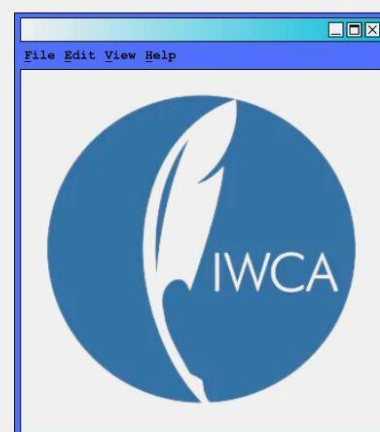
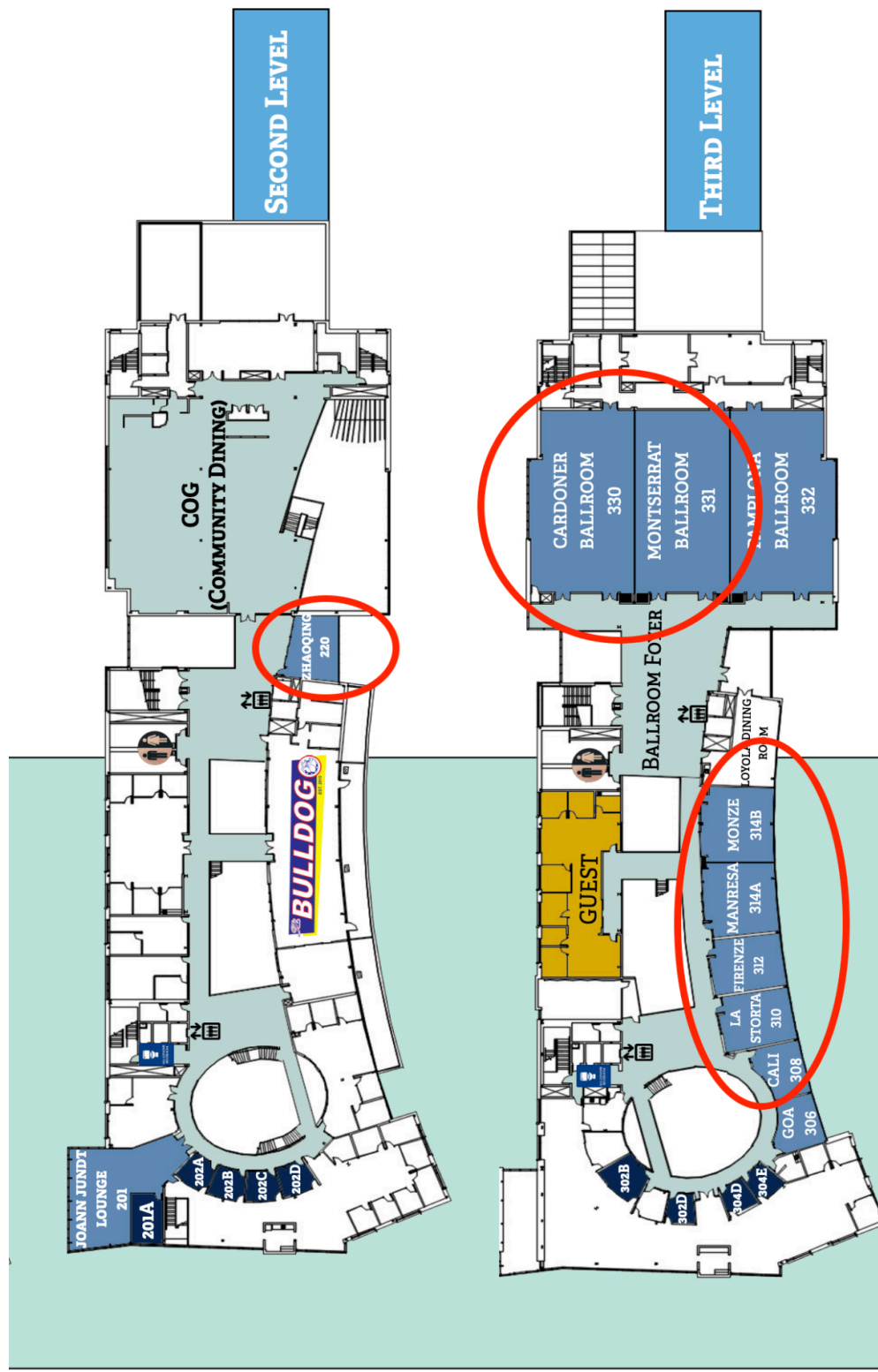


APRIL 3, 2024
8:00AM - 6:00PM
JOHN J. HEMMINGSON CENTER



The Collaborative is on the second and third floor of the Hemmingson Center.
Check-in is in the Ballroom Foyer.




Acknowledgments



We would like to express our warm gratitude to everyone who has made the 2024 IWCA Collaborative@CCCC possible:

- The administrators and tutors of **Gonzaga University's Writing Center** for their hospitality in hosting the Collaborative at the campus' Hemmingson Center
- **WOnline** for sponsoring the print program
- **Elon University Writing Center** for covering print and material costs
- The **Conference Team**
 - Julia Bleakney, Collaborative Conference Chair
 - John Eliason, Gonzaga Site Host
 - Chris Ervin, IWCA Vice President
 - Shareen Grogan, IWCA Site Chair
 - Hannah Hanson, Collaborative Coordinator
 - Rachel Herzl-Betz, IWCA Accessibility Chair

Wifi	Gonzaga Tutors' "Spokane Favorites" Restaurants, Bars, Sites
<p>Gonzaga Guest Wi-Fi</p> <p>Select network; read and agree to terms of service</p> <p>No password needed</p>	

Land Acknowledgement:

Statement from Gonzaga University's Dean for Social Justice Leadership & Community Empowerment

We are on the invaded, colonized land of the Spokane Tribe and connected tribes of this region who continue to resist in the face of genocide and white supremacy. We do this acknowledgment in order to keep Indigenous Rights and Land Rights in the forefront of our minds—not as a procedural item.

Conference Theme: Reckoning with Generative AI in our Writing Centers

Without a doubt, generative AI (AI that can produce text, images, sound, audio, or video) is one of the hottest topics of conversation among writing center administrators and tutors. Many writing centers have had to quickly learn about the technology and its affordances and limitations for our writing centers since OpenAI launched ChatGPT in late 2022. National writing organizations, including AWAC, MLA, and CCCC, have responded to the launch of ChatGPT and other generative AI tools with public statements or white papers. MLA and CCCC issued a joint statement that recognizes that AI writing tools are the latest in a long line of writing technologies, reinforces the human element at the heart of writing practice, and expresses concern for the potential threat to writing and language programs that AI technology poses (<https://aiandwriting.hcommons.org/working-paper-1/>, p.4). Whether you believe that generative AI spells the future demise of writing instruction and support, or even education as we know it; you are excited and hopeful about the future potential of generative AI to revolutionize how we write and communicate; or you are somewhere in the middle--each and every writing center will be called upon in some capacity to grapple with AI in the months and years ahead.

Roundtables, workshops, and collaborative writing sessions will focus on some of the following questions:*

- How can generative AI technologies effectively **enhance or supplement** writing center sessions? What are the affordances of AI writing technologies for working with diverse populations of learners, multimodal and multilingual writers, or with writing across fields and disciplines?
- What are the **challenges, limitations, and risks** of using generative AI in writing centers, and how can these be addressed or mitigated?
- What **ethical issues** need to be considered when adopting generative AI use in the writing center? For example, how should we address data privacy, security, plagiarism or academic integrity issues related to AI writing technologies?

- How do we **prepare writing center tutors** to engage with writers who wish to use AI as part of their writing process?
- What **research** do we need to understand the full benefits or implications of generative AI for writing centers? How can we partner with other programs or faculty across campus to conduct such research?

**To generate questions for consideration, I asked ChatGPT to “give me a list of questions to consider on the topic of ‘the affordances and challenges of generative AI for writing centers.’” It produced a series of simple one-sentence questions which I developed and then categorized into the questions above (on benefits, limitations, ethical considerations, and research opportunities). I added the question about preparing tutors and I added detail to each item. I did not use generative AI for any other part of this CFP.*

We are excited to have you join writing center colleagues as we learn more about and reckon with generative AI and its potential to enhance and/or limit the ways we provide support to writers and instructors and engage with conversations on our campus about inclusive educational practices.



Julia Bleakney
Chair, 2024 IWCA Collaborative@CCCC



Hannah Hanson
Coordinator, 2024 IWCA Collab @ CCCC



Christopher Ervin
Vice President, International Writing
Centers Association



Shareen Grogan
Conference Site Chair

Conference Schedule At-a-Glance

John J. Hemmingson Center, Gonzaga University, Spokane, WA

7:30 am-8:30 am -- Check-in, Breakfast, Welcome (Ballroom)

8:30 am-9:45 am – Session A

9:50 am-11:05am – Session B

11:05 am-11:25 am – Snack & Coffee Break

11:30 am-12:45 pm – Session C

12:45 pm-2:00 pm – Lunch (Ballroom)

2:00 pm-3:15 pm – Session D

3:20 pm-4:35 pm – Session E

4:40 pm-5:30 pm – Closing Reception with Buffet (Ballroom)

Special Sessions

Lunch Tours of Gonzaga Writing Center	Meet the IWCA Board
You are invited to a tour of the Gonzaga Writing Center, where you will hear a brief overview from some of the tutors, learn about writing culture at the institution, and have an opportunity to share some highlights of your own writing centers.	IWCA Officers will share news about IWCA's website migration, which will take place this summer, and upcoming events, including the Summer Institute in Colombia. They also will answer questions about the organization's current status and future priorities.
Meet at check-in desk at 12:50 pm or 1:20 pm for one or two tour opportunities	Ballroom at 1:00pm

Program of Sessions



Session A



Session A.1 Zhaoqing 220

Presentation/Discussion: Primer on Generative AI for Writing Center Directors

Paula Rosinski, Elon University

To more critically assess and discuss the potential affordances and challenges of generative AI for writing centers, it is helpful to place it into a broader context. This session provides a primer to AI by sharing some background information on generative AI, from the perspective of a WAC director who has been leading her institution's AI initiatives along with colleagues from computer science, business, and data analytics. Topics covered will include what generative AI is, where it came from, and where it might be going; an overview explaining how AIs seem to "write," a quick review of the different types of AIs; explanation of the privacy issues at stake with AIs and how you might protect yourself and your students; some of the potential benefits and risks of generative AI to education in general; some of the ways AI is already being used in educational and professional contexts; and a brief glimpse into the role of a WAC director helping to coordinate her medium-sized liberal arts institution's response to AI, at times in conjunction with the writing center director. This session will consist of a 30-minute informal sharing of ideas followed by 45 minutes for discussion.

Session A.2 Cali 308

Workshop: Building AI Critical Literacy Collaboratively in Consultant Training

KD King, MiraCosta University

Susan Lawrence, George Mason University

Like many writing centers, ours added AI to consultant training this year, emphasizing consultants' critical literacy around GenAI. For us, "critical literacy" means:

- being aware of the context within which LLMs were developed, and especially how their output is shaped by their training data
- exploring the writing tasks AI can support well (and not well), and evaluating its output
- reflecting on what is gained and what is lost when writers collaborate with AI
- determining when and how to incorporate AI into consulting sessions

- It is also important to us that our centers' AI knowledge, practice, and policies be collaboratively generated among our teams.

To help consultants develop this critical literacy, we designed “guided explorations” in which consultants use AI to accomplish a variety of writing tasks, then evaluate and reflect on what they find. These explorations serve two main purposes: first, individual consultants learn about AI’s capacity to support specific tasks and to evaluate its output. Second, the entire group compares and discusses their findings and reflections, then collaborates on generating productive questions, best practices, and policy for bringing AI into writing center sessions.

In this workshop, participants will first discuss their approaches to training consultants on AI. Next, the workshop leaders will briefly introduce their approach and materials. In the main segment, participants will try their hand at a guided exploration (including evaluation and reflection), then discuss their findings along with implications. We expect this discussion to range from concerns about moving forward with AI, to questions about negotiating consultants’ varying responses to AI, to specific strategies for developing writers’ critical literacy of AI in sessions. Finally, we will invite participants to share training resources and materials via a Google folder.

Session A.3 Manreza 314A

Collaborative Writing: Facing It Together: Position Statements on Generative AI Use

Kelvin Keown, University of Washington, Tacoma

Composing a position statement is a reflective act that prompts writers to articulate their values in social and institutional contexts. Writing center professionals are no strangers to this task. But now generative AI has entered the chat. Professional organizations for higher education writing instructors, researchers, and administrators have already released statements on the far-reaching implications of generative AI for the teaching and learning of writing (e.g., Association for Writing Across the Curriculum, 2023; MLA-CCCC Joint Task Force, 2023). Drawing inspiration from this recent work, this collaborative writing session will guide participants to draft, revise, and seek feedback on generative AI use statements for their writing centers. Such statements have potential to influence the direction of campus policy, set expectations for the role of writing centers for students, faculty, and administration, as well as provide a foundation for operating principles in the face of rapid change. Though participants’ institutional contexts may differ, this session will offer synergistic opportunities for writing center professionals to lead and influence pedagogical practices and policies on their respective campuses on generative AI use in writing. Outcomes envisioned for this session include drafted statements for participants to take with

them and to begin (or continue) work on a position statement for the IWCA per IWCA by-laws. The session will use a shared document platform, such as Google docs, to facilitate collaborative writing and spark discussions that continue past the conclusion of the session.

A.4 Monze 314B

Roundtable: Leveraging Generative AI in Writing Center Tutorials

Elizabeth Lenaghan, Northwestern University

Meaghan Fritz, Lewis University

Facilitated by two writing center administrators (Northwestern University) and one tutor (Lewis University), this roundtable aims to understand better ways writing centers are aiming to educate writers about AI. Some questions we are interested in discussing include:

- How might writers engage with AI at different stages of their writing process?
- How can tutors use AI during tutorials to educate and engage writers in discussions about generative AI use?
- How can writing centers balance the use of AI alongside traditional tutoring methods?
- Who else might benefit from considering AI as it pertains to specific stages of the writing process (e.g., instructors who wish to decide when they will/will not encourage generative AI use)?
- How can writing centers continue to keep resources and strategies relevant as generative AI tools continue to evolve so quickly?
- Should writer-oriented resources be a priority for writing centers, or should we first be concerned with training our tutors in AI literacy?

In addition to discussing these questions, we are interested in considering the role that can play in the context of collaborative tutorials. If AI is primarily conceived as an additional interlocutor in these exchanges, are there instances where this third “voice” might prevent a tutorial from being successful? If so, how are these instances moderated by factors such as (1) writer/tutor familiarity with AI; (2) the stage of the writing process a particular writer is in; and (3) the particular AI tool being mobilized?

Session A.5 La Storta 310

Roundtable: Not-So-Artificial Intelligence: Partnering with Faculty to Learn and Teach Ethical AI Literacy

Katherine Egerton, Naval Postgraduate School

Aileen Houston, Naval Postgraduate School

Sandra Leavitt, Naval Postgraduate School

Chloe Woida, Naval Postgraduate School

We want participants to engage with the following questions through think/pair/share activities and whole-group discussion:

- Who is currently defining AI literacy and policy on our campuses?
- How can writing centers partner and dialogue with faculty to ethically and effectively integrate AI literacy practices in writing and research across the curriculum?
- How can writing centers train and support our staffs to learn from faculty concerns and experiences with generative AI while also building students' AI literacy in coaching/tutoring sessions, workshops, or other interactions?

Toward the end of our session, we will together create an inventory of promising practices to build collaboration with faculty, aiming for a range of actions from the individual to the writing center to the institution. We aim to empower participants to take practical, thoughtful steps to build AI literacy with their teams and faculty colleagues while foregrounding both the ethics and practice of writing through these actions.

Session B



Session B.1 Manreza 314A

Collaborative Writing: Developing an Edited Collection Proposal: Writing Centers and AI

Elisabeth Buck, University of Massachusetts, Dartmouth

Our decision to launch an edited collection on writing centers and AI was motivated by a very specific anecdote from our writing center: a student who had made regular appointments at the center found herself accused of utilizing AI by her professor. The accusation had racist undertones, with the professor alleging that a student "from these demographics" couldn't possibly produce writing as effective as what she had submitted for the class. We realized that our

writing center was in a unique position to defend the student from her professor's accusations--and that this incident represented a manifestation of AI that had yet to receive substantial comment (i.e., that multilingual and/or nonwhite students are seemingly much more likely to be accused of using AI). As terrible as this situation was, we were strongly motivated to share this story in the hopes of putting forth a narrative about the intersections of AI and writing center work. Conversations about AI in writing/writing centers are prominent on listservs and Facebook groups, but, at the moment, there's very little research to draw on. Thus we hope to provide a scholarly forum for sharing best practices as we collectively navigate the significant impacts that AI will undoubtedly have on the work we do in writing centers. This workshop will thus have two components: 1) we'll introduce our CFP and discuss our motivations and vision for the project and 2) we'll give participants the opportunity to draft a proposal and receive feedback on their draft from both us and other workshop participants. We hope that this workshop will provide a venue for folks looking to share their research from the collaborative in a published space.

Session B.2 Zhaoqing 220

Workshop: Imagery Unleashed: Exploring Descriptive Language with AI-Generated Art

Nicole Abiad, Virginia Commonwealth University, Qatar

Participants should bring a laptop

Conversations surrounding the use of generative AI in the writing process have focused primarily on language production; however, an ever-expanding array of generative AI tools that reach far beyond writing provide some creative opportunities for the writing process. The purpose of this workshop is to explore the intersection of language and visual arts while exploring the nuances of descriptive language and highlighting a unique use of visual AI in teaching descriptive language and imagery. This hands-on experience will blend writing with digital artistry, allowing participants to explore their writing skills, which can be replicated in classroom or writing center instruction.

During the first half of this workshop, participants will craft narrative paragraphs emphasizing imagery and sensory detail through an interactive "traditional" approach to feedback and peer review. The resulting narratives will then serve as blueprints for AI image generation, creating digital interpretations of the written word. This process will serve not only as a test of their descriptions but also as an opportunity to understand the interpretive powers of AI tools.

Through the iterative process that follows, participants will analyze discrepancies between their envisioned images and the ones produced by the AI. They will then refine their descriptions, adjusting and enhancing their language to bridge the gap between imagination and digital

representation. This iterative cycle aims to sharpen descriptive skills and deepen the understanding of visual language. The session will culminate in a friendly competition between participants.

Session B.3 La Storta 310

Workshop: Navigating Generative AI: Ethical Considerations and the Role of Writing Centers

Emily Hall, University of Wisconsin-Madison

The integration of generative AI into the academy is inevitable and, according to some, may even enhance the teaching and tutoring of writing (Mollick, 2023; Mills, 2023; Deans, Praver, and Solod, 2023). Despite concerns about academic integrity and plagiarism, university enterprise agreements with OpenAI and Microsoft Copilot are multiplying, and many instructors are hastening to incorporate AI into writing activities at various stages of the writing process. In the rush to experiment with this powerful new tool, however, some colleges and universities may be avoiding necessary conversations about the myriad challenges generative AI poses (Bender and Timnit, 2021, Wan et al, 2023 etc.). This workshop will take as a given that writing centers and WAC programs have a significant ethical role to play as generative AI becomes more widespread in the teaching of writing. Working collaboratively, participants will attempt to sketch the dimensions of this new role. We will first consider the forms of bias represented in generative AI output (race, gender, linguistic, confirmation, and more) and what we can do through training, outreach, and conversations with students, to help mitigate instances of bias. Next, we will explore the critical role of human tutors as universities turn towards AI. As AI tutoring apps proliferate and student isolation increases, what role should social connection and conversation play in the process of writing? Developing uniquely human definitions of empathy, cultural understanding, listening and more, we will build powerful arguments for our respective institutions about the essential ethical role writing centers and our tutors play in this moment of AI. Session participants can expect to leave with an action plan for next steps.

Session B.4 Monze 314B

Collaborative Writing: What Do Writing Centers Teach Us in a World of AI?

Michelle Miley, Montana State University

Anna Sicari, Southern Illinois University

Andrea Efthymiou, Queens College, CUNY

As writing center scholars, we ask what we offer to the conversations in our institutions around AI. We argue that this is a moment to pause and return to the foundational texts that brought us to writing center work, grounding ourselves in our valued practices (Hall) as we consider our responses about AI to our institutional audiences. We are reminded that, “[d]espite all our talk about collaboration and community, we walk through our classes, through our buildings, through our campuses, through our neighborhoods, disconnected from what matters to us. If we attempt to ignore these negative influences on our work and on our students, we reify troubling institutional impulses in other ways” (Geller, et.al, p. 9). The discourse surrounding AI and writing at our institutions and throughout higher education reminds us just how important writing centers are: spaces to foster relationships, spaces to have conversations and build community with students, faculty, administration, and other university stakeholders; spaces of nurture, care, and support. We invite participants to engage in a collaborative letter-writing experience, drawing on what we have learned from our foundational texts and addressing specific audiences – our institutions, communities, ourselves. Facilitators will model letters that help us recenter and articulate how, in this current conversation about AI, writing centers can “function as an institutional space that lets us step in and speak to” (Geller, et.al, p. 8) questions of time, of meaning-making, of relationality, and of care as critical considerations for our students and institutions.

Session B.5 Cali 308

Workshop: Improv in Tutor Training? Yes, AND Chat GPT

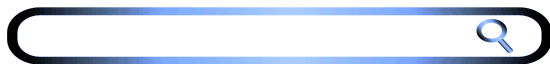
Emma Catherine Perry, University of Idaho

Tymer Wolf, University of Idaho

The importance of flexibility and interpersonal acuity for writing center tutors is well-documented. As Bonnie Devet notes, “consultants should value... being flexible during consultations ... and [recognize] students’ different emotional needs” (2019, p.33). Noreen Lape (2008) writes that role playing can be a way to help tutors build empathy instead of erecting emotional defenses against students seeking writing support. However, the leap from role playing activities to more varied and open-ended improv activities has not been made. Furthermore, the recent explosion of AI-powered text generative technology creates even more opportunities for improv-based exploration, which will be the focus of this workshop. Co-facilitated by a writing center administrator and graduate tutor, the workshop will begin with a short activity that draws prompts from ChatGPT and introduces participants to improv as a tool for building a shared space. Then, they will provide a short presentation on play in educational spaces. Drawing on

Hans-Georg Gadamer's work on play in learning (1975) and Augusto Boal's writing on theatre techniques as an equity-oriented pedagogy (2008), the facilitators will show and tell the possibilities of applying these ideas to tutor training. Next, the workshop facilitators will pair a few popular improv games with common tutor training topics and use GenAI in the process. For example, beginning a training session with the game Mr. Know-It-All prompted by ChatGPT can generate a rich discussion about negotiating sentence-level decision-making with writers. After trying skill building improv games (no stage needed), participants will split into groups to generate and trial even more ideas for improv-based play they can introduce to their tutor education. Whether they choose to play each game or simply to observe and reflect, workshop attendees will glean a set of improv-based and AI-supported activities to encourage tutors to be flexible, to be quick-thinking, and to have some fun with it!

Session C



Session C.1 Manreza 314A

Collaborative Writing: Co-Writing the Future: Building a Collaborative Writing Center Resource for Ethical GenAI Use

Isaac Wang, University of Hawai'i at Manoa

Tess Gebers, University of Hawai'i at Manoa

Wendy Pias, University of Hawai'i at Manoa

TJ Ruzicka, University of Hawai'i at Manoa

Rhea Soifua, University of Hawai'i at Manoa

Kandi Klein Timothy, University of Hawai'i at Manoa

In response to the use of GenAI in student writing and the subsequent reproduction of privileged forms of knowledge (D'Agostino, 2023), this collaborative writing session focuses on ways that writing centers can reaffirm marginalized discourses and help clients re-enter the writing process. Uncritical use of GenAI reinforces a passive relationship between the writer and writing process, discouraging writers from actively engaging with information synthesis (McMurtie, 2023). Operating under the belief that knowledge is generated through the writing process (Murray, 1980), we are working to collaboratively build a website that would offer consultants and clients a living resource for reestablishing agency, meta-cognitive awareness, and ethical praxis in writing processes that use GenAI. Using place-based pedagogy (Ball & Lai, 2006), we will model what a

contribution to this resource could look like. We will then assign a reflective free-write activity that focuses on how our unique centers might approach the reaffirmation of client identity and critical engagement with GenAI, keeping in mind the following questions: What unique ways of knowing or being in the world does your center value? How do your center's values relate to your center's process? Where does GenAI enter or disrupt this process? How might you center client voices in collaboration with GenAI? Drawing upon these responses, we will ask participants to contribute to a single Google Doc to begin brainstorming for our co-creative GenAI ethical use website, which will be made available to centers and consultants. We will conclude with an open discussion about what steps to take going forward with this project. This session will help lay the groundwork for a living text that reconnects and re-empowers centers and consultants to collaborate ethically with GenAI and validate diverse epistemologies through participants' contributions to the website.

Session C.2 La Storta 310

Workshop: Reckoning with AI in Training: Creating A Versatile Tutor Training Template

Layla Barati, University of Nevada, Las Vegas

Erin Zimmerman, University of Nevada, Las Vegas

Participants should bring a laptop

Our workshop aims to address the critical need to prepare tutors to work with generative AI in writing sessions. As generative AI becomes increasingly relevant in the writing center landscape, discussions about its significance for tutor training are also evolving. Our session invites participants to collaboratively create a comprehensive training template so that participants may walk away with a valuable resource that can be applied and individually adapted to enhance AI training in their own centers.

Working alone to create engaging, informative, and grounded tutor training plans that "introduc[e] theories, creat[e] opportunities for practice, and scaffold ongoing reflection and evaluation of tutors' work" can be frustrating (Bleakney, 2019). Those feelings can be exacerbated with the knowledge that (1) other administrators are also designing, revising, and re-considering training materials on their own; and (2) topics like generative AI are especially complex to discuss because definitions, tools, and practices are continuously evolving.

This workshop will commence with a presentation of the presenters' generative AI tutor training lesson, which includes the capabilities and limitations of generative AI and activities that guide tutors' engagement with writers who wish to use AI in their writing process. Together, participants

will add to the content and structure of the presenter’s lesson plan to create a “master” lesson plan template. Participants will be invited to share their diverse perspectives, experiences, strategies, policies, and challenges related to AI training in their respective writing centers.

By participating in this workshop, attendees will gain a versatile training template and a model for its application that compiles a variety of training considerations. Our goal is to foster a community of practice that is well-equipped to train tutors who are better prepared to navigate the evolving landscape of generative AI in writing centers.

Session C.3 Cali 308

Roundtable: Ethical GAI Use: Writing Center Practices Grounded in Principles of Composition and Academic Integrity

Hidy Basta, Seattle University

Tait C. Bergstrom, National University of Singapore

While attitudes toward the use of generative AI were initially based in panic in the fall of 2022 with headlines such as “The College Essay is Dead,” recent trends consider it vital to educate students on the ethical and effective use of AI (Kelly, 2023). Composition scholars explore the potential value of Generative AI as a collaborator (Krause, 2022) and as a reminder to return to pedagogical values (Jamieson, 2022). Understanding the role of AI in the writing center mirrors a similar journey of transformation from crisis to potential, to a need for training and for establishing praxis that are grounded in writing center pedagogies. Thus, writing centers are faced with a new kind of challenge: writers seeking tutor support on how policies should be interpreted and what are the best ways to use GAI in light of them.

Consider the following example: a writer tells a tutor that their instructor allows use of GAI to generate paper ideas, ask for feedback about organization, and check grammar. Does this mean they can input a supporting paragraph into ChatGPT asking it to “improve the organization of this paragraph” and then paste the results into their paper with a citation? Is there a better way to ask GAI for help? Does “better” mean more effective in producing a “target-like” paragraph or more effective in teaching the writer how and why supporting paragraphs are constructed in a certain way? Can tutors help writers obtain both results?

We invite participants to engage in conversations on creating writing center policies and best practices in exploring the use of AI to facilitate writing consultations (Deans et.al. 2023);

supporting consultants in having thoughtful and critical conversations with clients about the use and misuse of GenAI; navigating institutional policies; and analyzing training needs and creating opportunities for collaboration.

Session C.4 Zhaoqing 220

Workshop: It's Time for "The Talk": Creating Opportunities for Campus Collaborations and CollaborAltions

Susan Edele, Lindenwood University

Samantha Demmerle, University of Kansas

Amanda May, New Mexico Highlands University

Elizabeth MacDonald, Lindenwood University

Jennifer Rupp, University of Kansas

Discussions of AI vary by institutional context and department, and the writing center's place in those conversations varies. Similarly, attitudes about AI run the gamut from quick adoption to fears that its creation and development heralds the "end of writing." To address these concerns, we invite IWCA Collaborative participants to discuss their experiences with AI, their roles in developing policies about AI, and potential collaborations they could explore.

We begin our presentation by introducing ourselves, our experiences with AI, and our current roles. Before beginning, participants will self-identify their own activity level with AI collaborations.. From there, we will divide our participants into small groups to explore our focus questions about AI. Questions will include a discussion of AI's potentials and pitfalls and what to consider when establishing collaborations about AI, as well as current practices in your writing center. We plan to collect current practices as a full group, either using a Padlet or a sheet of paper. Following our discussion, individuals will collaborate to identify avenues for collaboration on campus using a visual map.

By combining these approaches, our goal is to collect current approaches and collaborations to AI within writing centers that participants can bring back to their campuses. As well, the visual map serves as a kind of action plan that tutors and administrators can build on and modify as conversations about AI change across campus.

C.5 Monze 314B

Collaborative Writing: Creating a Mini-Corpus of Writing Center AI Policies

Lauren Brentell, Texas State University

Joan Collins, Texas State University

Bring tutor training materials related to generative AI

This collaborative writing session invites participants to create a multi-institutional mini-corpus of consultant training materials that involve working with generative AI in writing sessions. By sharing our current practices, we hope to use this mini-corpus to identify commonalities across writing centers (e.g., uses of AI that we encourage or discourage; ethical concerns). In addition, we want to recognize how different populations (e.g., undergraduate, graduate, faculty/staff; multilingual writers; writers in different disciplines), institutional contexts, and philosophical approaches may contribute to different training practices.

As part of the collaborative process, participants will be given time to revisit their current materials in response to group discussions. At the end of the session, we anticipate that participants will have new ideas for training consultants on how to use AI (or respond to AI use) productively in sessions. In this session we will:

- Begin with a discussion of current practices around AI and training materials for consultants to work with or respond to AI use in sessions. These materials will be provided by participants based on their current practices.
- Create a mini-corpus to identify commonalities and differences in our approaches. We will use AI to help with this by entering participants' materials into a template to synthesize approaches and concerns. In addition, we also want to identify how differences may be linked to different writer populations, institutional guidelines, or philosophical approaches.
- Create space for participants to collaboratively write and/or revise training documents based on this mini-corpus.
- End with a discussion of observations, questions, and potential next steps to continue collaborations on materials, including potential avenues for continued resource sharing.

Session D

Session D.1 La Storta 310



Workshop: How Do Students Really, Currently Use AI?

Kim Abels, University of North Carolina at Chapel Hill

Franny Brock, University of North Carolina at Chapel Hill

“I'm honestly unnerved by the simultaneous accuracy and inaccuracy of ChatGPT.” – Anonymous response to Writing and Learning Center AI survey.

After the launch of ChatGPT, a tug of war began on our campus between those who feared that generative AI would negatively impact students' writing and academic integrity and those who believed we should embrace AI to make students competitive in a revolutionized workplace. Like others, our campus swiftly developed AI guidelines to uphold the value of academic honesty while also allowing faculty discretion on the use of AI. As participants in this conversation, our writing center understood the concerns about student writing but also recognized that much of the fear-mongering was based on speculation--not actual evidence of student awareness, attitudes, or use of this technology. To inform our own practices and the guidelines developing, we launched a survey of our student users in March of 2023 and again in October with enlightening results. This workshop will offer participants an opportunity to think through how they might plan and share results of a survey about student views/use of AI in their particular contexts. After a brief overview of our survey results, we will work together, in small groups and partners, to answer and discuss a set of reflection questions. Participants will walk away with their own survey design and an actionable plan to deliver it on their campuses. Our goal is to launch a conversation about students' views of AI to inform writing center practice and campus dialogue.

Session D.3 Manreza 314A

Collaborative Writing: What Can't AI Do?: Making the Case for Human Tutors in the Age of ChatGPT

Matthew Capdevielle, University of Notre Dame

Emma Catherine Perry, University of Idaho

Jamaica Ritcher, University of Idaho

The increasing availability of generative AI tools raises important questions about the importance of human-to-human interaction in the writing process. From prompt-defined ChatGPT tutor personae to stand-alone systems like Khanmigo, Packback Writing Lab, and Ecree, students have many writing support options available to them outside of the working hours of most writing centers. Writing center scholars have long emphasized the responsibility of administrators to communicate effectively not only what writing centers do, but also the value of what they do (Eodice, 2003; Hallman Martini, 2022), and the aggressive marketing of many gen-AI products--to

students and to administrators--makes urgent the call for writing center administrators to respond with clear and persuasive accounts of the distinct value of human writing consultants.

In this collaborative writing session, participants will map out a series of responses for campus partners and program stakeholders who question the necessity of the human in our work. Session facilitators will begin by introducing a writing prompt to inspire thinking about the aspects of writing center work that are embodied, affective, surprising, or otherwise unmistakably human. Participants will then introduce themselves and share ideas from their writing. Next, we will work together to produce general descriptions of writing center work that cannot be replaced by AI-powered tutoring. We will then consider the ways in which those human elements interface in more or less productive ways with generative AI technologies. We will leave the session having clarified our thinking about the fundamentally human elements of writing consultation and having refined our language to respond to queries about what the human writing consultant offers that is neither replaceable nor replicable.

Session D.3 Cali 308

Workshop: The Second Reader: Testing the Efficacy of Using AI for additional "Reader Response" in the Writing Center

Chloe Crull, University of California, Davis

Joanna Johnson, University of California, Davis

Nick Stillman, University of California, Davis

AI and LLMs have required us to rethink, reimagine, and revise how we view our own processes and to establish clear policies and attitudes towards their use in the Writing Center. As a newly-built writing center, we see this as an opportunity to engage our attendees in testing and co-developing a potential application of AI in writing centers, the role of a "second reader" in consulting sessions. Our consultants provide valuable perspectives on student writing through their non-directive reader responses--but often as the only voice of formative feedback students receive. In what ways could the addition of an AI "reader" provide new opportunities for learning and reflection? Recent studies on AI for writing feedback have shown proper prompting can produce feedback that is comparable to an instructor's in some areas (Steiss, Jacob, et al.). We believe that with the addition of our AI literacy training materials (curated by Davis faculty), our consultants could guide students in the critical evaluation of, and reflection on, responses from AI "readers." In our workshop, we invite attendees to engage in our design process by testing our feedback prompts and consultant scripts in mock sessions. We will open by presenting the

rationale and context behind our proposed use of AI. Then, we will scaffolded mock-sessions with our AI protocols in small groups. We will then solicit feedback in a facilitated discussion on insights gained from the tests, each group presenting and sharing their experiences. Finally, we will draft our collective observations in a document that we will share with the attendees, detailing the suggestions for and critiques of our experiment. We believe this collaborative testing and design process will provide attendees with new perspectives on the potential for AI as a collaborator in the writing center.

Session D.4 Monze 314B

Collaborative Writing: AI In the Writing Center: A Collaborative Writing Activity for Developing and Refining Tutor Policies and Training Curricula

Alana Kuhlman, Northern Arizona University

In this collaborative writing session, participants will come together to brainstorm, discuss, and craft policies and training curricula specifically for tutors regarding the use of generative AI in writing center appointments. Participants will examine and share general policies, statements, and tutor training practices regarding generative AI that are currently in place at their institutions and writing centers, allowing for a meaningful discussion to guide participants as they create and/or refine tutor-specific policies and training curricula relevant to their writing centers. In doing so, they will consider questions such as: How can we develop policies or training sessions for our tutors when AI policies differ across courses and faculty? How can we teach the ethical use of AI to tutors and students when there is ambiguity as to what constitutes ethical AI use? How do we train tutors to use generative AI in writing support sessions in a way that complements rather than replaces appointments? How do we support tutors, through policies and training sessions, in addressing concerns about the unethical use of generative AI with students? How do we stay current with our tutor policies and training approaches with such an emerging technology? How and where do we share tutor policies regarding the use of AI in writing center appointments with students and faculty to ensure transparency? After crafting tutor policies and/or training session outlines individually or with others, participants will have the opportunity to share and receive feedback from small groups and/or the larger group depending on attendance.

Session D.5 Zhaoqing 220

Workshop: When AI Writes Single Stories: Tutor Education for Critical Literacy

Brenna Swift, Colorado State University, Pueblo

This workshop will invite participants to co-create tutor education programming that takes a critical literacy approach to the pedagogical challenges raised by AI. The facilitator will share the results of experimentation with AI done in her composition and journalism courses that demonstrates the potential of AI to replicate white supremacist ideologies, omit marginalized perspectives, and wholly fabricate information. Participants will analyze artifacts created by ChatGPT4 and discuss potential goals for peer tutors in responding to problematic AI-generated texts. A specific focus of this workshop will be on the capacity of AI-produced writing to silence the voices of people of color, understate the impacts of systemic oppression, or spread falsehoods about critical events. Emphasis will be placed on teaching peer tutors to recognize what Nigerian novelist Chimamanda Ngozi Adichie calls “single stories,” or reductive, stereotyped narratives that perpetuate oppression, in writing produced by AI. Participants will then develop methods for training tutors for critical conversations about AI generated-writing, using such conversations as a starting point for advancing their capacity as writers and tutors to author what Adichie calls “many stories.” This workshop proceeds from the premise that AI is both an accessibility tool and a technology that carries grave risk in a society where information can be manipulated to violent ends. Workshop participants will use backward design to identify learning outcomes for tutor education programs that focus on developing the critical literacy skills of both tutors and students they support, then create learning activities that will build these skills in relation to emerging AI technologies. Participants will leave with the set of critical frameworks they can apply to the development of future peer tutoring education programs responsive to the accelerating abilities of AI to manipulate its readers’ understanding of their worlds.

Session E

Session E.1 Manreza 314A



Workshop: AI-Driven Inclusivity: Can Leveraging ChatGPT Help Create a More Culturally and Linguistically Responsive Writing Center?

Sarah Fredericks, Georgia Institute of Technology

Sign up for a free ChatGPT account (chat.openai.com) before the session.

This workshop introduces participants to the fundamentals of crafting effective prompts when working with generative AI, including providing the bot with a role, context, and explicit

instructions; asking it to review its answer and explain its rationale; and refining the results through guided revisions. We'll also discuss strategies for bias mitigation and collaboratively construct a prompting framework to emphasize diversity and inclusion. Then, working in small groups, participants will complete practical exercises inputting samples of writing center documents and tutor feedback for real-time evaluation. Participants will engage in role-play scenarios to practice generating linguistically and culturally responsive explanations. Throughout this process, we'll consider case studies highlighting common linguistic and cultural challenges faced by students in academic writing and engage in think-pair-share activities to address these challenges in writing appointments—both with and without the support of generative AI. Following a common model for experiential learning, throughout the workshop, participants will be given the opportunity to discuss prior writing center experiences, experiment with prompt engineering to complete provided tasks with generative AI, reflect on their experience, distill perceptions about generative AI use into abstract concepts, test new strategies or complete self-determined scenarios, and reflect on future applications.

Session E.2 La Storta 310

Workshop: Who's Afraid of the Big, Bad AI? Coaching Undergrad Tutors to Dispel Faculty Fears

Jessica Clements, Whitworth University

Last semester, my team of undergraduate writing consultants and I engaged with existing scholarship on generative AI and writing centers to produce our center policy “WCC Statement on Critical AI Literacy (12.6.23)” (<http://tinyurl.com/WCCAIStatement>). We felt it necessary to formalize and circulate our statement because our campus does not share a university-wide policy on generative AI, and faculty have felt lost. We suspect other institutions have experienced similar pressures and would like to seize similar opportunities. With this in mind, we envision a three-part session: First, we will survey participants’ perceptions of faculty fears related to generative AI, informally discussing the general campus climate they are experiencing. As Johnson reminds us, “crisis” discourse continues to escalate. We will work to name circulating fears as an act of empathy but also to ground the sharing of the narrative of how and why our generative AI statement unfolded as it did. Second, we will review the “WCC Statement on Critical AI Literacy,” both its contents—specifically, our focus on critical literacy (Banks) as well as linguistic justice (Inoue)—as well as our writing process with the goal of using it (as well as additional secondary research) to support collaborative “myth busting” of those initial fears. We hope the document will serve as general inspiration for others’ work on their own guidance documents, but also, we will discuss the deliberate choice to include undergraduate tutors in the researching and writing of the document. We see this collaborative effort as a productive direction in educating campus

faculty, staff, and students on generative AI use and potential. Last, we envision spending a significant amount of time brainstorming with participants: we have empowered our undergraduate writing center tutors with knowledge and even a practical policy to enact in consulting sessions, but where do we go from here? My tutors became active participants in our recent faculty development day on generative AI, but how else might undergraduate tutors, in particular, become willing agents in faculty development initiatives surrounding our evolving understanding of generative AI on campus?

Session E.3 Monze 314B

Collaborative Writing: Tutoring Graduate Students and AI Literacy

Marit MacArthur, University of California, Davis

Current graduate students largely missed their chance to develop AI literacy as undergraduates, given the release of ChatGPT in November 2022. Some at the University of California Davis, my home institution, have been accused of inappropriate use by advisors, whose respective disciplines vary in whether and how they regulate the use of AI. Yet AI tools can, as we know, accelerate scholarly research, make suggestions to improve organization and flow, and help master idiomatic, error-free academic English, which often serves a gatekeeping function for multilingual graduate students. The Graduate Writing Fellows at UC Davis, a program I lead that provides writing support by and for graduate students, are developing resources to support AI literacy for graduate students. The goal of this session is not to create a policy nor a list of AI resources (though an excellent list, curated by Graduate Writing Fellow Sophia Minnillo, will be shared). Instead, we will focus on articulating useful strategies to share and apply in tutoring sessions. Peer to peer tutoring, by and for graduate students, in a writing center offers a unique opportunity for such guidance, possibly the only safe space for some graduate students to seek it out. Failing to meet their needs may deepen the digital divide and limit graduate students' professional and academic success. In the first section, participants—experienced or interested in graduate student tutoring/tutor training—will share targeted strategies to support graduate students in using AI for writing tasks. We will select 3-5 strategies to focus on. Next small groups will draft each strategy. Finally, we will share and discuss. All co-author participants will review the final draft of the guide by the end of April, to be disseminated through the IWCA and the Consortium on Graduate Communication listserv.

Session E.4 Cali 308

Workshop: Unboxing AI: Auditing Generative Systems to Develop the Right Kind of Literacy

Maria Baker, Columbia University

Kirkwood Adams, Columbia University

An effective way to teach AI literacy comes from recognizing the equivalence between the machine intelligence at play in both image and text generation. This multimodal approach demystifies AI as a foundational system. At the core of this approach to Alliteracy is a dispositional shift: we consider ourselves as auditors of the system not users of it. Generative AI aspires to frictionlessly integrate into our writing, teaching and studying lives for the sake of efficiently replacing our labor, a fiction that depends on reducing us all to mere users. But auditors refuse this transactional, extrinsically motivated exchange between system and user, gaining greater knowledge through their disobedience. Interaction with the system then is not about success or failure (e.g., is this output accurate or hallucination?). Instead, understanding and observing the larger project and processes of these tools is our purpose. Critical engagement is the end unto itself. Literacy in this sense is more than an initial training; it is an ongoing commitment. Our workshop will feature three components: 1) Defining the disposition of auditor by establishing the framework and clarifying its affordances. 2) Collaboratively practicing our multimodal method in a series of experiments based on image and text prompts. 3) Framing reflection on the potential role of writing centers as a site of inquiry into generative AI and considering ways to adapt this approach within participants' specific contexts. Workshop participants will experiment with disobedient prompting strategies and learn to read across modalities, discover a sense of agency when interacting with opaque technologies like AI. generators, and gain practice in transferable methods of teaching AI literacy.

Session E.5 Zhaoqing 220

Roundtable: Generative Conversations around AI

Shareen Grogan, University of Montana

Sherry Wynn Perdue, Oakland University

This roundtable will focus less on the technology and more on the current opportunities for writing centers to become more visible and central to conversations about writing. We'll start by getting a firsthand account from IWCA President Sherry Wynn Perdue on her work with the MLA/CCCCs taskforce on AI and writing. Next we'll review what we've learned throughout the day at this Collaborative: What have we learned about the impacts of AI on tutor training, writing

center policies, and ethical stances on AI? How do we defend the human element of writing and of tutoring? We will then discuss how we are working to:

- Educate administrators about how learning happens
- Be involved in conversations with faculty
- Collaborate to develop policies, assignments, surveys
- Provide a safe space for students to talk about AI

Finally, we will consider:

- Where the writing process can be speeded up, where it needs to slow down
- How AI may help neurodiverse students
- How the writing center can mentor students as they use AI



The poster features the IWCA logo on the left, which consists of a blue circle with a white feather and the letters 'IWCA' inside. To the right of the logo is the text 'IWCA International Writing Centers Association' in blue and red. Below the logo, the text 'IWCA 2024 Conference' is written in bold black, followed by '“Technology-Enhanced Writing”' in a regular black font. Further down, it says 'Fully online, via Whova app' and 'Dates: October 21-27, 2024'. At the bottom left, it lists 'Conference Chair: Tingjia Wang, Hiroshima University'. On the right side of the poster is a large QR code.

IWCA International Writing Centers Association

IWCA 2024 Conference
“Technology-Enhanced Writing”

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Conference Chair: Tingjia Wang, Hiroshima University



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THE
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REVIEW

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FROM ALL OF US HERE AT WCONLINE,
THANK YOU.

Over the past twenty eight years, WCONLINE has been purpose built by writing centers, for writing centers. We are enormously grateful for nearly three decades of your support and collaborative iteration.

Our goal is to make 2024 a remarkably transformational year for WCONLINE. We've been working hard to ingest as much community feedback as we can, and we're excited to incorporate that feedback into future updates.

If there's anything that we can do to better support you, your students, or your center, please don't hesitate to reach out. We would love to hear from you!

All the best,
Omar, Shaan, Cooper, Tim, & Deepti.