

## CWCA/ACCR Conference 2024 – Sessions at a Glance

Wednesday May 22	Title	Description
8-9:45AM PDT/ 11- 12:45PM EDT	Welcome from Elder Jessie Loyer Keynote	<ul style="list-style-type: none"> <li>• Land acknowledgement – Clare Bermingham</li> <li>• Elder's opening – Elder Marie Hooper</li> <li>• Keynote – Jessie Loyer</li> </ul> <p>ELDER MARIE HOOPER, (KʷIKʷƏŁƏM FIRST NATION) will open the 2024 conference. Marie Hooper is an elder from Kwikwetlem First Nation. Recently she has moved onto the nations reserve, so she can connect better with her Indigenous culture. This has, and will keep her connected with her culture. She keeps her knowledge of the history of the nation and its families. This is passed down from her ancestors, grandmother, aunts, uncles and cousins.</p> <p>Marie who was born in the UK, immigrated to Vancouver, B.C. in 1967. Her background is Coast Salish, English, Scottish and Portuguese. Marie has studied at B.C. Institute of Technology and Kwantlen Polytechnic University. Her qualifications include Indigenous Environmental Archeology, Ecologic Engineering, and Guardian of the Indigenous lands and territories.</p> <p>Marie is a mother of four and grandmother of nine. Her passion is to bring residential awareness into the school system, or wherever she can bring up the subject asking individuals, 'What do you know about residential schools?'. Only learning about residential schools five years ago, and bringing awareness, help Marie process the trauma her family and others have endured.</p> <p>The opening will be followed by Jessie Loyer's keynote address: <b>Indigenous writing helps us take care of each other</b></p> <p>If we, as Indigenous people, research our communities, we find hundreds of years of writing that was written by outsiders. That's why Indigenous writing is so crucial; it announces our presence. We'll look at examples of Indigenous writing, from petroglyphs and wampum, from treaties to Red Papers, and from fashion to Tiktoks, to see the ways that Indigenous thought has always engaged in the conversations that surround it and sparked thoughtful answers to the question: "how do we live well together and take care of each other?"</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		<p>Learn more about Jessie and her work here:  <a href="https://www.jessieloyer.com/">https://www.jessieloyer.com/</a></p>
9:45-10 AM PDT/12:45-1 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
10-11 AM PDT/ 1-2 PM EDT	Roundtable: Slow Writing	<p>Speaker: Pamela MacIsaac</p> <p>Recently, I made a parallel between baking a scratch cake and writing without AI, then extrapolated to suggest that a "Slow Writing" movement could be modeled on the "Slow Food" movement. However, initial research quickly unearthed gender and class-based criticisms of the "Slow Food" movement, criticisms easily applicable to "Slow Writing". While it may be a model for "Slow Writing", the "Slow Food" movement is also a cautionary tale, reminding us we should not ignore the reasons students may use AI to facilitate their writing or the ways in which it has already been integrated into "traditional" writing processes.</p>
	Panel: Trust, Wellbeing, & Creativity	<p><b>Building Trust in One-on-One Student Appointments</b>  Speakers: Christin Wright-Taylor and Mitchell Higgins</p> <p>This presentation demonstrates how writing centre practice can draw on student development theory from Learning Services to build and sustain trust in one-on-one student appointments. Being able to name and articulate this crucial aspect of our work can help advocate for the work writing centres do to support student success and retention.</p> <p><b>Embracing Multifaceted Roles: Addressing Emotional Labor in Writing Center Tutoring</b>  Speaker: Waed Hasan</p> <p>This presentation explores the multifaceted roles of writing center tutors and the emotional challenges they encounter particularly due to rapid decision-making. Inspired by "The Many Hats Tutors Wear" by Leigh Ryan and Lisa Zimmerelli, it the different roles tutors navigate to address diverse student needs. The proposed metaphorical "hat system" in training offers clarity and structure, guiding tutors to transition between roles. Mindfulness practices integrated into downtime alleviate stress and promote self-awareness. Through role-playing scenarios, tutors hone adaptive skills, effectively mitigating the</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		<p>strain of emotional labor. This holistic approach fosters resilient, empathetic tutors capable of thriving in challenging environments.</p> <p><b>The Creative Future of Writing Centres</b> Speaker: Kaveh Tagharobi</p> <p>This presentation seeks to explore the role of creativity in academic writing with the purpose of envisioning a different future for writing centres, a future in which giving creativity, as a “uniquely human” capacity (Cropley et al., 2022), a more central role protects against the threats of deprofessionalization by AI. The presenter will share a review of the theoretical foundation of this proposition alongside practical examples to show how creativity can – and must – play a more prominent role in the work of writing centres.</p>
	<p>Roundtable: ‘Disrupting the Status Quo’: Understanding the role of the Caribbean and Black Writing Collective in the UTM Writing Center</p>	<p>Speakers: Janine Rose and Sheliza Ibrahim</p> <p>This roundtable conversation will involve discussion about how writing mentorship programs like CBWC work to enact anti-racism in writing centers. More specifically, we will discuss the process of establishing the CBWC at UTM, the way in which mentorship is offered and structured to support Caribbean and Black students in the CBWC and the way in which student and faculty benefit from the presence of this type of mentorship in writing centers.</p>
<p>11:15-11:45 AM PDT/ 2:15-2:45 EDT</p>	<p>Casual Connection Break</p>	<p>Active or passive break opportunity. Join the session to connect with colleagues, ask questions, process sessions, etc. During this break, you will be led through an activity or conversation topic to semi-structure the session and facilitate connection. Feel free to bring your lunch or a snack! Or, take a passive break away from your screen.</p>
<p>12 PM-1 PM PDT/ 3PM-4 PM EDT</p>	<p>Workshop: Let’s ChatGPT: Strategies for Effective Engagement with AI in Writing Centers</p>	<p>Speaker: Meredith Barret</p> <p>We’ve all felt the impact of generative AI in academia and on writing in particular. It’s already embedded in many of the tools we use daily, but many students use it without thorough understanding or criticality. Writing centers have an opportunity to support students in their navigation of generative AI. In order to do so, we must engage with it ourselves and promote effective, productive applications. In this workshop, participants will use ChatGPT in the same activity used in A&amp;L’s tutor training</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		and leave with concrete ways to engage AI in their own writing centers.
	Roundtable: Writing in the Friend Zone: An Imperfectionist Approach to Writing Centre Practice	<p>Speaker: Julia Lane</p> <p>My writing centre regularly markets itself as "free and friendly." A focus on friendliness seems to be a corollary of many writing centres' dedication to peer-to-peer and non-evaluative tutoring models. However, the emergence of "good friendships" between writing consultants and clients has also sometimes been deemed counter to writing centre practices and framed using ableist language as "academic crutches." This roundtable offers an opportunity to think together about what we mean by "friendship" and "friendliness" in writing centres and unpack the possibilities and problematics of friendship as a guiding principle for writing centres into the future.</p>
	Panel: Most Like an Arch: Writing Centres and Writing Programs Building Collaborative Strength	<p>Speakers: Dr. Srividya Natarajan, Dr. Emily Pez, Naveera Ahmed, Patrick Morley, and Dr. Olga Kharytonava</p> <p>Sustainable collaborations between writing centres (WCs) and writing programs (WPs) may offset their precarity. In this panel, five speakers discuss the current dimensions of, future possibilities for, and barriers to, collaboration between a WC and a WP in our institution. We discuss initiatives big and small: mandating WC visits in Year 1 Writing courses, developing a tutoring course with a practicum in the WC, consolidating a common anti-oppressive pedagogy, creating textbook affordances, and so on. We argue that deeper collaborations emerge from conscious relationship-building, shared labour, and self-reflection, rather than from a purely contractual understanding of collaboration.</p>
1-1:15 PM PDT/4-4:15 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
1:15-2:15 PM PDT/ 4:15-5:15 PM EDT	Roundtable: Creating a Tabletop Role-Playing Game for Tutor Training: Demo and Feedback	<p>Speakers: Jessica Lowry and Jo Scofield</p> <p>Inspired by <i>Unlimited Players: The Intersections of Writing Center and Game Studies</i>, which explores the connections between games and writing centres, we propose a tutor training approach using a table top role playing game (TTRPG). In TTRPG systems, players create a character, explore the world, make decisions, and determine outcomes by rolling dice.</p> <p>In this roundtable session we will showcase an educational</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		TTRPG system in development to be used during tutor training for building empathy with students. Participants are encouraged to discuss the applications of these types of games in writing centres, ask questions, and provide feedback.
	Roundtable: The Elastic Writing Centre	<p>Speakers: Nancy Ami, Emily Arvay, Gillian Saunders, Kaveh Tagharobi, and Natalie Boldt</p> <p>What happens when a writing centre, having already added academic communication skills to its suite of supports, stretches to add “learning strategies” (time management, exam preparation, and more) to its offerings for students? How are writing centre staff trained for this endeavor? How do they grow in their competencies while they prioritize UDL strategies? How do they juggle learning in these areas while adjusting to significant challenges, such as the impacts of AI tools and budget reductions? Through a roundtable, we hope to reveal the challenges and opportunities emerging from our recent metamorphosis.</p>
	Panel: Praxis & Collaboration	<p><b>Transforming Writing Support: Embedded Writing Instruction for Student Success and Writing Centre Resilience</b> Speakers: Dr. Michele Irwin and Dr. Sarah King</p> <p>This presentation argues that integrating writing support within specific courses and disciplines not only addresses student writing skill and confidence but also addresses challenges faced by writing centres who employ professional instructors. We will draw upon our research on embedded writing programs in first-year Political Science courses to describe a multifaceted approach that enhances the quality of writing instruction within courses, while also mitigating emotional labour, burnout, and precarious employment among professional writing centre instructors.</p> <p><b>Most Like an Arch: Writing Centres and Writing Programs Building Collaborative Strength</b> Speakers: Dr. Srividya Natarajan, Dr. Emily Pez, Naveera Ahmed, Patrick Morley, and Dr. Olga Kharytonava</p> <p>Sustainable collaborations between writing centres (WCs) and writing programs (WPs) may offset their precarity. In this panel, five speakers discuss the current dimensions of, future</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		<p>possibilities for, and barriers to, collaboration between a WC and a WP in our institution. We discuss initiatives big and small: mandating WC visits in Year 1 Writing courses, developing a tutoring course with a practicum in the WC, consolidating a common anti-oppressive pedagogy, creating textbook affordances, and so on. We argue that deeper collaborations emerge from conscious relationship-building, shared labour, and self-reflection, rather than from a purely contractual understanding of collaboration.</p> <p><b>Writing centres and faculty development: Collaboration in the third space</b>  Speakers: Melanie Doyle and Carolyn Best</p> <p>Often precarious and under scrutiny, writing centres increasingly occupy universities' "third space," straddling both academic and professional identities and constraints (Whitchurch, 2013). This case study presents collaborative work between third space colleagues — a writing centre manager and an educational developer. Initially born from our university's response to generative AI, our effort both responds to perceived threats to the future of writing studies and attempts to preserve our work through new collaborations. We detail the success we've had and share other possible collaborations between writing centres and faculty development that may enrich the future of individual offices and our university's writing culture.</p>
2:15-2:30 PM PDT/ 5:15-5:30 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
2:30-3 PM PDT/ 5:30-6 PM EDT	Poster Session Q&A: AI & Tutor Professional Development	<p><b>Baby Bot Steps: A Writing Centre's Strategic Response to Artificial Intelligence</b>  Speakers: Sarah-Jean Watt</p> <p>In response to the advent of ChatGPT, I conducted a scenario analysis for our writing centre for the next two years, and selected what I judged to be the most likely scenario: the use of AI is unlikely to be banned; dominant assessment type is likely to shift from writing; and outsourcing is a threat. Through a TOWS analysis, I determined implications for our mission statement, customer segments, and staffing. I concluded that we should expand to encompass general communication and begin to differentiate ourselves from for-profit services with the</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		<p>potential to use AI to compete with human-to-human writing support.</p> <p><b>Peer Tutor Professional Development: Lifelong Learning in the Cohort Model &amp; Interdisciplinary Writing Centre Practices</b> Speakers: Sam Hepas and Rachel Simpson</p> <p>Peer tutors’ multifaceted perspectives, strengths, and goals necessitate an intersectional, interdisciplinary pedagogical framework to support tutor professional development (Kolontari et al., 2023). How do we engage peer tutors in lifelong learning in a diverse range of topics, beyond learning in isolation, one-time training sessions, and hierarchical, oppressive structures of ‘knowing’ (Carino, 2003; Lunsford, 2011; Wass &amp; Rogers, 2019)? Through this poster presentation, we share tutor reflections, connections to research, and infographics on our collaborative cohort model, which fosters co-construction in collective tutor knowledge, opens space for peer mentoring opportunities, and empowers tutors to self-select and creatively pursue areas of interest.</p>
3-4 PM PDT/ 6-7 PM EDT	End of the Day Social Time	Connect with colleagues, ask questions, unpack learning from sessions, ideate, and wrap up the day together.

Thursday May 23	Title	Description
8-8:15 AM PDT/ 11-11:15 PM EDT	Morning Greetings	Quick connect in the morning to kick off Day 2 of the conference!
8:15-9:15AM PDT/ 11:15 AM- 12:15 PM EDT	Roundtable: Diversifying the Writing Centre through Multi- purpose Groups and Multimodal Writing	<p>Speakers: Eunhee Buettner, Helen Lepp Friesen, Jia Custodio, and Kyekye Yankey</p> <p>As a group, we will share multiple perspectives on the recent changes in our Writing Centre due to the impact of the pandemic and the emergence of AI tools. This presentation will provide insights from various perspectives—student writer, tutor, coordinator, and writing instructor—on these challenges and propose strategies to make our Writing Centre more accessible, inclusive, and sustainable in the era of AI. Our roundtable will invite the audience to participate in the conversation, sharing</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		their perspectives, thereby broadening our understanding of the challenges and opportunities for the Writing Centre.
	Panel: Access & Support	<p><b>“Coming Over”: Creating Accessible Writing Centres</b> Speaker: Elliot Worsfold</p> <p>This paper builds on Allison Harper Hitt’s (2021) contention that writing centres must invite students with disabilities to “come over” to create accessible pedagogical practices. It narrates the process Wilfrid Laurier University’s writing centre followed to hire tutors with disabilities, modify the centre’s space, and alter learning materials. By reflecting on the process of inviting students with disabilities to “come over” and collaborate, this paper shares micro-level accessibility strategies that attendees can implement in their writing centres. In doing so, it suggests that accessible practices should not be a future goal and can instead happen in the daily work of the writing centre.</p> <p><b>Writing Access</b> Speaker: Kate Kaul</p> <p>This session discusses social justice, anti-ableism, and the specific practices of writing centres and writing centre pedagogy. How do we connect the writing centre's drive for social justice, to the material practices of our teaching? How can we do anti-ableist work better?</p> <p><b>Evaluating Supports for International Graduate Students</b> Speaker: Sue Beckwith</p> <p>With the influx of international graduate students into Canadian universities, Writing Centres need to listen, and respond to, the challenges faced by this group of students. Many international graduate students are challenged by the high expectations of graduate-level academic writing. Our team of Academic Skills Instructors have developed a suite of supports for both writing and skill enhancement at the graduate level. Action-based research and user surveys will allow us to understand these challenges, evaluate program effectiveness, and potential modifications for our programming.</p>
	Roundtable: “I’m Too Afraid to Get My	Speaker: Hidy Basta



## CWCA/ACCR Conference 2024 – Sessions at a Glance

	Paper Edited:” The Paradox of Affording Accessibility and/or Perpetuating English Language Dominance in Students’ Use of Gen-AI	This session invites swapping stories of supporting multilingual writers’ decision-making around using Gen-AI to edit their texts. Multilingual writers often negotiate the translingual performance of their linguistic identities in institutions that continue to uphold monolingual ideologies. As a tool, Gen AI can afford accessibility to “the language of power” while simultaneously perpetuating its dominance. Our collective narratives will aim to examine the metaphors used to support such negotiations of decision-making.
9:15-9:30 AM PDT/ 12:15-12:30 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
9:30-10:30 AM PDT/ 12:30-1:30PM EDT	Roundtable: The Periphery is the (Writing) Centre	<p>Speaker: Jenna Goddard</p> <p>In this roundtable session, writing centre staff will discuss the concept of futurity through a reflection on a past characterized by the learnings of navigating a pandemic and the present “age of AI”, informing their vision for a future that emphasizes the often unstated, unknown, and unassessed peripheral—yet imperative—work we do: responding to individuality; advancing equity and access; listening to the silences and the underlying message behind words; encouraging both critical thinking and critique of traditional academic writing processes and expectations; and imbuing our teaching with the message of you belong, and your voice matters.</p>
	Community Conversation: A Journey of Self-Compassion, Wellbeing, and Confidence: Exploring Weekly Writing Sessions in Writing Centres	<p>Speaker: Sarah Rewega</p> <p>Recent scholarship in writing centre studies has underscored the importance of recognizing and supporting tutors' emotional labor, particularly in navigating intersecting factors such as race, gender, and class (Caswell et al.; Geller &amp; Denny; Mackiewicz &amp; Thompson). Nancy Stevenson discusses how implementing activities that support our sense of well-being into writing retreats can positively impact our writing, and simultaneously, our mental state. What could happen to our wellbeing if we begin to include more social, physical and sharing activities into other writing spaces? The proposed study suggests the implementation of a six-week program within writing centres, aiming to integrate self-compassion practices into existing activities. Specifically, this program would focus on social, physical, and sharing activities, with a special emphasis on</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		fostering self-compassion among participants. This community conversation will seek insights from writing centre professionals on promising approaches already in place and explore broader questions surrounding the integration of self-compassion practices in writing centres.
10:30-10:45 AM PDT/ 1:30-1:45 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
10:45-11:45 AM PDT/ 1:45-2:45 PM EDT	Community Conversation: Calling All Graduate Students and Tutors	A chance for tutors and graduate students to come together, connect with colleagues, and discuss how the CWCA/ACCR can best support and engage them!
	Roundtable: Academic Integrity Collaboration: How Writing Instructors Can Work with Writing Centre Staff and Librarians to Support First-Year Students	<p>Speakers: Heidi Tiedemann Darroch, Christian Schimdt, Gillian Saunders, and Andrew Murray</p> <p>How, given the plethora of options that students now have to generate text using AI-based software, can universities and college ensure that first-year students have the skills they need to navigate scholarly integrity policies while they are learning academic writing, research, and citation skills? The members of this roundtable, speaking from their professional and disciplinary perspectives, suggest that effective partnerships between writing centres, writing instructors, and academic librarians can help support neophyte academic writers in all of the locations where they receive instruction and support.</p>
11:45-12 PM PDT/ 2:45-3 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
12-1 PM PDT/ 3-4 PM EDT	CWCA/ACCR Annual General Meeting (AGM)	<p>The 17<sup>th</sup> Annual General Meeting of the membership of the Canadian Writing Centres Association/l'association canadienne des centres de rédaction.</p> <p>Why Should You Attend?</p> <ul style="list-style-type: none"> <li>You have attended and valued a CWCA/ACCR conference, online event, or CWCR/RCCR blog post and want to show your appreciation for the work the organization does.</li> <li>You are interested in contributing, either by becoming a member of the CWCA/ACCR Board or by participating in electing those who will.</li> </ul>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		<ul style="list-style-type: none"> <li>You are interested in learning more about the Board, special interest groups, or Regional Affiliates and the work they do.</li> </ul> <p>The following positions are up for election at the AGM:</p> <ul style="list-style-type: none"> <li>Francophone Representative (1)</li> <li>Student Representative (1)</li> <li>Members-at-Large (2)</li> </ul> <p>Descriptions of positions that are up for election can be found here:  <a href="https://docs.google.com/document/d/1iCZUdulbwj5MRoNgyto404SwdBM-92v/edit">https://docs.google.com/document/d/1iCZUdulbwj5MRoNgyto404SwdBM-92v/edit</a></p> <p>Nominations can be made in advance via email to either Jenna Goddard, Secretary (<a href="mailto:jegoddard@tru.ca">jegoddard@tru.ca</a>), or the conference organizers (<a href="mailto:cwcaconference@gmail.com">cwcaconference@gmail.com</a>), or they can be made from the floor during the AGM. Please include a short, written statement by <b>Monday, May 6<sup>th</sup></b> that will be circulated to CWCA/ACCR membership.</p>
1-1:15 PM PDT/ 4-4:15 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
1:15-2:15 PM PDT/ 4:15-5:15 PM EDT	<p>Roundtable: Holistic Frameworks: Laying the Conversational Groundwork for Accessible Futures</p> <p>Workshop: From Quill to Quantum: Navigating the Future of Writing in the Age of AI</p>	<p>Speakers: Dr. Maša Torbica, Stephanie Florence, Chris Lawrence ,Ruah Al-Saghier, Mary Samson, and Christiano Choo</p> <p>A major challenge in the student experience of writing centre services is the barriers that emerge as a result of service compartmentalization--when student needs overlap with the domains of multiple campus services. This mixed-format presentation and roundtable discussion will initiate a conversation on holistic approaches to writing centre work through four discussion questions on the topics of gaps, barriers, solutions, and futures. The purpose of this discussion is to identify actionable steps to make writing centres a more holistic space for student support, while maintaining equitable and sustainable work practices for writing centre employees.</p> <p>Speaker: Laila Shaheen</p> <p>This workshop aims to demystify AI's role in writing and explores its impact through the AI Empire framework (Tacheva and Ramasubramania, 2023). Drawing insights from scholarly work</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		complicating the business case for AI, the workshop scrutinizes AI tools such as Chat GPT. Discussions encompass students' current AI use, a technical overview of generative AI's human-like prose, and present and future considerations of how AI might affect writing, culture, and teaching.
2:15-2:30 PM PDT/ 5:15-5:30 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
2:30-3 PM PDT/ 5:30-6 PM EDT	Casual Connection Break	Active or passive break opportunity. Join the session to connect with colleagues, ask questions, process sessions, etc. During this break, you will be led through an activity or conversation topic to semi-structure the session and facilitate connection. Feel free to bring your lunch or a snack! Or, take a passive break away from your screen.
3-4 PM PDT/ 6-7 PM EDT	BIPOC Caucus Meeting	<p>The BIPOC Caucus has been established to provide ongoing support, encourage networking opportunities, and develop anti-racism strategies. We hope that Black, Indigenous, and racialized CWCA/ACCR members will join the BIPOC Caucus to discuss, strategize, and advance decolonization and anti-racism in writing centre work.</p> <p>New to the BIPOC Caucus? Please <a href="#">check out our webpage</a> and respond to our <a href="#">5-minute survey</a>.</p> <p>We look forward to seeing you at the 2024 CWCA/ACCR Conference!</p>

Friday May 24	Title	Description
8-8:15 AM PDT/ 11-11:15 PM EDT	Morning Greetings	Quick connect in the morning to kick off the final day of the conference!
8:15-9:15AM PDT/ 11:15 AM-12:15 PM EDT	Members with Benefits: A Board Talk Moment	<p>Speakers: Julia Lane and Sarah Gibbons</p> <p>The CWCA/ACCR Board has been having ongoing discussions about the membership model for our organization. As a part of these discussions, we want to hear from you (current members of</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		<p>the CWCA/ACCR by virtue of having attended this conference) to learn about:</p> <ul style="list-style-type: none"> <li>• What do you currently associate with membership in CWCA/ACCR?</li> <li>• What would be meaningful for you to have as benefits of membership in CWCA/ACCR as a national professional organization?</li> <li>• What meaningful benefits have you received from your other professional associations?</li> <li>• What kinds of communication are you wanting? Not wanting?</li> </ul>
	<p>Panel: Antiracism and Linguistic Justice</p>	<p><b>Writing centre colonialism: Acting, reacting, and lessons learned</b> Speakers: Stevie Bell and Brian Hotson</p> <p>Globally, writing centres open doors to students to English for academic purposes and its discourses. Even when well-intentioned, this work can function as colonial, ultimately serving the interests of colonial institutions and governments. This fact challenges writing centre professionals as a community to be self-reflexive, even when doing so reveals existential challenges to writing centre practice. Our recent endeavours to engage in this reflexive work hit a nerve. Today, we discuss our research journey: our process of discovery, our positioning as white settler-colonial scholars, our response to the push back, and our determination to speak up.</p> <p><b>Who's Talking? Artificial Intelligence, Plagiarism, and the Ideal of Linguistic Justice</b> Speakers: Jonathan Farber</p> <p>In this session, I explore the possibility that AI and plagiarism-detection tools are incompatible with efforts to promote linguistic justice in diverse classrooms and Writing Centres. To this end, I consider encounters with students who face accusations of plagiarism, and I ask what options are available to these students who are unjustly perceived, for lack of a better term, as “artificial[ly] intelligent”. I suggest that instead of penalizing students for their technologically assisted attempts to write in standard academic English, students would be better served by shared attempts to promote language difference irrespective of the implications for academic integrity.</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

		<p><b>Changing Students, Changing Contexts: Navigating a Student-Responsive Writing Group through Antiracist and Anti-Colonial Frameworks</b></p> <p>Speakers: Marci Prescott-Brown and Mikayla Redden</p> <p>Integrating the commitments of antiracist and anti-colonial pedagogy into writing facilitation means, as Felicia Chavez highlights, decentering whiteness, honouring sidelined narratives, and deconstructing bias. As we read and practice antiracist and anti-colonial commitments, we are invigorated by the challenges and opportunities presented by this work. But pressure for quick change can be a significant barrier. In this presentation, two BIPOC writing group co-facilitators (a librarian and a writing faculty member) will share how they lived out inclusive pedagogical commitments while rebuilding a writing group, thus facilitating a community space that students see as reflective of their values.</p>
9:15-9:30 AM PDT/ 12:15-12:30 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
9:30-10:30 AM PDT/ 12:30-1:30PM EDT	Roundtable: Writing Through GenAI in Your Writing Centre	<p>Speaker: Clare Bermingham</p> <p>Because Generative AI technology changes so quickly, it’s hard to make formal policy: when today looks so different from tomorrow, it feels like wasted work. As writing centre staff and tutors, though, we understand that there is value in writing through problems, so we invite participants to a storyswap roundtable to ‘write through’ questions, hopes, fears, and decisions that are not-quite-made about how GenAI affects their writing centre work.</p>
	Roundtable: Next-level narratives of white allyship: Moving from ally to accomplice to co-conspirator	<p>Speakers: Kristen Allen and Amanda Paxton</p> <p>In this anti-racist story swap, we will share narratives of moments when we realized the need for white allyship to “level up” in our pedagogical practice and professional lives. Are you a BIPOC educator who has needed a “co-conspirator” instead of a passive ally (Ekpe &amp; Toutant, 2022)? Are you a white ally willing to reflect on a time when you were an ally in name only? We believe that by telling these stories, we can see and challenge implicit white supremacy, motivating those of us identifying as allies to more actively engage in anti-racism as accomplices and, ultimately, co-conspirators.</p>

## CWCA/ACCR Conference 2024 – Sessions at a Glance

10:30-11 AM PDT/ 1:30-2 PM EDT	Casual Connection Break	Active or passive break opportunity. Join the session to connect with colleagues, ask questions, process sessions, etc. During this break, you will be led through an activity or conversation topic to semi-structure the session and facilitate connection. Feel free to bring your lunch or a snack! Or, take a passive break away from your screen.
11 AM-1:30 PM PDT/ 2-4:30 PM EDT	Featured Panel: Precarious Presence and Fruitful Futures in Writing Studies	This panel will feature Jane Freeman (UofT), Maggie Herb (SUNY Buffalo State University), Dr. Srividya Natarajan (King's University College), Liliana Naydan (Penn State Abington), Cynthia Messenger (Innis College, UofT), and Clint Gardner (Salt Lake Community College) to discuss the diverse kinds of advocacy regarding precarity that are needed at the individual, institutional and field levels to better writing studies as a whole and create better futures for us all. Further details will be available on the Zoom Events schedule.
1:30-1:45 PM PDT/ 4:30- 4:45 PM EDT	Break	Passive break for everyone to reset between sessions – grab a drink/snack/washroom break!
1:45-2:45PM PDT/ 4:45-5:45 PM EDT	Closing Remarks and Closing of the Conference Social Time (+ Learnings and Reflections)	The Conference Chair, Megan, will offer some closing remarks. Then, stick around to connect with colleagues, de-compress, de-brief, and celebrate the end of another successful conference!