People Power:
Community and Care in the Contemporary Writing Center

Mid-Atlantic Writing Centers Association
Annual Conference

March 22-23, 2024 | George Mason University | Fairfax, VA

Co-Sponsor: George Mason University English Department
Tamara Harvey, Chair

LAND ACKNOWLEDGEMENT

At the place George Mason University occupies, we give greetings and thanksgivings

to these Potomac River life sources,

to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement,

to the recognized Virginia tribes who have lovingly stewarded these lands for millennia including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and

to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

https://legacies.gmu.edu/about/land-acknowledgement-statement

CONFERENCE SCHEDULE

| Friday, March 22	2:30-5:00pm - Registration | Horizon Hall 2nd floor atrium
	3:30-5:00pm - Workshop: **"Is this resistance? Negotiating resistance narratives while caring for material lives in the writing center"** *Anna Sophia Habib & Esther R. Namubiru* | Horizon 2009
	5:00-7:00pm - Reception & Tutor Social | Johnson Center (JC) 227E
	6:00-7:00pm - Executive Board Meeting | JC227E
Saturday, March 23	7:30-9:00am - Registration and Breakfast | JC 227E
	9:00am-10:15am - Keynote Address: **"Building Community During the Apocalypse"** *Eric Camarillo, Tarrant County College* | JC Cinema
	10:30-11:30am - Session 1 | JC Meeting Rooms A-G
	11:45am-12:45pm - Session 2 | JC Meeting Rooms A-G
	12:45-1:45pm - Lunch | JC 227E
	2:00-3:00pm - Session 3 | JC Meeting Rooms A-G
	3:15-4:15pm - Session 4 | JC meeting Rooms A-G

MAP AND DIRECTIONS
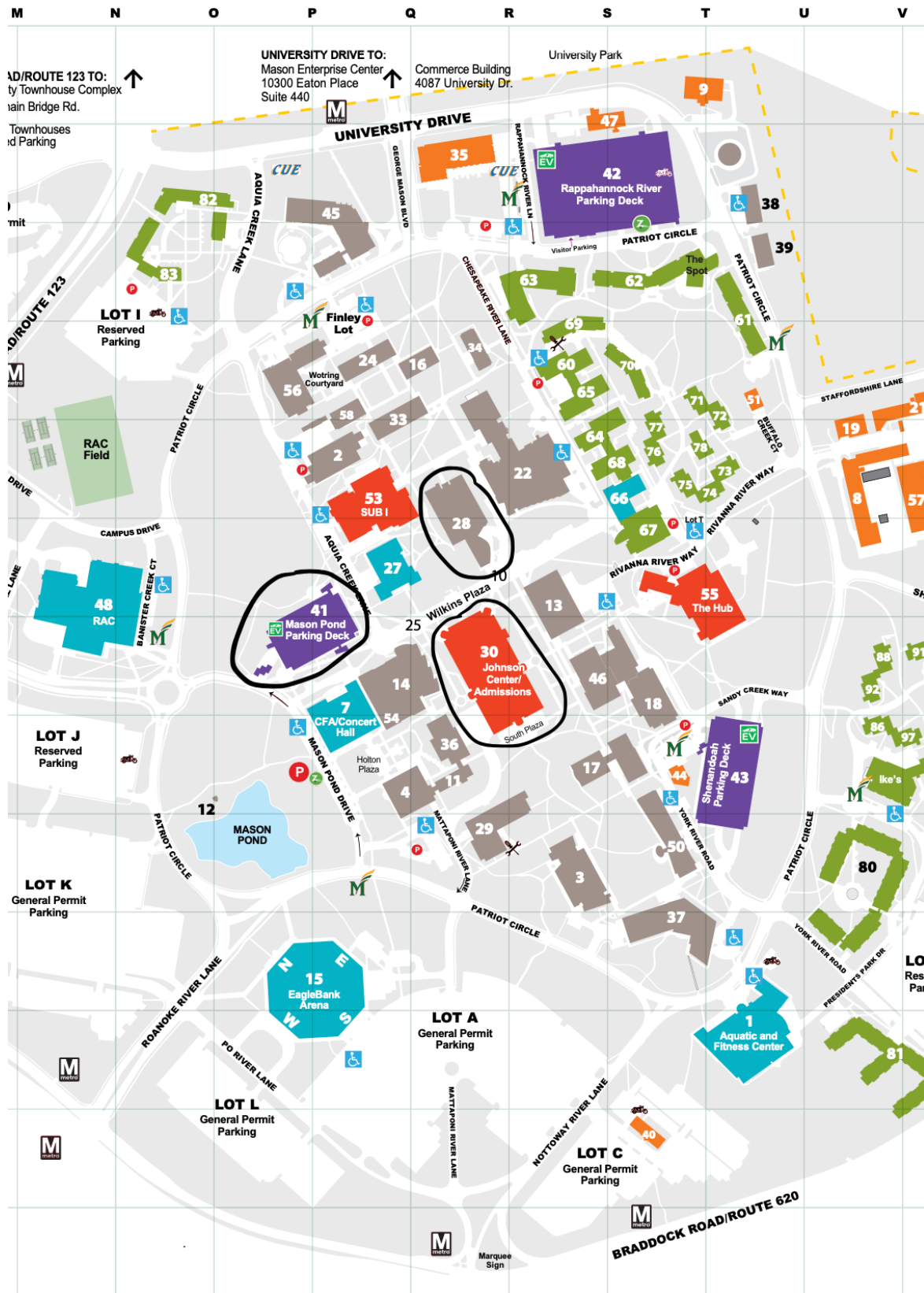
Important locations are circled on the map above. Friday afternoon's workshop takes place in **Horizon Hall** (building 28). The Friday evening reception and all Saturday activities take place in the **Johnson Center** (building 30). We recommend parking in the **Mason Pond Parking Deck** (building 41).

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TECHNOLOGY INFO FOR PRESENTERS

All session rooms are equipped with projectors, screens, computers, audio capability, and HDMI connectors. George Mason Writing Center tutors will be on hand to provide technical support in all conference rooms. Wifi is available in all rooms as well; instructions for connecting to Mason wifi are available at https://its.gmu.edu/knowledge-base/guestwifi/.

Please email visual aids such as PowerPoint slides or PDFs to yourself or save in the cloud. Please also print a few hard copies of your slides to have on hand as an option for audience members who need them in order to participate fully. If you need printing assistance, a member of the conference team can help you print copies before your presentation.

"Building Community During the Apocalypse"
Eric Camarillo, Tarrant County College

Eric Camarillo is the Dean of the Learning Commons at Tarrant County College's Northwest campus, providing vision and leadership to the Library and Learning Support Services. In this role, he contributes to one-college Learning Commons model, standardizes operating procedures across all five physical campuses, and spearheads innovative assessment efforts. Previously, Eric acted as Director of the Learning Commons at Harrisburg Area Community College (HACC), overseeing testing, the library, tutoring, and user (tech) support across all five of HACC's campuses.

Eric's research agenda is currently focused on writing centers and best practices within these spaces, antiracism as it applies to writing center practices, and how these practices change in asynchronous and synchronous online modalities. He has published in *WLN: A Journal of Writing Center Scholarship*, *Praxis: A Writing Center Journal*, and *The Journal of Academic Support Programs*. He has presented his research at numerous conferences including the International Writing Center Association, the Mid-Atlantic Writing Center Association, and the Conference on College Composition and Communication. He is the current Vice President for the *South Central Writing Centers Association*, the former President of the *National Conference on Peer Tutoring in Writing*, the Book Review Editor for *The Writing Center Journal,* and serves on the conference committee for the *Online Writing Centers Association*.

Eric is also a PhD candidate at Texas Tech University's Technical Communication and Rhetoric program. He recently defended his dissertation on the feedback practices of asynchronous writing center tutors.

"Is this resistance?" Negotiating resistance narratives while caring for material lives in the Writing Center
Anna Sophia Habib & Esther R. Namubiru, George Mason University

Anna Sophia Habib serves as lead Editor for *Connecting Writing Centers across Borders*, a blog of *WLN: a Journal of Writing Center Scholarship.* She also co-hosts *Slow Agency,*a podcast about writing and writing centers, with Esther Namubiru and Weijia Li.

She is the former associate director of Mason's writing center and the current associate director of Composition, managing the undergraduate composition courses designated for multilingual students at Mason's home campus and branch campus in Songdo, Korea. Anna holds an MFA in Creative Nonfiction and after ten years as a part-time PhD student, she will finally graduate with her PhD in Writing and Rhetoric this spring. Her research focuses on the lived experiences of language, particularly the effects of war, displacement and immigration on translingual and multilingual identities and practices.

Anna serves as Associate Editor for the WAC Clearinghouse's *International Exchanges on the Study of Writing book series.*

Esther R. Namubiru is the Associate Editor of *Connecting Writing Centers Across Borders, a blog of WLN: A Journal of Writing Center Scholarship.* She also produces and co-hosts *Slow Agency,* a podcast about writing and writing centers. A *PhD Candidate at George Mason University (GMU)* Esther researches writing teachers' attitudes toward translingualism and English. Her other research explores writing centers' resilience rhetoric, and multilingual writers in the writing center, classroom, and writing across the curriculum (WAC) programs. Esther is a Graduate Writing Program Administrator of the GMU Composition Program and has taught first-year and graduate writing courses. A friend, daughter, sister, coffee shop and canoeing enthusiast, Esther relishes time spent with friends, family, and her faith community.

SESSION SCHEDULE

Saturday, March 23

SESSION 1 - 10:30-11:30AM

1A. JC Room A

Workshop: "Goal-Oriented Writing Groups Strengthen Community, Improve Outcomes, and Serve as an Antidote to Post-pandemic Isolation and Low Confidence Writers." Ingrid Lofgren, Cara Mitnick, and Katie Roche, University of Rhode Island.

Our panel will discuss and provide interactive workshop activities on designing goal-focused writing and accountability groups that strengthen community, enhance writer confidence, and result in improved productivity. We will discuss the successes and challenges of implementing these writing groups and share guidance on using Eli Review to encourage effective peer feedback.

1B. JC Room B

Panel: "Interrogating Our Accessibility: Using Undergraduate Research to Investigate Our Centers." Kim Fahle Peck, Lee Krauss, and Lauren Rettig, York College of Pennsylvania.

Two undergraduate tutor-researchers and their director-mentor share their experience conducting a qualitative study to assess how to make the Writing Center more accessible for students with disabilities. This panel offers insights both into data-driven accessibility efforts and the support needed for undergraduate research to support this focus.

1C. JC Room C

Roundtable: "Developing Communities of Care in Prison Writing Centers." Elaine MacDougall, UMBC.

During this roundtable discussion, we will collaboratively discuss how writing center practitioners on the outside can help amplify the voices of incarcerated writers, provide greater resources to students on the inside, and build our own sustainable communities of care.

1D. JC Room D

Panel: "Our Local is Global: The Development of a Public Health Graduate Writing Center." Odia Kane, Nimasha Fernando, and Madeleine Payne, Johns Hopkins University.

Our panel discusses the establishment of the Johns Hopkins Bloomberg School of Public Health Writing Center, the students we serve, and the value of having this globally-focused writing resource in the nation's top public health program.

1E. JC Room E

Community Builder: "Navigating Institutional Challenges for New Writing Center Directors: A Community Conversation." Elizabeth Geib Chavin, Slippery Rock University.

New Writing Center Directors face unique challenges as they first learn and then respond to campus needs, navigate time management between administration, teaching, service, and scholarship, and manage the political gymnastics of their institution. This Community Builder session offers a space for community building, collaboration, and brainstorming towards solutions to our individual and collective difficulties.

1F. JC Room F

Panel: Being In Community with Multilingual Writers

"Accidental Power: Interactions between Peer Readers and Multilingual Writers." Lisa DiMaio, Drexel University. *In sharing the results of her qualitative study, the speaker will discuss how peer readers may inadvertently assume roles of power, reinforcing language hegemony. As a result, the speaker advocates for a theory-based tutoring methodology when working with multilingual writers.*

"Tutoring Multilingual Writers with Consciousness and Empathy." Cecelia Combs, Rowan University. *Multilingual writers have unique strengths when writing, but also they can have unique limitations. This presentation overviews techniques to aid multilingual writers. Additionally, the presentation discusses the importance of the relationship between multilingual writers and Writing Centers. To form these viewpoints, I researched scholarly sources and conducted various personal interviews.*

"Tu Granito De Arena: Tutoring Practices to Promote International Students' Success." Liz Weir, UMBC. *Informed by tutor experiences, this presentation outlines culturally sensitive practices that any tutor can implement to create a more welcoming and engaging writing center environment for international students. We will discuss goal-setting, questioning strategies, and promoting student autonomy, all while emphasizing the strengths of the second language learner.*

1G. JC Room G

Panel: "Pedagogies of Love: Three Reflexive Narratives of Love and Care as Antiracist Praxis." Rasha Alkhateeb, Lauren Hatch Pokrel, and Faith Thompson, Salisbury University.

Love is an essential component of antiracist teaching (Acuff 2022) that is often overlooked in scholarship (Dominguez 2019). In this reflexive presentation, three graduate tutors, each with differing positionalities and contexts, will share their journeys to pedagogies of love through gendered/racialized lenses and examine their own tutoring praxis.

SESSION 2: 11:45-12:45PM

1A. JC Room A

Community Builder: "Zine-Making and Chill: A Discussion on Accessibility, Approachability, and Alienation in the Writing Center" Julia Pavlick, University of Maryland College Park.

This zine-making session and conversation is ideal for peer tutors.

1B. JC Room B

Panel: Who We Are & Who We Want to Be

"Writing Centers as Spaces of Collaboration and Inclusivity for Nontraditional Students." Brennan Thomas and Alyssa Baxter, St. Francis University. *This presentation offers a critical examination of writing center practices that inadvertently perpetuate archaic notions of exclusivity and assimilation among nontraditional students. After analyzing such practices' effects on this student population, co-presenters will demonstrate tutoring strategies that foster tutor-learner collaboration and inclusivity among non-traditional students while enhancing their self-efficacy as writers.*

"Remembering Tutors are Students, Too: Advocating for the Recognition of Student Tutors." Mackenzie Hammack, James Madison University. *Much of the literature surrounding burnout and emotional labor in writing centers does not focus on the fact that tutors are often students, too. This presentation is inspired by "Centering the Emotional Labor of Writing Tutors" by Bethany Mannon and explores how to support student tutors as they balance these identities.*

"Care in Stitches: Community Quilting in the Writing Center." Kate Balogh, College of DuPage. *This presentation will share the story of the WRSA Inclusivity Community Quilt, from the antiracism, inclusivity, and accessibility work that preceded it, to the art literacy and social justice training module, the creation of quilt blocks and artist statements, and the unveiling of the completed quilt, book, and webpage.*

1C. JC Room C

Roundtable: "On the Clock and Not Getting the Job Done." Yvonne Lee, Lehigh University.

For this session, I would like to talk a bit about a specific example of time I take for me at work and then facilitate a roundtable discussion centered on opportunities WCAs can and do take to focus on themselves and their self-care needs during the work day. Using facilitating questions and following the organic lead of the conversation, we will tackle some of the opportunities and challenges we might face.

1D. JC Room D

Panel: Working Toward Justice

"The Power of Disability Justice in The Writing Center." Vera Pavlovich, Loyola University Maryland. *This presentation highlights the importance of disability justice in the writing center. Several studies demonstrate the lack of knowledge writing center staff often has regarding disabilities. Writing centers can counter ableist perspectives through allyship and by pushing for more research on disabilities in academia.*

"Writing to Heal: The Role of Writing in Restorative Justice Practices and Abolitionist Movements." Lillian Ernst, Bryn Mawr College. *Writing plays a central role in Restorative Justice practices. Alongside an internship at the Youth Art & Self-empowerment Project: Healing Futures, a court diversion program based in Philadelphia, the presenter will discuss how various writing activities can impact the healing process of both the responsible youth and the person harmed in a conflict.*

"Writing a New "Normal": An Interrogation of Gender Inequity in the Writing Center." Sarah Mengel, West Chester University. *Writing center scholarship has neglected to properly represent genderqueer and feminine presenting tutors. After analyzing recent studies that examine connections between genders in writing center contexts as well as accounting for my own experiences as a tutor, I propose that in order to achieve complete inclusivity, writing centers must prioritize all genders in research and praxis.*

1E. JC Room E

Roundtable: "Writing Center Skills and Practices as Community Care Outside the Center." Elizabeth Catchmark, Lauren Frank, Caed Spencer, and Gershon Stein, Georgetown University.

Three peer tutors, in a roundtable moderated by their director, will unpack how features of their values, training, and skills translate into care practices in professional, personal, and communal settings. Key features we will highlight include the applicability of compassionate, culturally sensitive feedback to diverse sites within and beyond academia.

1F. JC Room F

Panel: Caring for Writers' Languaging

"This Ain't A Call!" David Kelly, University of Baltimore. *This session draws on counterstory as method and methodology (Condon & Faizon, 2022) by complicating majoritarian narratives of writing center directors, writing centers, and fyc courses through modeling ways that English language vernaculars can be employed in academic writing.*

*"*The Harms of Standard American English: A Case for Multilingualism." Jordan Damon, University of Baltimore. *At least 50% of students, steadily since 2011, are international student writers (Wang-Hiles, 2020). My experience in the writing center working with international students gives an example for a larger discussion. A discussion on the pervasiveness of colonial language, and the harms of Standard American English (SAE) on underrepresented populations.*

"An Investigation of Curriculums and Programming that Serve Multilingual Students: Is it Working?" Aisha Veras, Loyola University Maryland. *This project supports multilingual writers by identifying challenges in a local Maryland university. Drawing from Lippi-Green's standard language ideology, I explore its impact in the American education system. Through interviews, I aim to address biases, contributing to discussions on educational inclusivity. The ultimate goal is to create a more welcoming environment for multilingual writers.*

1G. JC Room G

Panel: Exercising Care in Leadership

"Community Care in Tutor Education Models." Tom Earles, University of Maryland College Park. *This presentation will examine the many modes of tutor education—for-credit course, regular staff meetings, ongoing mentoring, yearly or semesterly professional development—particularly the many shapes it now takes at the University of Maryland writing center and which benefits—and possible limitations—our writing tutors find in each.*

"Creating Communities of Care in Writing Groups: Storying the Difficulties." Sara Wilder, University of Maryland College Park. *In this presentation, I share stories that enrich our understanding of emotional labor and the difficulties encountered by participants in writing center-sponsored writing groups. Reflecting on these stories, I invite attendees to consider the complex, differential emotional labor required of writing group participants and facilitators in particular institutional contexts.*

"Community and Care in an HBCU Writing Center: Modeling a Community of Care for Tutors through Relationships with Our University's Administration, Faculty, and Tutors." Terry Kundell and Dawrae Gibbons, University of Maryland Eastern Shore. *My tutors create a community of care with our clients, and I believe that starts with my modeling this behavior in my own relationships. My presentation will discuss briefly my relationships of caring community with the administration, the faculty, and the tutors at my university and how these relationships model the caring community my tutors create with their student writer clients in our writing center.*

LUNCH 12:45-1:45PM, JC227E

SESSION 3: 2:00-3:00PM

1A. JC Room A

Community Builder: "If We Serve the Community, and We Don't Have a Community Ourselves, What Are We Doing?" Gabrielle Stanley, Josh Smith, and Andrew Remaly, Northampton College.

This session focuses on how community college writing centers are strengthened by a sense of community amongst tutors. The presenters will share their use of weekly staff meetings to address stress amongst both tutors and clients and discuss the trends observed while working with clients.

1B. JC Room B

Panel: Engaging Carefully with AI in the Writing Center

"Will GAI Damage our Writing Center Community?" Nathan Lindberg, Cornell University. *In spring of 2023, our writing center occupancy dropped by 31%. Evidence indicates that part of the decrease was from students turning to ChatGPT for help—a trend that threatened our community. However, recent interviews show the limitations of GAI support, and provide ideas about how WCs can remain relevant.*

"Robots in the Writing Center: Examining the Ethics of AI Service to Students and Tutors." Amelia Bamsey, The Catholic University of America. *Beyond the practical ease that large language models offer writers, introducing LLMs to the Writing Center will pose issues for students, tutors, and their relationship. This presentation, which includes research and reflection from students, professors, and administrators, will encourage consideration of the implications of triangulating the student-tutor relationship to include AI at each institution's Writing Center.*

1C. JC Room C

Roundtable: "All Hands on Deck!: Revitalizing Existing and Forging New Connections through a Writing Course Development." Vanessa Petroj, Bryn Mawr College.

In this roundtable, the presenter will discuss a year-long agenda in progress that outlines the steps towards the creation of an "Advanced Foundational Writing Skills" course intended for multilingual seniors who are working on their theses or capstone projects at a small liberal arts college.

1D. JC Room D

Panel: Exercising Care Across Communities of Writers

"Disciplinary Genealogy: An Exploration of Academic Writing Conventions via the Student-Professor Dynamic at Swarthmore College." Chloe Kanemaru, Swarthmore College. *Select humanities professors value the reclamation of originality and agency over adherence to stringent academic writing conventions; by regarding writing as communication, they reject exclusivity while advocating for communication of conventionality's purpose—despite educational backgrounds rooted in conformity to academic scholarship. Exploration into disciplinary genealogy aids the disruption of harmful pedagogy.*

"Reimagining Inclusion: A Look at Student Perceptions of the Writing Center at a Private University." Felipe Avila, The Catholic University of America. *This presentation explores the attitudes of undergraduate college students towards the Writing Center, with a focus on first generation college students. Understanding their perceptions may empower universities to modify outreach strategies and better serve socioeconomically disadvantaged students.*

"How are Engineers Taught Writing?" Zoe Sperduto, Swarthmore College. *While engineers and engineering faculty value writing in their field, this presentation examines how writing is (and is not) intentionally taught in undergraduate engineering courses. Drawing from interviews with eight engineering faculty at Swarthmore College, this project explores how writing centers can collaborate with engineering programs to provide scaffolding for writing curricula in engineering courses and support to the writers in those classes.*

1E. JC Room E

Community Builder: "Resist Grind Culture: Come Rest!" Karen Bell and Catherine Kula, University of Pittsburgh-Bradford.

We want to physically rest with fellow attendees. We invite attendees to rest with us collectively for our session in a guided meditation grounded in the praxis of Tricia Hersey's "Rest is Resistance: A Manifesto" and some seated yoga moves as we reflect on how we can allow ourselves more rest.

1F. JC Room F

Feedback Time Sessions:

"Mind-Body Magic: Promoting Physical Wellness in the Writing Center." Joanna Z. Ye, Rasul Wright, Allison Keyes, and Alexander Wang, University of Maryland-Baltimore. *This session describes an initiative at the University of Maryland, Baltimore Writing Center which seeks to incorporate physical wellness practices*

into writing center work. This initiative is led by Dr. Joanna Ye, PT, DPT who practices as a physical therapist by day and writing center consultant by night.

"Tutors' Implementation of Linguistically Just Writing Pedagogies." Faith Thompson, Salisbury University. *This presentation shares the emergent findings of an IRB approved study involving tutors from different contexts and institutions across the United States. This study seeks to uncover ways tutors are currently implementing linguistically just writing pedagogies and practices of linguistic justice at the writing center.*

1G. JC Room G

Panel: "De-centering Writing Center Sites and Practices: Toward Building Communities of Care." Samaa Gamie, Rochelle Sample, Amber Austin, and Aalaythia Hepburn, Lincoln University.

This panel will investigate how our WRC practices can foster a community of care and advance the pursuit of linguistic justice for students and tutors of color. It will explore the de-colonization of WC discourses and practices and devise methods to foster the mission of tutors as decolonial agents.

SESSION 4: 3:15-4:15PM

1A. JC Room A

Panel: "Our Community, Our Voices: Tutoring in Diversity." Elysse Meredith, Fatimatou Gueye, Hope James, Promise Johnson, Sonu Mahat, Montgomery College.

At Montgomery College, one of the most diverse community colleges in the US, tutors must assist students across languages, cultures, generations, socioeconomic status, and more. In this session, four peer tutors reflect on their vibrant community by presenting their experiences, relationships, and perspectives of tutoring in a multilingual and international environment.

1B. JC Room B

Panel: "The Trauma Genre: Personal Statement Pedagogy, Exploitation, and Empowerment." Julia Pavlick and Justin Lohr, University of Maryland College Park.

Our proposed presentation will examine the genre of personal statements in the Writing Center, focusing on trauma-informed and genre-aware approaches. We will discuss how tutors and teachers of writing can reconcile this genre's unique paradoxical, political, or even exploitative rhetorical situation with its radical reflective potential.

1C. JC Room C

Roundtable: "Care as Writing Center Theory and Practice." Erin Green, Alexis Walston, Nat McGartland, UMD; Elizabeth Catchmark, Georgetown University.

This interactive roundtable considers what it means for writing centers to care for our tutees, tutors, and administrators through tangible practices. The speakers provide lightning talks on specific ways care can be enacted in writing centers and then guide a discussion on additional care practices.

1D. JC Room D

Panel: Caring for Minds and Expanding Perspectives

"Fostering Care and Self-Empowerment in Writing Center Work by Analyzing Brain Buzz." Emma Friedman, University of Maryland College Park. *This presentation will provide hands-on and collaborative tools to help tutees regain control of their own writing and thought processes. The methods are: (1) Flypaper technique, (2) Guiding questions to identify emotion, and (3) Point students in the direction of on campus resources. By demonstrating care as Harris defines it, we can endow our students with empowerment that can be used beyond the writing center.*

"Tunneled Thinking and the Perception of Tutors." Emma Hall, University of Maryland College Park. *A conversation about what influences campus perceptions of peer tutors and how these views impact the authority and respect tutors are treated with. By identifying these influences, tutors can accurately choose an approach to sustain a productive peer-tutor/client relationship.*

"I Do My Best in the Eleventh Hour: What Neurodivergent Writers Wish Others Knew About How They Write." Allie Stanich, George Mason University. *In academic settings, we are often taught certain writing strategies such as "chunking things up," and not procrastinating, but many neurodivergent people find that these strategies are not helpful. This presentation will shed light on some neurodivergent writing approaches by sharing others' stories and some personal experiences of a neurodivergent writing center researcher.*

1E. JC Room E

Community Builder: "Transformation of Power: A Writing Community with AI as a Team Player." Amber Davis, Long Island University.

This presentation explores the integration of Artificial Intelligence (AI) into writing centers, emphasizing its transformative potential. Acknowledging AI's role in student work, the speaker advocates for a balanced approach, embracing technology without hindering learning potential. The session addresses concerns, fostering an inclusive environment and recognizing AI as a valuable tool in the educational journey.

1F. JC Room F

Panel: Care Toward All Students and Languages

"Writing Together: A Safe Space Within the Writing Center." Erik Billings, West Chester University. *Ya'll, my friends. Let's change standard/proper English and how t'is erases culture within the writin' center in favor of tha academic. As a Queer Southern English speaker fightin' for linguistic diversity and an end to sterotypin', I'm wantin' us to learn to listen and implement ways for a safer space of inclusion for everyone! In this presentation, we are looking at my personal experiences as a writer and tutor, along with the students I've tutored and continue to tutor. How can we (or can we) use our authentic voices in academia in order to create a community of care?*

"Multilingual and International Writing Center Clients: Rapport Building and Effective Sessions." *Explore ways to build rapport and facilitate productive sessions with multilingual and international clients in the Writing Center. This presentation stems from a literature review, reflections from the presenter as a multilingual*

and international student and consultant, and results from several professional development meetings on the same topic led by the presenter.

"Faux Empathy in the Writing Center." Taylor Moyer and Smarlyn Ovalles, Loyola University Maryland. *There is a lack of representation in the Writing Center regarding mental health/learning disabilities, Current tutoring strategies are not adaptable for every session and do not meet every student's needs despite being flexible. We reveal the current hardships and barriers students face and the gaps in the tutoring pedagogy.*

1G. JC Room G

Panel: "Investing in Fun: Strategies and Rationales for Creating Dynamic and Pleasing Educational Spaces." Rudy Barrett, Kevin Jefferson, Sara Buie, Rachel Tan, and Grace Phillips, James Madison University.

A writing center interim director and former peer tutor shares strategies for incorporating team-building events and creating dynamic spaces that rise beyond "mandatory fun" using specific examples of initiatives from JMU's writing center as a jumping off point for discussions on the role and benefits of "pleasure" in rigorous academic spaces.

SPECIAL THANKS

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Get involved with MAWCA!

Founded in 1988, MAWCA is a regional affiliate of the International Writing Centers Association (IWCA). Our region comprises New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, and Northern Virginia.

MAWCA's mission is to provide networking and professional development opportunities to writing center professionals--both peer tutors and directors--through our annual spring conference and regional events and workshops.

Interested in becoming more involved with our Executive Board or regional professional development events? Email our president at **stacey.hoffer@dtcc.edu** for more info!

Share your feedback!

Have feedback about this conference? Email the conference committee: **cmassie2@gmu.edu**, **stacey.hoffer@dtcc.edu**, and **cmeza@towson.edu**.

Notes and Reflections