site you can navigate to your workshop page, where you will find the Zoom link for your session.

Please join your Zoom session 10 minutes in advance of your workshop start time. Once in your session you will find a UCLA graduate student "tech host" who will admit your attendees shortly before the session begins (and after it is underway) and assist you with any aspects of the Zoom session. You can find your tech host's name and an email contact address on your session page, should you want to contact them in advance. You are your own session chair; that is, you will introduce the workshop and yourself and keep time as needed.

The Zoom session will be set to allow any participant to share their screen, so you need not be a co-host of the session in order to do so. If you prefer to be a co-host for the session, however, your tech host can make that change for you. If you are using breakout rooms and want to set them up yourself, you will need to be a co-host. Alternatively, you can simply direct your tech host to set up breakout rooms as needed throughout the workshop.

Work-in-Progress Presenters

Links to Summer Institute (SI) sessions can be found on the SI website. You will receive the address by email. Once on the site you can navigate to your session page, where you will find the Zoom link for your session.

Each Works-in-Progress session will have a session chair who will introduce the session and keep time. Please remember that each presentation is allocated ten minutes, and session chairs will enforce the time limit during sessions.

Please join your Zoom session 10 minutes in advance of your session start time. Once in your session you will find a UCLA graduate student "tech host" who will admit your attendees shortly before the session begins (and after it is underway) and assist you with any aspects of the Zoom session.

The Zoom session is set to allow any participant to share their screen, so you need not be a co-host of the session in order to do so. If you prefer to be a co-host for the session, however, your tech host can make that change for you.

Special Interest Networking Session Presenters

Links to Summer Institute (SI) sessions can be found on the SI website. You will receive the address by email. Once on the site you can navigate to your session page, where you will find the Zoom link for your session.

Please join your Zoom session 10 minutes in advance of your session start time. Once in your session you will find a UCLA graduate student "tech host" who will admit your attendees shortly before the session begins (and after it is underway) and assist you with any aspects of the Zoom session. You can find your tech host's name and email address on your session page, should you want to contact them in advance. You are your own session chair; that is, you will introduce the networking session and yourself and keep time as needed.

The Zoom session is set to allow any participant to share their screen, so you need not be a co-host of the session in order to do so. If you prefer to be a co-host for the session, however, your tech host can make that change for you. If you are using breakout rooms and want to set them up yourself, you will need to be a co-host. Alternatively, you can simply direct your tech host to set up breakout rooms as needed throughout the networking session.

Research Presenters

Links to Summer Institute (SI) sessions can be found on the SI website. You will receive the address by email. Once on the site you can navigate to your presentation page, where you will find the Zoom link for your session.

Please join your Zoom session 10 minutes in advance of your presentation start time. Once in your session you will find a UCLA graduate student "tech host" who will make you a co-host and admit your attendees shortly before the session begins (and after it is underway) as well as assist you with any aspects of the Zoom session. You can find your tech host's name and an email contact address on your session page, should you want to contact them in advance. You are your own session chair; that is, you will introduce the presentation and yourself and keep time as needed.

All Presenters

Sharing materials: On the page for your session, you will find a link to a Google Doc associated with your session. If you would like to share materials with your attendees before or after the session, you can link to them there.

Zoom background: We invite you to use the 2022 Summer Institute Zoom background attached to the email message that provided the SI website address.

2022 Program at a Glance

DATE	TIME	PROGRAMMING
Tuesday, June 14	11:30 – 12:00 EDT	Welcome
	12:00 – 1:00 EDT	Keynote: Suzanne Ortega
	1:15 – 2:30 EDT	Workshops 1 & 2
	2:30 – 3:00 EDT	Coffee and Chat
	3:00 – 4:15 EDT	Works-in-Progress: Session A
	4:30 – 5:30 EDT	Special Interest Networking Sessions
Wednesday, June 15	11:30 – 12:45 EDT	Works-in-Progress: Session B
	1:00 – 2:15 EDT	Workshops 3 & 4
	2:15 – 2:45 EDT	Break
	2:45 – 4:00 EDT	Works-in-Progress: Session C
	4:15 – 5:15 EDT	Special Interest Networking Sessions
	5:15 – 6:00 EDT	Happy Hour and Chat
	6:00 – 7:00 EDT	Break
	7:00 – 8:00 EDT	Keynote: Brian Paltridge
Thursday, June 16	11:30 – 12:45 EDT	Works-in-Progress: Session D
	12:45 – 1:15 EDT	Coffee and Chat
	1:15 – 2:30 EDT	Workshops 5 & 6
	2:45 – 3:45 EDT	Workshop 7 | Research Presentations
	4:00 – 5:00 EDT	Business Meeting
	5:00 – 5:30 EDT	Closing Happy Hour

Keynote Speakers

Tuesday, June 14, 12:00 – 1:00 pm EDT

Student-Centered Pedagogies: Diversity, Inclusion, and the New Normal

Suzanne Ortega, *President, Council of Graduate Schools*

As learners, teaching assistants, and future faculty, graduate students have been profoundly affected by the twin pandemics of Covid and racial violence and reckoning. This historical moment is creating opportunities to newly explore the structure of graduate curricula, its pedagogies, and delivery formats. This talk will explore some of the work Council of Graduate Schools (CGS) and its members are doing to better understand the implications of the pandemics for place-based and virtual learning for diverse student populations in the U.S. and across the globe.

Suzanne Ortega became the sixth President of the Council of Graduate Schools on July 1, 2014. Prior to assuming her current position, she served as the University of North Carolina (UNC) Senior Vice President for Academic Affairs (2011-14). Previous appointments include the Executive Vice President and Provost at the University of New Mexico (UNM), Vice Provost and Graduate Dean at the University of Washington (UW), and the University of Missouri (MU). Dr. Ortega's masters and doctoral degrees in sociology were completed at Vanderbilt University. With primary research interests in mental health epidemiology, health services, race and ethnic relations, and graduate education, Dr. Ortega is the author or co-author of numerous journal articles, book chapters, and an introductory sociology text, now in its 9th edition. An award-winning teacher, Dr. Ortega has also served on review panels for National Science Foundation (NSF) and the National Institutes of Health and has been the principal investigator or co-investigator on grants totaling more than $11 million in private foundation and federal funds. Dr. Ortega serves, or has served, on a number of professional association boards and committees, including the boards of the Council of Graduate Schools, the Graduate Record Exam (GRE), the National Academies Committees on the Assessment of the Research Doctorate and Revitalizing Graduate STEM Education for the 21st Century, the NSF Human Resources Expert Panel and Education and Human Resources Advisory Committee, the North Carolina E-learning Commission, and the UNC, UNM, and UW Presses. She currently is a member of the Board of Trustees of American University in the Emirates.

Wednesday, June 15, 7:00 – 8:00 pm EDT

Expanding Perspectives on Doctoral Dissertations

Brian Paltridge, *Professor of TESOL, University of Sydney*

Doctoral dissertations, for many years, have been a relatively stable genre although this has begun to change, especially as doctoral degrees are now being offered in an increasing range of disciplines and where alternate scholarly forms are being accepted for the award of the degree. There has, however, been little research which examines these kinds of changes in doctoral degrees and what they mean for dissertation writing. In this presentation, the emergence of the doctoral dissertation is examined, and its development is traced over time. Examples are presented of dissertations submitted for professional doctorates, practice-based doctorates, and doctorates by publication. The doctoral dissertation is then discussed as an instance of genre evolution and discussions of choice and constraint in academic writing. It is also considered in relation to discussions of the 'doctorate of the future' (Pare, 2019) and what we might expect to see in future doctoral submissions.

Brian Paltridge is Professor of TESOL at the University of Sydney. He is author of *Discourse Analysis* (third edition, Bloomsbury, 2021), co-editor with Ken Hyland and Lillian Wong of the *Bloomsbury Handbook of Discourse Analysis* (second edition, Bloomsbury, 2021) and, with Sue Starfield, *Thesis and Dissertation Writing in a Second Language* (second edition, Routledge, 2020) and *Getting Published in Academic Journals* (University of Michigan Press, 2016). He is currently writing a book with Sue Starfield titled *Change and Stability in Thesis and Dissertation Writing* to be published by Bloomsbury and, with Matthew Prior, editing *The Routledge Handbook of Second Language Acquisition and Discourse*.

Workshops: Overview

DATE	WORKSHOP INFORMATION	WORKSHOP INFORMATION
Tuesday June 14 1:15 – 2:30 pm EDT	*Workshop 1:* **Developing Support for Stalled Dissertators** Vicki R. Kennell, Purdue University Eric J. Wisz, Purdue University	*Workshop 2:* **Beyond the Pandemic: Building on Lessons Learned during Remote Instruction** Carrie Cargile, Vanderbilt University Stephanie Gollobin, Vanderbilt University
Wednesday June 15 1:00 – 2:15 pm EDT	*Workshop 3:* **Strengthening Wellness Dimensions of Graduate Writing Support** Lisa Russell-Pinson, University of North Carolina at Charlotte Marilyn Gray, University of California, Los Angeles Linda Macri, University of Maryland at College Park	*Workshop 4:* **The "Just Right" Writing Protocol: Practicing Clear Communication with the Goldilocks Principle** Matthew Allen, Purdue University
Thursday June 16 1:15 – 2:30 pm EDT	*Workshop 5:* **GRADflix – Building an Accessible and Enriching Research Communication Competition for Graduate Students** Graeme Northcote, University of Waterloo Elise Vist, University of Waterloo	*Workshop 6*: **Centering Universal Design in Graduate Education** Jessica Lowry, University of British Columbia Okanagan
Thursday June 16 2:45 – 3:45 pm EDT	*Workshop 7:* **Calling on Potential Book Writers! Brainstorm a Topic for the Michigan-CGC Book Series** Nigel Caplan, University of Delaware Katie LaPlant, University of Michigan Talinn Phillips, Ohio University	

Workshops: Abstracts

Tuesday, June 14, 1:15 – 2:30 pm EDT

Workshop 1
Developing Support for Stalled Dissertators
Vicki R. Kennell, Purdue University
Eric J. Wisz, Purdue University

Graduate students writing dissertations often confront academic or personal issues, such as a lack of or contradictory advisor feedback, gaps in genre or academic writing knowledge, managing and affording childcare, poor time management, and anxiety around writing (Carter, Guerin, & Aitchison, 2020). Any of these issues may cause writers to lose momentum and stop progress on their dissertations. As dissertators become stalled, faculty and writing resources on campus, such as writing centers, can provide assistance and scaffolding to catalyze writing activities and guide writers to completion of the dissertation. The primary goals of this workshop are for attendees to consider reasons why graduate students writing dissertations become stalled, to conceptualize what a program designed specifically to help stalled dissertators might look like, and to experience the process of creating methods and resources for such a program.

This workshop is a product of our writing center experience attempting to assist stalled dissertators using specialized tutoring programs. The hands-on activities will be contextualized in our recent experiences working with two writers and their advisors. The workshop will be divided into three parts: determining the underlying reasons a writer has stalled, developing resources to support the writer that match those reasons, and evaluating the implementation and sustainability of such a program. At the end of the workshop, we will share handouts that can be used in attendees' local contexts to develop, implement, and evaluate support programs for graduate students. In all, participants will leave this workshop with ideas and tangible steps to begin creating a program to assist stalled dissertators within their own context.

Workshop 2
Beyond the Pandemic: Building on Lessons Learned during Remote Instruction
Carrie Cargile, Vanderbilt University
Stephanie Gollobin, Vanderbilt University

Moving into emergency remote teaching (ERT) in response to the Covid-19 pandemic required significant effort, but the degree of professional growth that came from being thrust into this new teaching paradigm was notable. Now, with the current return to in-person instruction, practitioners are challenged anew to answer this question: What are lessons learned from our recent ERT experiences that can enrich our future in-person classes? Furthermore, how can we maximize the time and effort spent reshaping our instruction for ERT by repurposing selected

ERT tools and materials for our return to in-person instruction?

Today's collaborative workshop looks at a reflective process for capitalizing on recent ERT experiences to better our in-person instruction. After a brief review of blended learning's place in higher education, both traditionally and in the post-pandemic era, the workshop facilitators will lead participants through their post-ERT reflection framework. This reviewing, reflecting, and reimagining process will emphasize the use of blended learning to ensure that accessibility, engagement, and authenticity (and other principles deemed important by individual practitioners) remain at the forefront of our teaching. Facilitators will briefly demonstrate their use of the framework to foreground such principles in their post-pandemic in-person instruction by sharing their course redesign reflection process and curricular examples inspired by their recent ERT. The majority of the workshop time will then be dedicated to collaborative implementation of the post-ERT reflection framework. The workshop will end with facilitators and participants sharing final takeaways on best practices for reimagining post-pandemic instruction.

Wednesday, June 15, 1:00 – 2:15 pm EDT

Workshop 3
Strengthening Wellness Dimensions of Graduate Writing Support
Lisa Russell-Pinson, University of North Carolina at Charlotte
Marilyn Gray, University of California, Los Angeles
Linda Macri, University of Maryland at College Park

Most doctoral students recognize that they will develop expertise in their chosen discipline and research methods, but few realize that doctoral programs require a commensurate development in academic writing. This "disciplinary becoming" (Dressen-Hammouda, 2008; Curry, 2016) is rarely an easy transformation; it often depends on negotiating uneven power dynamics, building supportive relationships, and seeking additional resources. Students find this endeavor- challenging to their sense of belonging; it often contributes to a cycle of procrastination, anxiety, and impostor stress, all of which may further exacerbate the well-documented mental health crisis among graduate students (Council of Graduate Schools & the JED Foundation, 2021). As graduate communication professionals, the work that we do seeks to counter the uneven, often negative, writing guidance, feedback, and evaluation students may encounter from their disciplinary mentors.

Working with diverse graduate student writers, we have recognized the necessity and benefit of addressing student wellbeing while providing writing support. Specifically, we draw on Seligman's PERMA model (2011) to inform our work and have found that writing support emphasizing inclusion, connection, positivity, sustainability, and authenticity promotes wellness and the positive development of scholarly identity for doctoral writers. Accordingly, this workshop aims to highlight the importance of wellness in graduate writing support and intentional ways to design courses and support programs throughout the doctoral journey to include wellness dimensions.

The workshop will include brief presentations and time for participants to work collaboratively to brainstorm and begin planning ways to create and strengthen a wellness dimension in their own writing support contexts. We will compile all of the collaborative work during the workshop into a final handout that we will share with workshop participants.

Workshop 4
The "Just Right" Writing Protocol: Practicing Clear Communication with the Goldilocks Principle
Matthew Allen, Purdue University

The basic question that this workshop addresses is a practical, pedagogical one: How can teachers help their graduate students to write more clearly, more of the time? This workshop proposes a structured way for students to practice their writing skills at the sentence and paragraph levels. The premise of the workshop is simple: graduate students should try to communicate their ideas in clear writing as much as possible. The outcome of this workshop is that practitioners will gain a low-cost, high-return instructional tool that they can use with their graduate students. Participants will engage in the writing protocol themselves, not simply learn about it, and they will receive a slide deck with the protocol that they can use or adapt for their own contexts.

The workshop will start with a presentation of some principles of clear writing and common problems that academic writers face during their writing and revising processes related to producing reader-friendly prose. The facilitator will also describe the Goldilocks Principle as it relates to academic writing: It's better to aim for sentences that are "just right" for your purpose and context, rather than trying to create the "right" sentences or "just writing" without worrying about clarity.

Next, we will work on putting these principles into practice using the "Just Right" Protocol. Workshop participants will engage in several rounds of hands-on practice using the protocol. We will also consider several examples of how this protocol can be adapted and extended. The workshop will conclude with time for reflection and discussion by participants about how they can apply or adapt this protocol for their instructional contexts.

Thursday, June 16, 1:15 – 2:30 pm EDT

Workshop 5
GRADflix – Building an Accessible and Enriching Research Communication Competition for Graduate Students
Graeme Northcote, University of Waterloo
Elise Vist, University of Waterloo

In 2018, the University of Waterloo launched GRADflix, an annual research communication competition where graduate students create one-minute videos describing their research. GRADflix was designed as a compliment and alternative to competitions like 3MT, by focusing less on public speaking and more on clarity and creativity through multimodal communication.

The competition involves training from first principles, as well as multiple opportunities for feedback, so that students without any prior experience can participate. GRADflix culminates in a live event showcasing finalist videos to the wider community, where a panel of judges select the winners.

When creating a competition with the goal of showcasing diverse voices, we must ask how to balance the necessary constraints of a formalized competition with the openness to non-traditional communication styles. This workshop explores the approach that Graduate Studies and Postdoctoral Affairs (GSPA) and the Writing and Communication Centre (WCC) at UWaterloo have taken to addressing this inherent tension. We will outline the strategies we have used to organize GRADflix around principles of accessibility, inclusivity, enrichment, and adaptability, as well as discuss next steps we can take to improve in these areas based on what we have learned from running the competition over the last four years.

There are three primary goals for this workshop. First, to demonstrate the value of the GRADflix competition for both students and academic support units. Second, to provide participants with a framework of proposed best practices and accompanying resources that they can use to bring the competition back to their own institution. And third, to discuss questions, limitations, and potential adaptations to our model for the GRADflix competition, while also sharing our experience running the competition.

Workshop 6
Centering Universal Design in Graduate Education
Jessica Lowry, University of British Columbia Okanagan

In recent years, higher education has become more aware of the need to offer flexible teaching practices to a diverse graduate student population. The past two years have further highlighted the necessity of expanding current practices to promote access and inclusion. The aim of universal design for learning (UDL) is to offer flexible learning experiences that meet the needs of every learner. In this workshop, I introduce the principles of UDL using a social constructivist approach. Social constructivism refers to the unique set of experiences that each person brings to our learning and how we use our lived experiences to construct knowledge. I will model an activity used in our training program for graduate peer tutors at the Okanagan campus of the University of British Columbia. This activity encourages participants to co-construct practical strategies for implementing UDL in practice, through the creation of a collaborative online resource. The goal of this activity is to encourage participants to reflect on how they can enhance their own teaching practices by intentionally including UDL principles. Participants will leave the workshop with a collaborative online resource of practical strategies for implementing UDL in their educational setting. Creating, sharing, and downloading this collaborative online resource in Google Docs will be simple and straightforward for participants, which highlights a strength of the online format of this workshop.

Some scholars of disability studies have identified the importance of focusing UDL implementation on meeting the needs of the most marginalized populations of students (e.g., students with disabilities); thus, prior to this activity, we briefly discuss the topics of disability and linguistic diversity in higher education to increase participants' awareness of barriers that

may impact the graduate students they teach. Prior to the workshop, participants are asked to consider the barriers to learning that may impact the graduate students they work with and prepare questions that they have about implementing UDL in their educational setting.

Thursday, June 16, 2:45 – 3:45 pm EDT

Workshop 7
Calling on Potential Book Writers! Brainstorm a Topic for the Michigan-CGC Series on Practice, Pedagogy, and Programming for Graduate Communication
Nigel Caplan, University of Delaware
Katie LaPlant, University of Michigan Press
Talinn Phillips, Ohio University

Since it started in 2014, the Consortium on Graduate Communication has become a generous and vibrant community, whose members share their areas of inquiry, expertise, and materials through the CGC Summer Institutes, website, and listserv. At the same time, universities have become increasingly aware of the importance of supporting graduate communication and are seeking guidance as they develop new initiatives. This new book series, a collaboration between the CGC and University of Michigan Press, seeks to be a venue for those who have developed effective graduate communication support approaches and/or research to share their expertise with a broader audience. The series will invite proposals for short books (150-200 pages) that focus on topics relevant to graduate communication instructors, advisors, and program administrators and that provide evidence-based and theorized approaches to graduate communication support. Books accepted for the series will offer innovative program profiles, theorized models, critical frameworks, successful pedagogy, and original research around graduate writing and communication with a view toward bridging the gap between theory and practice. Both monographs and edited collections will be considered.

This workshop will introduce the goals of the new series, outline the requirements for a solid proposal, lead participants in brainstorming activities and conversations, assist participants in identifying collaborators, and provide general advice on developing proposals and books. The facilitators are the series co-editors (Nigel Caplan and Talinn Phillips), joined by Katie LaPlant, Associate Editor of textbooks for the University of Michigan Press. Participants will leave with a better sense of the goals of the series and what they might contribute to the series, maybe even a rough draft of a proposal that they can polish and submit.

Works-in-Progress: Overview

DATE	SESSION	SESSION	SESSION
Tues. 3:00 – 4:15 pm EDT	*Session A1: Pandemic Lessons: Best Practices Online*	*Session A2: Needs Assessment: Approaches and Applications*	*Session A3: Models of Graduate Writing Support*
	Name: Katie Snyder Pandemic Teaching: Making the Most of Online Teaching and Tutoring	**Names: Brad Teague and Marta McCabe** Conducting a Needs Assessment in an English Language Support Program	**Name: Leslie Dupont** Is it Writing Coaching or More? The Embedded Writing Coach as Universal Advocate
	Name: Stacy Sabraw Online and Back Again: The Evolution of a Graduate-Level Writing Course	**Name: Kelley Crites and Ricardo Nausa Triana** Using Needs Analysis for Curriculum Renewal: Findings from a Colombian EAP Program for PhD Students	**Names: Minerva Matos-Garner and Sue Mathias** Maximizing Support for Student Success via a Department Liaison Model
	Names: Natalie Thompson and Kelly Dunham Graduate Student Perspectives on Virtual Consultations: Highlighting Flexibility and Equity	**Name: Heather Boldt, Grace Song, and Peggy Wagner** ELSP 2.0 Updating an English Language Support Program	**Name: Layli Miron, Okunola Odeniyi, and Clare Hancock** Graduate Writing Partners as a Method for Sustained, Personalized Support

DATE	SESSION	SESSION	SESSION
Wed. 11:30 am – 12:45 pm EDT	*Session B1: Navigating Campus Politics and Contexts*	*Session B2: Oral Communication and Vocabulary Support*	*Session B3: Support for Specific Disciplines and Genres*
	Name: Ashton Foley-Schramm, Felicia Page, Cara Mitnick, and Ingrid Lofgren Challenges and Victories with Negotiating Campus Politics	**Name: Pamela Bogart** Interrogating What Clear Pronunciation Entails: Engaging Graduate Student Voices	**Name: Kelly J. Cunningham** NSF GRFP Support for Engineering Graduate Students
	Name: Adam Haley Wasting Away Again in Academia: Pushing Against Disposability in the Labor of Graduate Support	**Name: Tyler Carter, Joseph Davies, and Layla Shelmerdine** Maintaining Student Equity during Times of Restricted Mobility: A Blended Modular Approach to Teaching Graduate Oral Communication Skills	**Name: Jin Pennell and Jill Huang** Grant Proposal Writing for Business Students
		Name: Cynthia DeRoma and James Tierney Lexifying the Curriculum	

DATE	SESSION	SESSION	SESSION
Wed. 2:45 – 4:00 pm EDT	*Session C1: Approaches to Dissertation Support*	*Session C2: Approaches that Emphasize Engagement and Interaction*	*Sessions C3: Supporting Graduate Students of Diverse Linguistic Backgrounds*
	Names: Jenny Goransson and Esther Namubiru When Life Creeps In: Dissertation/Thesis Writers in the Writing Center and Beyond	**Name: Sarah Emory** Embracing Disruption: New Ways to Engage Graduate Students	**Name: Emma Catherine Perry** Exploring Linguistic Diversity with Graduate Student Writers
	Name: Kristin Gilger Dissertation Boot Camp Rehab	**Names: Daniel Aureliano Newman, Rachael Cayley, and Fiona Coll** Exploring Participation in Highly Social Forms of Graduate Writing Support	**Name: Madhav Kafle** Academic Socialization of Multilingual Graduate Students: Role of Formal and Informal Networks
	Names: Katie Homar and Michael Carter Evolving a Dissertation Completion Grant		**Name: Melinda Harrison** Investigating How to Support International Graduate Students in a Master of Public Health Program

DATE	SESSION	SESSION	SESSION
Thurs. 11:30 am – 12:45 pm EDT	*Session D1: Broad-Scale Research Initiatives*	*Session D2: Working with Engineering Students*	*Session D3: Exploring Thesis Dimensions*
	Name: Kristina Quynn Writing across the Career-Span: A Survey of Institutions	**Name: Natalia Dolgova** Refining a Graduate EAP course for students of Engineering and Computer Science	**Name: Brittany Amell** Extending Notions of Unconventional Doctoral Dissertations
	Name: Kristin Homuth Comparing and Contrasting Previous Writing Experiences of Graduate Students	**Names: Tom Deans and Psyche Ready** Supporting Neurodiverse Graduate Writers in Engineering: The Beginnings of a Multi-Year, NSF-Funded Project	**Name: Fangzhi He** Applying the Citation Analysis Heuristic to Tracing Changes Across Master's Students' Thesis Drafts

Works-in-Progress: Abstracts (Alphabetical by Speaker)

Extending Notions of Unconventional Doctoral Dissertations

Brittany Amell, Carleton University

Despite ongoing calls for expanded conceptions of the dissertation, the academy appears to refrain from encouraging dissertations that are more in step with the shifting landscapes and demands faced by today's doctoral students. While studies focused on examining this resistance are important, for the past two years I've focused instead on tracking down examples of these broadened or unconventional dissertations in order to learn more about the conditions that enabled their success. At first, I was interested in dissertations that were different because of their form—such as Sousanis's comic book dissertation or Carson's hip-hop album dissertation. However, I quickly came to see how an exclusive focus on a dissertation's form was not only inadequate, but also incompatible with how I understand and theorize writing. Thus, adopting an extended framework that could account for the various ways in which unconventionalities might appear in dissertations became crucial. This presentation on work-in-progress will begin by providing audience members with enough detail to help contextualise my belief that students, supervisors, and researchers would similarly benefit from an invitation to stretch the notions they hold regarding unconventional dissertations. Then, I will focus on sharing an aspect of my own unconventional dissertation; a resource that introduces tools, or heuristics, that can be used by stakeholders to identify a range of ways to think about unconventionality, as well as potentials for departure. While I hope audience members will greet my project with some enthusiasm, ultimately my aim is to "road test" this resource-in-progress and identify ways to make it both usable and useful.

Interrogating What Clear Pronunciation Entails: Engaging Graduate Student Voices

Pamela Bogart, University of Michigan

Graduate students need to speak about their work on a regular basis. University-based pronunciation courses typically seek to help speakers optimize their clarity to a generic, monolingual English listener (Pennington & Rogerson-Revell, 2019). Recent publications in the field, however, point to two core problems in the content and framing of contemporary academic pronunciation courses in the U.S. (e.g., Enser-Kananen et al., 2021; Gerald, 2020). First, course materials rarely stem from the extensive 21st century research into pronunciation and the related notions of intelligibility and comprehensibility, meaning that time is spent on features that have little impact on listener understanding (e.g., Levis, 2018). Second, in framing course goals as seeking to become more clear to a generic listener and using listening/modeling materials with standardized high-status accents, pronunciation courses mask the white, American, highly educated identity underlying this normative aspiration (e.g., Flores & Rosa, 2019), and undermine student potential to negotiate mutual understanding with their real listeners in real academic contexts (e.g., Metz, 2017; Lindemann, 2010). This work in progress explores how we can change pronunciation materials, tasks, and course content to equip our graduate students to become more powerful, flexible speakers while interrogating the

socioeconomic, political, and racial ideologies that motivate institutions to offer and students to take pronunciation courses in the first place.

ELSP 2.0 Updating an English Language Support Program
Heather Boldt, Grace Song, and Peggy Wagner, Emory University

Emory University's English Language Support Program (ELSP) provides speaking and writing support to international multilingual graduate students. Housed within the Laney Graduate School (LGS) since 1991, our program's primary goal has been to provide support for first-year graduate students who are assessed at the intermediate or advanced level. Based on in-house oral and writing placement exams, students may be required to take a sequence of speaking and/or writing courses in Fall and Spring, receive course recommendations, or test out. In response to changing student demographics and needs, we are currently developing a suite of ELSP offerings designed to provide "just-in-time" support to students throughout their time at Emory. To determine first steps toward change, we have conducted focus groups with current and former students, interviewed directors of similar programs, and held brainstorming meetings with various campus partners. In this work-in-progress presentation, we will share our key take-aways and open the floor for a discussion of key considerations regarding:
- Testing/requirements vs. self-placement/voluntary selection
- Full-semester courses vs. 5-week clinics/7-week modules/workshop series
- Credit vs. non-credit courses
- Offering language support in the first year (only) vs. throughout entire academic journey
- Teaching academic communication more broadly vs. specialized, discipline-specific content
- In-person vs. online, hybrid or HyFlex offerings

As large-scale revision of the ELSP will likely involve major restructuring, we are seeking input from our CGC colleagues. Attendees will be encouraged to share experiences and perspectives on the potential impact of the above considerations on student numbers; student learning, access and accountability; instructor and administrative loads; and more.

Maintaining Student Equity during Times of Restricted Mobility: A Blended Modular Approach to Teaching Graduate Oral Communication Skills
Tyler Carter, Joseph Davies, and Layla Shelmerdine, Duke Kunshan University

This work-in-progress presentation gives an overview of an innovative/new modular course design implemented during the Fall 2021 semester at a Sino-US joint venture university located in Kunshan, China. This course design was primarily a response to a situation where half our faculty were unable to be on campus to teach a graduate oral communication course. To deal with this issue, our course design involved groups of students rotating every two weeks into a different instructor's section where they would work exclusively on a different set of presentation genres and discussion skills. Some of these sections were online and some were in person and on campus, depending on each faculty member's circumstances. Therefore, the main thrust of our course design was to create equity in terms of the student experience, providing them the opportunity to present in both online and in person contexts. Student and

faculty feedback indicate that the trial run of this course design was, for the most part, successful. Our primary questions for the Summer Institute participants are how we might revise this modular course design in future and if we should continue to use this modular approach even after all faculty and students return to campus.

Using Needs Analysis for Curriculum Renewal: Findings from a Colombian EAP Program for PhD Students
Kelley Crites and Ricardo Nausa Triana, Universidad de los Andes

In Latin America, few universities offer programs or courses focusing on graduate student communication in English. This presentation examines the outcomes of a needs analysis survey given to doctoral students at a private university in Colombia as part of an ongoing curriculum renewal project for an English program for PhD students. This program consists of four EAP courses emphasizing writing and speaking skills, with the first level directed toward students who have elementary English proficiency and the final level focusing on writing articles for publication and giving conference presentations in English. The needs analysis survey contains questions on students' use of English within their doctoral program and in other contexts as well as their needs in relation to relevant genres and skills. Compared to previous needs analysis surveys given to doctoral students in 2010 and 2015, these results show that there is now greater importance given to supporting genres, such as emails and statements of purpose, and to socializing in English, both of which are supported by professor observations and student evaluations. Other results show the preference and need for continuing online courses, even after the university has returned to normal on-campus classes. These findings suggest that the program should incorporate more supporting genres and academic discourse socialization in the curriculum to support students' active involvement in international disciplinary communities as well as their participation in their mandatory international internships. At the end of the presentation, we hope to discuss experiences and ideas regarding similar initiatives in other EFL contexts.

NSF GRFP Support for Engineering Graduate Students
Kelly J. Cunningham, University of Virginia

This session will give an overview of programming that helped raise our graduate student acceptance rate on the NSF GRFP from the national average (14-16%) to more than 50%. The presentation will focus on a look at the developments of school level programming for engineering graduate students over the past few years alongside changing, and at times absent, university level support. As we look at further changes, potential expansion and partnership at the university level for the future, how can we sustain and perhaps extend this success and balance complementary offerings?

Supporting Neurodiverse Graduate Writers in Engineering: The Beginnings of a Multi-Year, NSF-Funded Project

Tom Deans and Psyche Ready, University of Connecticut

The writing center at our research university recently collaborated with faculty in engineering to pursue an Innovations in Graduate Education/National Science Foundation grant, one that promises to pilot programs for neurodiverse STEM graduate students. Having landed the funding, we now need to deliver the programs. The writing support strand is embedded within a larger, multi-year portfolio of programs aimed at enhancing the recruitment, retention, and professional development of graduate students with disabilities (especially ADHD, whether formally diagnosed or not). The broader emphasis is on student strengths, peer interaction, metacognition, creativity, accountability, self-efficacy, and self-advocacy. The technical/scientific writing strand will feature workshops, seminars, individual coaching, peer accountability groups, mindfulness strategies, alternative modes of invention and drafting (emphasizing visuals, for example, or experimenting with different schedules and settings for composing), and trails with time, focus, project management, and collaboration software. Assessment of those efforts will follow; we also anticipate inviting students to video record personal testimonials to destigmatize graduate writing struggles (of course, just those who want to; these will be made public). While this work-in-progress session will offer a few insights on the NSF grant-seeking process, the focus will be on outlining those writing support activities, encouraging discussion, and inviting cross-institutional collaboration.

Lexifying the Curriculum

Cynthia DeRoma and James Tierney, Yale University

A high correlation between vocabulary size and language proficiency has often been highlighted in the literature (Laufer 1992; Haastrup & Henriksen 2000; Laufer & Goldstein 2004; Alderson 2005). Acquisition from exposure alone, however, can be slow and inefficient (Martin, 1984; Hill & Laufer 2003; Schmitt 2010; Folse 2014), suggesting a strong need for explicit teaching. This session reports on an ongoing large-scale, program-wide vocabulary development project for advanced international and multilingual graduate students at a large research university. We share our efforts to systematically integrate research-based approaches into our curriculum, with examples of practical activities focusing on frequent formulas for classroom discourse and the heightened awareness of nuance that leads to pragmatically appropriate language use within students' discourse communities. We conclude with preliminary results from productive vocabulary tests and anticipated next steps.

Refining a Graduate EAP Course for Students of Engineering and Computer Science

Natalia Dolgova, George Washington University

The session focuses on discussing the design and curriculum of a recently developed EAP course for graduate students of Engineering and Computer Science at a large private university

on the East Coast. During the 2019 CGC meeting, the author distributed a survey among the session's attendees working with STEM populations on tasks and genres common in such courses. Following the analysis of the informal survey results from CGC 2019 and the subsequent comprehensive needs analysis conducted in the university's school of applied sciences, a syllabus and a curriculum for a specialized course for graduate students of Engineering and Computer Science were developed and piloted at the university the following semester. The presenter will share background on the institutional context and factors that influenced the selection of key topics, genres, materials, and tasks for such a course. Since its initial run during the early days of the pandemic, where it was taught face-to-face and then in synchronous online format, the revised course was offered once again in a "flexible" face-to-face format in Fall 2021, where a large portion of the content had to be suitable for hybrid as well as face-to-face settings. The presentation discusses the lessons from the revised version of the course and invites audience members to share their perspectives on related issues and to provide feedback on curriculum options as well as on pandemic-related adjustments of contents for STEM-focused graduate EAP courses.

Is It Writing Coaching or More? The Embedded Writing Coach as Universal Advocate
Leslie Dupont, University of Arizona

As the first embedded Writing Coach in our university's College of Nursing, I have found myself in a complex, challenging, and rewarding communication position. Many of the Doctor of Nursing Practice (DNP) students I work with have transitioned into their program with associate's or bachelor's degrees but have not engaged in master's-level writing; in addition, these students have often worked multiple years in nursing between degrees. Because of this trajectory, they are unfamiliar with basic conventions and implicit expectations of doctoral academic writing. In fact, they often experience fear, shame, hostility, imposter syndrome, and even trauma around academic writing. Their faculty advisors are also nursing professionals who have extensive field experience but 1) were not necessarily trained as teachers and 2) face their own tensions around doctoral writing. In this context, I find myself relying on my intuition and "empath-y" as much as on my formal training as a writing specialist. The underlying reason for this blended reliance is to encourage growth mindsets in the people I work with and help them restore or initiate self-confidence around advanced academic and professional writing. This blended reliance has also helped me understand my own ethos as a scholar and academic professional, prompting my work-in-progress presentation. In my presentation, I will discuss the above experiences and share my personal definition of "empath-y," leading to the following question for discussion and reflection: What is your relationship with using intuition and empath-y as a scholar/academic professional?

Embracing Disruption: New Ways to Engage Graduate Students
Sarah Emory, Harvard University

Our work supporting graduate student teaching, communication, and professional development is valued and appreciated by those who join our programs. At the onset of the pandemic, we saw an increase in graduate students seeking professional development resources. Now, in this (post-)pandemic time, we are experiencing high attrition rates, low enrollments, and inconsistent follow-through from those we support, despite continued expression of interest and clear needs. I am working on new ways to reach PhD students and to motivate them to engage with our programming and resources. In addition to our pre-pandemic strategies, we are incorporating additional marketing strategies (fliers, cross-posting on student websites, posting informative news stories on our website), offering less structured contact time (drop-in office hours, setting up in high-traffic buildings, widely sharing open scheduling links), and trying out more flexible registration processes. I look forward to sharing the strategies we are trying and how they are working for us, as well as hearing from others about the (post-)pandemic changes you have experienced in graduate student demand for services, and what is working to help ensure that students who would benefit from your programs are aware of them and motivated to use them. I am hoping to have a productive discussion on strategies to motivate and engage PhD students that will be helpful for all of our programs.

Challenges and Victories with Negotiating Campus Politics
Ashton Foley-Schramm, University of Oklahoma
Felicia Page, Cara Mitnick, and Ingrid Lofgren, University of Rhode Island

Campus partnerships and allies are essential for a strong support network for graduate students, for a writing community of practice, and to justify the critical need for financial backing to support this endeavor. While some campus partnerships and allies are more apparent/more direct line, there are a surprising number of departments, divisions, and groups that benefit from a partnership with a graduate writing center as much as the writing center itself. We will share our own victories and challenges that arose as we worked as a cross-disciplinary group of stakeholders to create a new student service on campus and establish its ethos. These topics include securing space, securing a budget with teaching assistant line(s) to manage day-to-day operations, and optimizing campus faculty and staff expertise for tutor training. We will pose several questions about Negotiating Campus Politics at the beginning of our presentation for the audience to consider about their own writing centers. The presentation will model multiple ways the questions can be answered, modeled from our own Graduate Writing Center. What other groups on campus are interested in writing and communicating? How do you work to increase awareness and brand-identity for your center? How do you engage and collaborate with key stakeholders in supporting each other's missions? What cross-campus collaborations does the administration want to see as evidence of optimizing campus resources? What reports and publications can be used to reach a variety of graduate writing center stakeholders?

Dissertation Boot Camp Rehab
Kristin Gilger, University of Texas at Austin

This work-in-progress presentation considers the relative "failure" of our 2020 summer dissertation boot camp. In previous years, the boot camp was a three-week for-credit course in which participants met daily for three hours. These meetings included writing instruction, presentations from support service offices such as CAPS and Career Services, and quiet writing time. In 2020, we transitioned the entire course online and increased the size of the cohort, based on the idea that capacity would not be limited by physical space or finances concerning food and refreshments. My co-teacher and I agreed that the course did not go well, and feedback from participants confirmed this. Zoom did not, and could not, create the feelings of community and solidarity that are essential to the boot camp; many participants were overwhelmed and sickened by stress, not only concerning the pandemic but also the eruptions of social justice movements against police brutality; and, our focus on "productivity" alienated and angered many participants. The questions I would like to explore are: what is the best way to design a dissertation writing course that meets the needs of students across the university who are working with decidedly different disciplinary conventions and committee expectations? How best to do this in hybrid mode? How can we focus on getting students to write more pages while attending more holistically to their wellness? How can we best support students who are struggling with significant structural barriers, such as lack of mentorship? Should we even call it a "boot camp" anymore?

When Life Creeps In: Dissertation/Thesis Writers in the Writing Center and Beyond
Jenny Goransson and Esther Namubiru, George Mason University

Consulting with thesis/dissertation writers in the writing center has inspired us to research the specific writing center practices that are most beneficial to these writers, particularly when outside stressors–ranging from the global pandemic to the chaos of becoming a parent–impact these writers' progress or motivation. We have reflected on our own experiences navigating these emotionally-laden sessions, wondering if our words, or in some cases our silence and willingness to listen, have left a positive impact or not. Together, we have reviewed research on the stressors affecting L2 dissertation writers (Russell-Pinsson & Harris, 2019), the current challenges facing graduate writers who are parents or caretakers (McCaughey, 2022), and the specific emotional labor of navigating the thesis/dissertation stage (Rogers, Zawacki, & Baker, 2016, among others). We have also explored the applications of mindfulness to writing centers (Featherstone et al, 2019; Johnson, 2018; Mack & Hupp, 2017) and, more generally, in writing studies and education (Peary, 2016 & 2019; Moffett, 1982; Langer, 1993 & 1997), We have synthesized our findings into strategies we now implement in our writing center consultations. In addition to improving our effectiveness as writing consultants, our project will inform our planning of an upcoming workshop for faculty who advise and support thesis/dissertation writers, where we hope to explore together how to navigate the moments "when life creeps in" to the one-on-one writing support we offer graduate students, whether we serve as faculty advisors or writing center consultants.

Wasting Away Again in Academia: Pushing Against Disposability in the Labor of Graduate Support
Adam Haley, Oregon State University

Two decades after Marc Bousquet's trenchant characterization of graduate degree-holders as "the waste product of graduate education," made disposable by the same universities that depend on their labor and expertise, this work-in-progress presentation seeks to locate the work of graduate student support and graduate writing support within the broader landscape of academic labor—and, in particular, of its ongoing exploitation. In particular, this presentation will explore the middle ground of graduate support labor that is neither fully professionalized and legitimized within traditional academic apprenticeship models (like the mentorship of an official faculty advisor) nor strictly informal and uncompensated (like peer-to-peer support from other graduate students). What models and precedents exist for the increasingly professionalized (but rarely professionally compensated) labor of graduate writing and communication support, for those of us off the tenure track? How do we, and how should we, account for the work of graduate support if our institutions explicitly resist accounting for the work of graduate students themselves? What is the role of graduate support professionals vis-a-vis the institutional structures that churn out graduate degree-holders but offer them no hope of sustainable post-degree employment? Most urgently: how do we keep graduate support from being another site of the casualization, exploitation, and marginalization that have consigned an entire generation of graduate degree-holders to be the waste product of graduate education?

Investigating How to Support International Graduate Students in a Master of Public Health Program
Melinda Harrison, Auburn University at Montgomery

The prevalence of linguistic and cultural diversity in graduate programs requires the alignment of graduate communication support, including faculty and administrators in both content-area programs and intensive English support programs. This research-in-progress presentation will report on preliminary data gathered from a mixed-methods study investigating the specific transitional challenges of international graduate students (IGSs) in a Master of Public Health (MPH) program. According to stakeholders in both the university's intensive English program and MPH, two overarching factors–language and culture–seem to be recurring themes in the reports of the transitional challenges IGSs experience in the MPH program. Indeed, acquiring and applying the linguistic knowledge of English for graduate study in the U.S. and acclimating to the cultures of the U.S. in general and the U.S. graduate school context specifically are adaptations that most international students must negotiate. Acculturation has been shown to be a major point of transition in the lived experiences of international students (Brunsting et al., 2018; Dentakos et al., 2017; Kettle, 2017; Simpson et al., 2016; Smith & Khawaja, 2011; Wu et al., 2015). Rather than put the majority of burden on IGSs to transition into these unfamiliar cultures, university support units should examine what they can do to aid in this transition and make programs and pedagogy more culturally inclusive (Hoekje & Stevens, 2018; Park et al., 2017). This presentation will provide suggestions resulting from early-stage data collection on how graduate programs can adapt to increasing cultural and linguistic diversity.

Applying the Citation Analysis Heuristic to Tracing Changes Across Master's Students' Thesis Drafts

Fangzhi He, University of Rochester

Citing sources is a prominent feature that distinguishes academic writing from other types of writing (Bazerman, 2003; Swales, 2014). Citation practices can also index writers' academic identities (Abasi et al., 2006). How writers select and present the cited content may demonstrate their knowledge of disciplinary knowledge and practices, giving the impression of being knowledgeable or not. Further, citation forms and reporting verbs can show writers' stance toward cited material, thus contributing to their authorial stance. Research doing textual analyses of citations has mainly analyzed individual texts (e.g., Fazel & Shi, 2015). The citation practices of international master's students learning English-medium literacy practices are fluid and evolving. Therefore, tracing citations across different drafts can create a holistic picture of how students' citation practices evolve in relation to their identities. As part of a larger study on international master's students' writer identity and citation practices in writing their theses, I have constructed a citation analysis heuristic to trace changes in citation use across drafts and presented it in the 2021 CGC Summer Institute. In this work-in-progress presentation, I will demonstrate how I apply the heuristic to analyze the students' texts and present preliminary findings. The texts collected included different drafts of the proposal, outline, and thesis. Preliminary findings suggest that students' texts showed a steady increase in citation density and the use of non-integral citations, generalization citation, and evaluative reporting verbs. These changes demonstrate the trajectory of students' writer identity development.

Evolving a Dissertation Completion Grant

Katie Homar and Michael Carter, North Carolina State University

We reflect on our work with a university-sponsored grant designed to get doctoral writers over the finish line to graduation through co-curricular support in a graduate school setting. For context, this Dissertation Completion Grant (DCG) involves collaboration among writing specialists, counselors, and administrators to support at-risk doctoral candidates academically, emotionally, and financially, as recipients meet biweekly in small writing and counseling groups for 6-month cohorts. Our presentation will discuss the origins of the DCG and how it has adapted to serve students' needs since the pandemic, drawing on our perspectives as a creator of the program (Mike) and a more recent leader of writing groups (Katie). For instance, supplementing the earlier model of feedback meetings, Katie introduced working sessions with the Pomodoro technique, empowering grant recipients to enhance their productivity and focus in addition to building confidence as academic writers. We take stock of how the pandemic impacted the DCG's practices with an eye towards future directions for a grant designed to decrease time-to-degree, foster dissertation completions, and support advanced doctoral writers across disciplines with their academic writing skills. By showcasing the successes and evolution of our DCG, we aim to both advise practitioners starting similar initiatives on their campuses and invite conversation about the design, outcomes, and operations of co-curricular writing support: How has the pandemic affected doctoral writers' needs and expectations of co-curricular writing support? How can we continue to design effective, sustainable writing support by leveraging partnerships across campus?

Comparing and Contrasting Previous Writing Experiences of Graduate Students
Kristin Homuth, College for Creative Studies

This presentation reports on an investigation in progress, through surveys and interviews, comparing and contrasting undergraduate writing instruction, experiences, and preparedness for writing tasks of graduate students who completed undergraduate degrees in the United States and graduate students who completed undergraduate degrees elsewhere. Preliminary results and implications for supporting multilingual graduate students writers will be discussed, as well as directions and questions for further investigation.

Academic Socialization of Multilingual Graduate Students: Role of Formal and Informal Networks
Madhav Kafle, Rutgers University

Teaching of writing has been studied in various disciplines including applied linguistics, rhetoric and composition, second language writing, TESOL, and education; however, teaching graduate academic writing in the context of globalization is under-theorized (Poe, 2013) even in US higher education. Studies on language socialization have shown that it takes a significant amount of time and scaffolding to learn the language of the academy. While academic discourse is a second language for everyone, including "native" speakers (Casanave, 2016), multilingual students often have to go through an additional set of literacy challenges in the process of acquiring academic literacy. As academic literacy practices vary not only across contexts but also across the disciplines in the same context, students socialized in non-western academic cultures often find it more difficult to engage in ongoing (inter)disciplinary conversations. Rather than leaving students to learn from the osmosis, raising awareness in intercultural rhetorical practices would be helpful. Based on informal interactions with my own multilingual graduate students during individual meetings, I discuss challenges of highlighting the role of students' networks in conceptualizing academic literacy broadly as developing the ability for successful academic communication across various contexts. Specifically, among three possible strategies that could be helpful in effective socializing multilingual graduate students, i.e. transitioning students from consumers of knowledge to producers of knowledge, helping students to capitalize on their experiences and formal and informal networks, and engaging in curricular and programmatic re-envisioning, I will focus on the second strategy for this session.

Maximizing Support for Student Success via a Department Liaison Model
Minerva Matos-Garner and Sue Mathias, Duke University

The Graduate Communications and Intercultural Programs (GCIP) team is part of the Pratt School of Engineering at Duke University. In addition to teaching writing and oral communication courses, GCIP Consultants plan and facilitate workshops for Pratt graduate engineering students. These workshops are focused on a variety of topics related to academic, communications, and intercultural topics. Beginning in 2018, GCIP Consultants began work to

develop a liaison model that provided wraparound communications support to master's and Ph.D. engineering students. The relationship-building continues to be a work in progress. However, many of our workshops were created in response to requests from engineering faculty, which occurred as a result of the liaison model. As we reflect on which campus partnerships have been most successful and what innovative ones we hope to continue to develop, our focus is on our Department Liaison Model and how it facilitates a better understanding of what students need and how we can best support them.

Graduate Writing Partners as a Method for Sustained, Personalized Support
Layli Miron, Okunola Odeniyi, and Clare Hancock, Auburn University

Graduate writing is a highly specialized endeavor. Yet, by necessity, many writing centers provide only generalist tutoring, in which peer tutors, primarily undergraduates, offer guidance on overarching rhetorical elements but lack knowledge of discipline-specific writing conventions and scholarly genres such as research abstracts and articles. This disjuncture thrusts the burden onto grad students to patch together disciplinary knowledge from courses and advisors with general support from the writing center, leaving underprepared students at risk. The presenters—a writing program administrator and a graduate consultant—will describe an effort to bridge that gap. Their WAC program, University Writing, recently launched Graduate Writing Partners (GWP), which pairs a graduate consultant with a client, who is usually working on a journal article, thesis, or dissertation, for an entire semester. Typically, the consultant and client belong to similar fields. The pair meets for two hours per week and works toward writing goals set in consultation with the consultant's supervisor and the client's advisor. Since 2019, GWP has had an average of 5 clients per semester, for a total of 41 clients served. In the same period, GWP received 135 applications. As the nearly 100 prospective clients turned away demonstrates, there's a great deal of unmet demand. Yet, GWP cannot scale up without more human resources and funds (each client costs University Writing about $550). The presenters hope to get advice from peers at other institutions on pathways to meet the need for the sustained, personalized support that Graduate Writing Partners offers.

Exploring Participation in Highly Social Forms of Graduate Writing Support
Daniel Aureliano Newman, Rachael Cayley, and Fiona Coll, University of Toronto

Our proposed presentation shares the first phase of a new research project on participation in highly social forms of graduate writing support, specifically dissertation writing groups and writing bootcamps. We define highly social forms of writing support as those that revolve around shared writing time, opportunities for reflection, and peer-to-peer connection, rather than writing instruction. The project stems from a pattern we noticed as moderators in writing groups and bootcamps at the University of Toronto: enrollment and participation appear to be highly gendered. The pattern is even more striking because it contrasts so markedly with participation in more instruction-oriented forms of writing support, where we have noticed that gender ratios are more even. We are intrigued by this evident gendering in what are increasingly important forms of graduate writing support, but our main research interest is in the broader questions the pattern raises about drivers of participation. What is it about writing

groups and boot camps that encourages or discourages individual graduate students to apply? What promises or perils do students perceive in, say, an advertised writing bootcamp, and what can we glean about the needs of graduate writers based on these interpretations? Our work-in-progress presentation will outline some of the questions we are asking as we move toward conducting research on these and other related questions, and it will invite insights and methodological suggestions from attendees.

Grant Proposal Writing for Business Students
Jin Pennell and Jill Huang, University of Illinois at Urbana-Champaign

For many graduate students, grant proposals are common writing tasks. This is reflected in the significant amount of resources, workshops, and class assignments available on the topic. However, the majority of these resources target academic research proposals; graduate students in business fields who plan to leave academia after graduation and are not focused on research may not be aware that such resources exist or may struggle to see the relevance to their needs. In this session, we will share an assignment prompt in progress, titled "Letter of Inquiry (LOI) for Grant", where we target skills our business graduate students need to write an LOI (as a preliminary step to a full grant proposal) for an NPO or business organization in response to a request for proposals. We plan to solicit feedback on the following areas: 1) The overall relevance of this assignment for the real-world (Is this indeed an important aspect of business writing that we should cover? Has anyone taught this type of grant writing for business context and received feedback on its relevance? What kinds of real-world examples can we use to increase student buy-in?), 2) Options for choosing organizations to represent and to target (In our assignment scenario, the students represent an NPO and will find a grant-funding organization to respond to. How open-ended should the choice of NPO and granting organization be?), 3) Anticipated challenges of meeting certain course objectives through this assignment, such as integrating and synthesizing sources or incorporating visuals in writing.

Exploring Linguistic Diversity with Graduate Student Writers
Emma Catherine Perry, University of Nebraska–Lincoln

In this work-in-progress presentation, a writing center administrator will share early results of research into perceptions of linguistic diversity among graduate student writers at the University of Georgia (UGA). With grant support from the Southeastern Writing Center Association, writing center administrators have conducted focus groups and interviews with graduate students from across the curriculum. Researchers have investigated salient writing experiences impacting the formation of identity as graduate students and as early-career researchers, linguistic and/or literacy strategies used by multilingual writers to approach graduate-level writing, and the goals that graduate students harbor for their written work. Initial findings suggest that while it may be tempting for writing centers to address graduate and/or multilingual students as populations with predictable sets of support needs, there is profound writerly diversity present in even the most apparently monolithic of demographic categories. While the purpose of this research is to facilitate equitable writing support in the context of a

university writing center, this project may be of interest to anyone working with graduate student writers. Through our conversations with graduate student writers from a wide array of academic disciplines, we are surfacing important questions about the status of world Englishes in academic discourse, pressures to assimilate or codemesh in academic writing, and the types of writing graduate students will continue to practice after their degree programs conclude—a category that includes writing inside of, outside of, and adjacent to the academy.

Writing across the Career-Span: A Survey of Institutions
Kristina Quynn, Colorado State University

Wouldn't it be helpful to know what other research universities offer in writing support for their writers? Such knowledge would provide both benchmarks and access to innovative ideas about research writing to clarify an institution's own niche or untapped research writing support potential. In 2021, CSU Writes started a 100+ program survey about the writing support institutions provide for their graduate students, postdoctoral fellows, and faculty. The goals of the survey are: to identify "writing across the career-span" offerings and programs at other institutions, to add to existing knowledge from programmatic surveys about Writing Across the Curriculum (WAC) institutions, and to crowdsource our findings by sharing a full report at the close of our survey among participants. Graduate student writing support brings together a rich history of writing pedagogy with innovative professional development methods, such that graduate student writing may be both bound by credentialing practices and enhanced by early career programming. Little is known about how research institutions support their research and scholarly writers. This work-in-progress presentation shares anonymized data from the CSU Writes survey, which--through extension in 2022, is still on-going. We intend this presentation to align with and support the Consortium of Graduate Communication's ethos to "share resources, pedagogy, research, curricula, and program models for graduate communication" by highlighting the breadth of writing across the career span we have identified to date.

Online and Back Again: The Evolution of a Graduate-Level Writing Course
Stacy Sabraw, Duke University

Due to the pandemic, our graduate-level academic writing support program and personnel at Duke University had to pivot online in 2020. For our semester-long courses, this meant creating an approximately six-week plan for the remainder of the Spring 2020 semester; however, moving fully online in the Fall of 2020 and beyond required a great number of decisions and changes. At the English for International Students program, at least half of our courses, including academic writing and academic presentations, returned to an in-person format in Fall 2021. This presentation discusses the rationales behind our decisions and the major changes made to one of our academic writing courses over this transition period. These changes took place for the following aspects: course format, technological tools, class activities, grading, and grace given to students. Attendees will have a point of comparison and will be invited to share their own thinking processes and revised practices.

Pandemic Teaching: Making the Most of Online Teaching and Tutoring
Katie Snyder, University of Michigan

In a technical writing course for graduate students in STEM, the pandemic-induced transition to online learning offered surprising benefits and raised important questions for future sections. Taught in Winter 2021, this course featured one weekly 2-hour lecture and workshop and one 30-45-minute meeting with each student to provide individualized feedback. Students work on research articles, presentations, grant proposals, or dissertation chapters in this class. Lectures provide related instruction. Enrolled students are typically very motivated but often have trouble attending consistently given their long hours in the lab, graduate instructor responsibilities, and the need to travel for conferences. However, with the transition to Zoom, students could attend from the lab and while they were away. Consequently, participation in all aspects of the course was exceptional – a welcome result, but not expected! The primary challenge for me, then, was not getting students engaged or encouraging the students to show up. Rather, it was learning how to teach writing and provide feedback in an online format. For example: How do you run an effective writing workshop on Zoom? What is the best way to share documents (and what type of document)? How best to write comments on documents? Are there benefits (or drawbacks) to recording workshops and individual meetings? Are students learning as well online as they do in-person? Now, as I plan to teach this course in Fall 2022, what have I learned? What aspects of the online course should be preserved, if any? This presentation considers these questions.

Conducting a Needs Assessment in an English Language Support Program
Brad Teague and Marta McCabe, Duke University

Needs assessments serve as valuable means of gathering stakeholder input to inform specific changes to courses and curricula. This presentation describes an ongoing needs assessment process in an English language support program serving multilingual graduate and professional students at a highly-selective private research university. The last comprehensive needs assessment conducted by our program in 2016 led to substantial revisions to existing academic communication courses and the development of new discipline-specific and advanced writing courses. In response to changing student demographics (e.g., more Master's students, new programs) and lessons learned during the pandemic, our team has planned a follow-up needs assessment. In Spring 2022, we developed data-collection instruments, including student and faculty/administrator surveys as well as interview questions. We will collect and analyze the data in Fall 2022 and propose specific changes by the end of Spring 2023. In this presentation, we will briefly review what we learned from the last needs assessment and share the specific steps and strategies of the current process. In particular, we will discuss input elicited from our team, the identification of key stakeholders, changes made to previous instruments, our plan for collecting and analyzing the data, and anticipated next steps. This information will be useful to administrators and faculty involved in needs assessments at their own institutions. We will share instruments developed so far, and participants will discuss different strategies and approaches based on their own experiences.

Graduate Student Perspectives on Virtual Consultations: Highlighting Flexibility and Equity

Natalie Thompson and Kelly Dunham, University of Virginia

While many university support programs attempt to return to in-person operations, we find graduate students are eager to preserve the pandemic accommodations of virtual appointments for our one-on-one writing consultations. Many graduate students split time between lab, home, and teaching, with inconsistent and sometimes unpredictable schedules. Particularly when consultants are themselves graduate students, virtual meetings allow us to meet graduate students' needs by fitting into their varied schedules and situations. In addition, the ability to meet virtually from different locations throughout the day or during different parts of the semester allows our consultants to book more meetings and retain more control over their time. The flexibility of virtual options allows access for underserved and growing populations and often addresses existing inequities. Our consultants and writers report that virtual access is invaluable for students who are parents, international students, and nontraditional students. Consultants also report that their procedures and strategies adapt well to the virtual setting or are even improved in terms of tools that allow the author to remain in control of their work, physically and mentally, throughout a session. Virtual meetings also allow us to expand access to services for incoming students, who may need support preparing for the semester or planning funding applications in the summer before their first year.

Special Interest Networking Sessions: Overview

DATE AND SESSION INFORMATION	DATE AND SESSION INFORMATION
Tuesday, June 14, 4:30 – 5:30 pm EDT	**Wednesday, June 15, 4:15 – 5:15 pm EDT**
Session 1: **Creative Approaches to Teaching Oral Communication** Melissa Myers, Cornell University Jane Freeman, University of Toronto Nathan Lindberg, Cornell University	*Session 4:* **Moving toward Equity in Graduate Communication Support** Shelley Hawthorne Smith, University of Arizona Christine Kephart, Rutgers University Leslie Dupont, University of Arizona Keith O'Regan, York University
Session 2: **Roles, experiences, and perspectives of graduate student writing consultants and tutors in university writing labs or centers** Kelly Dunham, University of Virginia Natalie Thompson, University of Virginia	*Session 5:* **What have we learned from taking writing consultations online, and what do clients and consultants prefer? The shape of post-pandemic writing consultations** Ryan Wepler, Yale University Julia Istomina, Yale University Patricia Trainor, Yale University
Session 3: **Practical Applications of UDL in ESL Graduate Writing Classes** Jill Huang, University of Illinois Urbana-Champaign Amber Dunse, University of Illinois Urbana-Champaign	*Session 6:* **Building and Maintaining a Strong Network of Writing Center Allies** Ashton Foley-Schramm, University of Oklahoma Felicia Page, University of Rhode Island Cara Mitnick, University of Rhode Island Ingrid Lofgren, University of Rhode Island

Special Interest Networking Sessions: Abstracts

Tuesday, June 14, 4:30 – 5:30 pm EDT

Networking Session 1
Creative Approaches to Teaching Oral Communication
Melissa Myers, Cornell University
Dr. Jane Freeman, University of Toronto
Dr. Nathan Lindberg, Cornell University

In past CGC conferences, we have focused on specific writing skills needed by graduate students, but strong speaking skills are also vital for graduate students' success. In this special interest session, we aim to move beyond predictable components of oral presentation skills pedagogy (designing slides, managing nervousness, structuring a presentation, etc.) to investigate strategies for addressing a range of speaking needs specific to graduate students. Inspired by the upcoming publication of Pedagogical Innovations in Oral Communication (Siczek, 2022), we invite participants to come together to share their creative approaches to teaching oral communication to graduate students. The session will have three parts. In Part 1, we will meet as a full group, introduce the session, and consider together what distinguishes the oral communication needs of graduate students as compared to undergrads. In Part 2, we will break into three groups to examine three subsections of oral communication: presentations, academic conversations, and pronunciation. Participants will select the breakout room of most relevance to their needs. In the smaller groups, participants will share approaches related to teaching presentations, academic conversation or pronunciation, and in Part 3 will report back to the larger group the key ideas that emerged. The goals of the session are twofold: to send participants away with new and creative strategies for enhancing their current oral communication curriculum, and to help us all find a network of scholars in oral communication for future collaborations/conversations.
Participants will be invited to explore the following questions:
- What distinguishes the oral communication needs of graduate students as compared to undergraduate students?
- How do we modify our teaching of presentation skills for online/in-person delivery?
- What pronunciation-supporting strategies might ITAs need/find helpful?
- What range of skill-sets are needed for participating effectively in academic conversations as a graduate student?

Networking Session 2
Roles, experiences, and perspectives of graduate student writing consultants and tutors in university writing labs or centers
Kelly Dunham, University of Virginia
Natalie Thompson, University of Virginia

This session will provide a forum to discuss and share the unique roles graduate students play in university writing labs/centers with their individual experiences and perspectives on graduate communication. In this session, we invite graduate students who work at writing centers/labs as consultants and tutors to share their experiences, perspectives, and roles with their programs, especially if they are focused on specific disciplines (Engineering or STEM). Primarily, graduate students who are trained in discipline-specific or non-discipline specific writing are preferred, but any graduate communication professions are also welcome. Ultimately, our discussions will lead to sharing for future program adaptation, development, or collaboration. This event will be hosted by graduate students.

Participants will be invited to explore the following questions:
- Introductions: Where do you work? What is your background? What are your pay structures? What are your goals as a writing consultant/tutor? How are you trained as a writing consultant/tutor?
- What are some of the best/most useful resources you've found (or developed) for supporting other graduate students?
- What is something that you need insight/help on?
- Do you tutor writing outside your discipline?
- What other university communication resources are available besides your program? How do they differ?
- How has the COVID-19 pandemic affected your work?
- What are your career goals? How does writing consulting/tutoring affect these goals?

Networking Session 3
Practical Applications of UDL in ESL Graduate Writing Classes
Jill Huang, University of Illinois Urbana-Champaign
Amber Dunse, University of Illinois Urbana-Champaign

This networking session will focus on practical ways to incorporate Universal Design for Learning Guidelines (UDL) (CAST, 2018) into graduate level ESL writing courses to suit the needs of a diverse population. Ron Mace, one of the founders of the UD movement described it as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." As a teaching and learning framework, UDL principles offer actionable guidelines that can help instructors reduce barriers to learning and provide students with equal chances for success. Thanks to evolving instructional formats (e.g., asynchronous online, hybrid) and an increasingly diverse student population, UDL's potential in a graduate-level ESL writing classroom is more pertinent than ever. We hope to share and brainstorm different practical applications and participants can expect to leave the session with new ideas and strategies. This discussion will be relevant to anyone concerned with adapting to evolving teaching and learning situations while improving the efficacy of instruction and empowering students.

Participants will be invited to explore the following questions:
- What strategies do you use to engage and sustain interest and motivation?
- How have you adapted instruction or projects to offer students choice? Have you adapted activities to allow for multi-modal means of expression?
- What technologies have you utilized to allow for varied student interactions?
- How do you encourage reflection and self-assessment?

- What resources have you found helpful to navigate challenging areas of inclusive teaching or materials design?

Wednesday, June 15, 4:15 – 5:15 pm EDT

Networking Session 4
Moving Toward Equity in Graduate Communication Support
Shelley Hawthorne Smith, University of Arizona
Christine Kephart, Rutgers University
Leslie Dupont, University of Arizona
Keith O'Regan, York University

In the past few years, particularly in the US but also in other spaces with histories of colonialism and racism, discussions about writing pedagogy have increasingly addressed challenging and difficult conversations about equitable and inequitable practices. These practices have included nontransparent expectations of writing style and proficiency; impatience with or refusal to address questions about grammar and style from L2 English learners; predominantly white, cisgender, heterosexual staffing; and assumptions of ignorance around standardized academic English. Often in graduate communication support, our response has been that, since we are not the arbiters or evaluators, our work must focus on providing students with the tools and language to be allowed through the gate. This work may reproduce gatekeeping practices rather than advocating for students and language equity. In this special interest networking session, we would like to start a conversation about how we can confront the discomfort and fear that often accompany discussions of racist and inequitable practices in higher education and move toward equity in all our graduate communication support.

Participants will be invited to explore the following questions:
Equitable Learning Environments
- How can we create spaces, programming, and support for students, which welcome diversity in terms of experience, language, ways of knowing, and ways of thinking?
- How might we inadvertently or knowingly create barriers to others seeking support?
- How do we know who's not coming for support and why?
- How can we approach our explicit and implicit curricula with equity in mind?

Anti-Racist and Equitable Practices
- How can we both train and learn from the people in our programs in terms of proactively fostering anti-racist, equitable practices?
- How do you balance the need to teach foundational elements of writing with the need to acknowledge and address issues around the systems of power in writing/publishing and graduate work?

- What specific tools/practices do you use for addressing issues of equity in writing/research instruction and support in the classroom, the writing center, the coaching/tutoring session, the library?
- What specific practices and tools can we—as members of institutions with a unique sphere of influence—offer graduate students, which balance the fundamental needs of communication support and equitable delivery?

Addressing Socialized and Embedded Racism
- How can we assess and address our own implicit biases that can lead to racist attitudes and practices?
- What specific challenges do you encounter when it comes to equity in the classroom? In your writing-support program? In your department/college?
- What kinds of conversations around questions of equity do you have in your classroom, writing-support program, and/or department/college?
- What channels can we / have you created in order to deal with racist and inequitable practices?

Networking Session 5
What have we learned from taking writing consultations online, and what do clients and consultants prefer? The shape of post-pandemic writing consultations
Ryan Wepler, Yale University
Julia Istomina, Yale University
Patricia Trainor, Yale University

The COVID-19 pandemic has forced every graduate writing center to innovate in response to shifting public health guidelines and the changing needs of graduate students. Our session seeks to generate discussion around how graduate writing centers have shifted their approaches to writing consultations, what we have learned from those changes, and how this new perspective will shape our approaches to graduate writing consultations going forward. Our conversation will have two areas of focus: (1) changes to consultation formats and (2) changes in consultants' approach to writing consultations that accompanied—or were necessitated by—shifts in format. We seek to engage colleagues who supervise or conduct writing consultations. Most concretely, we will create a document that catalogs the format and pedagogy of writing consultations offered by graduate writing centers before, during, and after restrictions caused by the COVID-19 pandemic. Drawing on this document, we will share experiences and philosophies related to the effectiveness of in-person, virtual, and asynchronous writing consultations, including the assertion by Martinez and Olsen (2012) that virtual consultations are as effective as working in person, and the findings of Bell, Bradley, and Van Vleet (2022) that online consultations improve access and inclusion. Ultimately, we hope our conversation prompts participants to reflect on how changes made during the COVID-19 pandemic challenged their assumptions about the best practices for writing consultations, with the goal of helping us remain more open to new and innovative approaches going forward. ***Participants will be invited to explore the following questions:***

- Describe your center's format for and approach to writing consultations before, during, and after COVID-19 restrictions on in-person meetings.
- What themes or approaches stood out to you among the responses to the previous prompt?
- What elements of writing consultations are most effective in in-person format?
- What elements of writing consultations are most effective in the online format (synchronous and asynchronous)?
- What assumptions about best practices for writing consultations did you hold before the pandemic? How did accommodating student needs and public health guidelines challenge those assumptions?

Networking Session 6
Building and Maintaining a Strong Network of Writing Center Allies
Ashton Foley-Schramm, University of Oklahoma
Felicia Page, University of Rhode Island
Cara Mitnick, University of Rhode Island
Ingrid Lofgren, University of Rhode Island

Brief description of the session: In this open discussion, we will network and explore the topic of how our 3 ½ year old, rapidly-evolving Graduate Writing Center has built successful and innovative campus partnerships and allies that have contributed to making the Center an entrenched, and highly utilized and relied-upon resource. These campus relationships have produced a strong (and ardent) network of support for graduate writers at the University of Rhode Island. Our panel will also address additional partnerships we hope to build and how we plan to approach them. During the session, we will actively create "Tips to Build and Maintain a Strong Network of Writing Center Allies" with participants' lessons and partnerships added to what we have experienced. Our goal is to leave participants with an actionable list of campus allies to pursue as they seek to build or grow their own center—a resource we would have utilized during our own journey, as well as strategies for partnering. We encourage anyone working to build or working with a Graduate Writing Center, or who seeks additional funding to support graduate writing to attend: this includes those who are trying to obtain funding and buy-in for Writing Centers, center coordinators, peer or professional tutors, and current center partners and allies. Additionally, this workshop is suitable for conference participants who work with graduate students from a wide variety of backgrounds (L1, L2, multilingual, international, domestic, certificate students).
Participants will be invited to explore the following questions:
- What are 2-4 groups/departments/programs/divisions with whom you normally partner or collaborate? (this can be on-campus or off-campus entities)
- What are 2 groups with whom you would like to partner or collaborate?
- What are ways to reach out to traditional and non-traditional Writing Center allies?
- What are ways to maintain traditional and non-traditional Writing Center allies?

Research Presentations

Thursday, June 16, 2:45 – 3:45 pm EDT

Towards an Ecological Understanding of Peer-Facilitated Online Feedback Writing Groups
Rabail Qayyum, University of Hawaiʻi at Mānoa

While the role of writing groups in fostering graduate student academic writing is well-documented, there is a dearth of research that investigates how learning takes place in these spaces. An ecological perspective views language as an affordance that provides grounds for activity and challenges us to rethink language learning. Such a perspective can, consequently, provide important information about the quality of learning experience in writing groups. To date, an ecological approach has not been employed to analyze interactions within these groups. This case study aimed to fill this gap with the main question: What does an ecological perspective contribute to understanding feedback-focused peer interactions within one graduate student writing group? I facilitated one feedback writing group comprising three linguistically and disciplinarily diverse students in a university in the Pacific region. The data was drawn from a larger set of 10, hour-long Zoom meetings. Three episodes were selected for a micro-level multimodal discourse analysis adopted from Nishino and Atkinson (2015) utilizing Gibson's (1979) notion of affordance as an analytical framework. The analysis revealed three prominent affordances by which learning emerges: (1) interactional scaffolding, (2) peer instruction, and (3) symmetrical encounters. Therefore, the ecological analysis broadens our understanding that writing groups are spaces that support writers in terms of (1) resolving problems, (2) displaying confidence, and (3) being disciplinary experts. I recommend a reconceptualization of effective functioning of the groups to include scaffolding conditions. Overall, the study holds implications for designing cost effective, student-driven spaces for linguistically and disciplinarily diverse writers.

Goal-Setting for Dissertation Success: Do Graduate Students' Writing Goals Increase Self-efficacy?
Elena Kallestinova, Massachusetts Institute of Technology

It is not a surprise that setting goals is essential for dissertation students. Indeed, goal-setting increases productivity and stimulates people to persevere in accomplishing tasks (Locke & Latham, 1990; Schunk 2003). Studies show that goal-setting enhances self-efficacy (Bandura, 1997; Schunk, 1995, 2003; Lunenburg, 2011) and is a crucial factor for successful completion of dissertation (Bauer, 1997; Dominguez, 2006). However, less focus has been on how graduate students develop meaningful and specific goals during their writing process and whether these goals enhance students' self-efficacy during writing sessions. In this study, I code and analyze writing goals created by graduate students during their virtual writing sessions and explore if effective SMART goals, i.e., Specific, Measurable, Achievable, Relevant, Time-bound, (Rudin, 2002) increase participants' self-efficacy. Using data from 115 writing

sessions collected in Spring and Fall of 2021 during virtual writing retreats, I query how graduate students set their writing goals and how they evaluate their success at the end of the session. The study uses a mixed-method and is based on the qualitative and quantitative analyses of writing goals and students' perceptions. The results can help us better understand what writing goals graduate students create as well as when these goals enhance students' self-efficacy and help graduate students succeed in their dissertation writing process.

2022 Presenters and Facilitators

Allen	Matthew	Purdue University
Amell	Brittany	Carleton University
Bogart	Pamela	University of Michigan
Boldt	Heather	Emory University
Caplan	Nigel	University of Delaware
Cargile	Carrie	Vanderbilt University
Carter	Michael	North Carolina State University
Carter	Tyler	Duke Kunshan University
Cayley	Rachael	University of Toronto
Coll	Fiona	University of Toronto
Crites	Kelley	Universidad de los Andes
Cunningham	Kelly J.	University of Virginia
Davies	Joseph	Duke Kunshan University
Deans	Tom	University of Connecticut
DeRoma	Cynthia	Yale University
Dolgova	Natalia	George Washington University
Dunham	Kelly	University of Virginia
Dunse	Amber	University of Illinois Urbana-Champaign
Dupont	Leslie	University of Arizona
Emory	Sarah	Harvard University
Freeman	Jane	University of Toronto
Foley-Schramm	Ashton	University of Oklahoma
Gilger	Kristin	University of Texas at Austin
Gollobin	Stephanie	Vanderbilt University
Goransson	Jenny	George Mason University
Gray	Marilyn	University of California, Los Angeles
Hancock	Clare	Auburn University
Harrison	Melinda	Auburn University at Montgomery
Hawthorne Smith	Shelley	University of Arizona
Haley	Adam	Oregon State University
He	Fangzhi	University of Rochester
Homar	Katie	North Carolina State University
Homuth	Kristin	College for Creative Studies
Huang	Jill	University of Illinois at Urbana-Champaign
Istomina	Julia	Yale University
Kafle	Madhav	Rutgers University
Kallestinova	Elena	Massachusetts Institute of Technology

Kennell	Vicki R.	Purdue University
Kephart	Christine	Rutgers University
Lindberg	Nathan	Cornell University
Lofgren	Ingrid	University of Rhode Island
Lowry	Jessica	University of British Columbia Okanagan
Macri	Linda	University of Maryland at College Park
Mathias	Sue	Duke University
Matos-Garner	Minerva	Duke University
McCabe	Marta	Duke University
Miron	Layli	Auburn University
Mitnick	Cara	University of Rhode Island
Myers	Melissa	Cornell University
Namubiru	Esther	George Mason University
Nausa Triana	Ricardo	Universidad de los Andes
Newman	Daniel Aureliano	University of Toronto
Northcote	Graeme	University of Waterloo
Odeniyi	Okunola	Auburn University
O'Regan	Keith	York University
Page	Felicia	University of Rhode Island
Pennell	Jin	University of Illinois at Urbana-Champaign
Perry	Emma Catherine	University of Nebraska–Lincoln
Phillips	Talinn	Ohio University
Qayyum	Rabail	University of Hawaiʻi at Mānoa
Quynn	Kristina	Colorado State University
Ready	Psyche	University of Connecticut
Russell-Pinson	Lisa	University of North Carolina at Charlotte
Sabraw	Stacy	Duke University
Shelmerdine	Layla	Duke Kunshan University
Simpson	Steve	New Mexico Tech
Snyder	Katie	University of Michigan
Song	Grace	Emory University
Teague	Brad	Duke University
Tierney	James	Yale University
Thompson	Natalie	University of Virginia
Trainor	Patricia	Yale University
Vist	Elise	University of Waterloo
Wagner	Peggy	Emory University
Wepler	Ryan	Yale University
Wisz	Eric J.	Purdue University

About the Consortium on Graduate Communication

The **Consortium on Graduate Communication** is an international association whose members provide professional development in written, oral, and multimodal communication to students before and during their (post-)graduate academic and professional programs. CGC members work with graduate students in their first and additional languages.

CGC's primary activities include face-to-face and online opportunities to discuss and share resources, pedagogy, research, curricula, and program models for graduate communication.

The Consortium was created in April 2014, and its listserv and online membership survey quickly gathered over 500 members in at least 27 countries. On its website, you can find information about meetings, resources, and programs offering graduate communication support: gradconsortium.org.