# Laptop, open notebook, and pen on desk. OWCA logo on top of notebookOWCA 2021 Report

January–December 2021



## Introduction

This report serves to publicly document the structure, budget, membership, and tasks of the Online Writing Centers Association (OWCA) in calendar year 2021. This report also serves to archive the history of the association for future reference.

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## 2021 Schedule Overview

### January

* 1/6: Executive Board meeting
* 1/20: Executive Board meeting
* 1/27: Executive Board meeting

### February

* 2/10: Executive Board meeting
* 2/11: Roundtable at SWCA conference
* 2/24: Executive Board meeting

### March

* 3/10: Executive Board meeting
* 3/15: Call for proposals for 2021 conference is announced

### April

* 4/14: Executive Board meeting
* 4/19 to 4/23: Pop-up writing consultations for conference proposals

### May

* 5/1: Deadline to submit proposals for 2021 conference
* 5/12: Executive Board meeting
* 5/22: Extended deadline to submit proposals for 2021 conference
* 5/28: Executive Board meeting

### June

* 6/2: Anti-racism commitment letter and action items released
* 6/17: Accessibility guides and resources released for conference presenters
* 6/21: Accepted conference presenters notified

### July

* 7/14: Executive Board meeting

### August

* 8/10: Webinar on “Introduction to Digital Accessibility Principles” with J. M. Dembsey
* 8/11: Executive Board meeting
* 8/16: Executive Board meeting

### September

* 9/1: SWCA grant awarded to Mentoring & Resources Committee
* 9/6 to 9/10: Pop-up writing consultations for conference presenters
* 9/8: Executive Board meeting
* 9/8: Second amendment of bylaws approved
* 9/17: Affiliate application submitted to IWCA
* 9/20: Deadline for conference presenters to submit session materials

### October

* 10/3: Registration open for group mentoring program
* 10/4: Open Officer positions and Officer election announced
* 10/4 to 10/8: OWCA virtual conference
* 10/12: Executive Board meeting
* 10/30: Deadline to apply for open Officer positions

### November

* 11/8: Extended deadline to apply for open Officer positions
* 11/9: Executive Board meeting
* 11/15 to 11/26: Member voting in Officer election
* 11/30: Deadline to register for group mentoring program

### December

* Executive Board work and committee work stopped for the year



## Executive Board

The OWCA Executive Board administers the association and votes to approve or disapprove the association's tasks and direction. The Executive Board is staffed by volunteers who are elected and have term limits.

### Executive Board Members

The OWCA had 10 Executive Board members in 2021. Their Officer positions and terms are described in Table 1. Please note that At-Large Representative position titles were later renamed as part of the [bylaw revisions in September 2021](#_Amendment_of_Bylaws). The length of some terms was also shorter than usual due to resignations.

**Table 1. Executive Board Members.**

|  |  |  |
| --- | --- | --- |
| **Name** | **Officer Position** | **Length of Term** |
| **Jenelle M. Dembsey** | Founding President | October 2020 to December 2022 *(followed by 1-year term as Immediate Past President)* |
| **Sarah Prince** | Founding Vice President | October 2020 to December 2022 *(followed by 2-year term as President)* |
| **Elle Tyson** | Founding Treasurer | October 2020 to December 2023 |
| **Beth Nastashowski** | Founding Secretary | October 2020 to December 2023 |
| **Cynthia Pengilly** | At-Large Representative | January 2021 to December 2021 |
| **Megan Boeshart** | At-Large Representative | January 2021 to December 2022 |
| **Brooke Hessler** | At-Large Representative | January 2021 to December 2022 |
| **Paula Rawlins** | At-Large Representative | March 2021 to December 2022 |
| **Anna Shapland** | Student Representative  Conference Organizer | January to December 2021  July to December 2021 |
| **Luke Shackelford** | Student Representative | January to December 2021 |

### Executive Board Meetings

The Executive Board met 15 times between January and November 2021 (refer to Table 2 for dates and tasks accomplished). In these meetings, Executive Board members give updates on their tasks and committee work, represent the concerns of their committee members, discuss ideas for the association, and vote on items that need Board approval.

**Table 2. Executive Board Meeting Dates and Tasks Completed.**

| **Meeting Date** | **Task(s) Completed** |
| --- | --- |
| January 6 | * Recapped 2020 * Welcomed new Executive Board members * Assigned committee chairs and co-chairs |
| January 20 | * Reviewed budget, membership dues, and member benefits |
| January 27 | * Approved 2021 membership dues and member benefits * Reviewed member registration questions |
| February 10 | * Approved membership certificates * Approved 2021 conference date and theme * Reviewed conference proposal submission form |
| February 24 | * Discussed new website hosting company and membership plugin * Approved member directory questions and revised membership dues |
| March 10 | * Approved offering vacant At-Large Representative position to Paula Rawlins * Approved revised conference date and timeline * Approved revised conference proposal submission form |
| April 14 | * Discussed conference archive and options for keynote speaker * Discussed proposal to restructure the Executive Board |
| May 12 | * Discussed draft of anti-racism commitment statement * Discussed Diversity Committee's recommendations for bylaw revisions * Disapproved Innovative Educators' request for sponsorship |
| May 28 | * Approved anti-racism commitment statement and initial action steps |
| July 14 | * Approved transferring Conference Organizer position responsibilities to Anna Shapland * Approved revised group mentoring program * Approved plans for webinars in 2021 and reading clubs in 2022 * Approved timeline for October election * Approved proposal to restructure the Executive Board and move forward with bylaws revisions |
| August 11 | * Approved revisions of keywords in scholarship database * Discussed Diversity Committee's suggestions for October election * Reviewed revisions to bylaws |
| August 16 | * Received training by Dr. Marie Bakari on the Inclusive Excellence Framework |
| September 8 | * Approved second amendment of bylaws * Approved revised Officer titles for At-Large Representatives * Approved process and timeline for October election * Reviewed draft of membership demographic survey |
| October 12 | * Reviewed draft of membership demographic survey and postponed vote until 2022 |
| November 9 | * Elected Website Coordinator (term to begin January 2022) |

### Asynchronous Voting

Outside of meetings, the Executive Board voted asynchronously via email on the topics in Table 3.

**Table 3.** **Executive Board Asynchronous Voting Dates and Results.**

|  |  |
| --- | --- |
| **Date of Vote** | **Result of Vote** |
| June 21 | * Approve removal of Conference Organizer |
| September 28 | * Approve adding Minority Serving Institutions (MSIs) to anti-racism action steps for no-charge memberships * Approve postponing election for Conference Chair until 2022 |



## Committees

The OWCA had 6 long-term committees and 2 short-term committees in 2021. Each committee was chaired by at least 1 Executive Board member. Any OWCA member could serve on an OWCA committee.

### Diversity Committee (Long-Term)

The Diversity Committee champions diversity efforts in other committees and develops social justice resources for OWCA. The committee broadly understands social justice in the context of Jones and Walton (2018), where social justice is invested in advocating for and amplifying the “agency of oppressed people–those who are materially, socially, politically, and/or economically under-resourced” in ways that center “a collaborative, respectful approach that moves past description and exploration…to taking action to redress inequities” (p. 242). The committee recognizes the ambiguity and appropriation of the term “Social Justice” and seeks to conduct specific, actionable work centering marginalized groups.

Diversity Committee projects in 2021 included helping draft the OWCA’s Commitment to Anti-Racism, reviewing the OWCA’s bylaws for equity and inclusion, assisting the Conference Committee in reviewing conference proposals in an impartial manner, and creating a demographic questionnaire to be distributed among current OWCA members. Annual projects include attending the OWCA’s conference and reporting on inclusivity concerns.

After its first year, committee members recommended to rename the Diversity Committee to be the Diversity & Social Justice Committee. This recommendation was implemented in the [bylaw revisions in September 2021](#_Amendment_of_Bylaws).

#### 2021 Chairs | Diversity Committee

* Paula Rawlins, Chair
* Anna Shapland, Co-Chair
* Luke Shackelford, Co-Chair

#### 2021 Objectives | Diversity Committee

1. Help draft the [OWCA’s Anti-Racism Commitment Statement (Appendix A)](#_Appendix_B:_Initial) and [Initial Action Steps Towards Anti-Racism (Appendix B)](#_279ka65)
2. Begin drafting a [demographic questionnaire (Appendix C)](#_Appendix_C:_Member) to be distributed to current OWCA members
3. Advise on the inclusivity of the OWCA 2021 conference
4. Attend and report on the OWCA 2021 conference
5. Advise on the inclusive recruitment of Executive Board members
6. Review the OWCA bylaws for equity and inclusion

### Accessibility Committee (Long-Term)

The Accessibility Committee champions accessibility efforts in other committees and develops accessibility resources for OWCA. In 2021, the committee's work included developing accessibility guides and providing one-on-one mentoring to help people create more accessible conference proposals and presentations. The Accessibility Committee also observed and reported on the accessibility of the OWCA's virtual conference to identify lessons learned and draft recommendations for the next conference chair.

#### 2021 Chairs | Accessibility Committee

* Brooke Hessler, Chair
* Jenelle M. Dembsey, Co-Chair
* Megan Boeshart, Co-Chair

#### 2021 Objectives | Accessibility Committee

1. Advise on the accessibility of the OWCA 2021 conference
2. Develop accessibility guides and resources for conference presenters/attendees
3. Attend and report on the OWCA 2021 conference
4. Review the OWCA bylaws for accessibility

### Virtual Events Committee (Long-Term)

The Virtual Events Committee (VEC) schedules and facilitates small virtual events related to online writing center work for OWCA members and the wider writing center community. The VEC recruits presenters, advertises and plans the events, provides technical support to attendees and presenters, provides accessible recordings and materials from events, and collaborates with other committees on various projects.

In 2021, the VEC hosted several events including a webinar and pop-up writing consultation events focused around the OWCA conference. The committee is dedicated to hosting events that can be attended as professional development for both writing center administrators and tutors.

#### 2021 Chairs | Virtual Events Committee

* Megan Boeshart, Chair

#### 2021 Objectives | Virtual Events Committee

1. Brainstorm and research event ideas
2. Draft event schedule for 2021
3. Draft event protocols and event descriptions for the OWCA website
4. Begin recruiting presenters and scheduling events
5. Prepare for events and develop job aides
6. Assist with facilitating the OWCA 2021 conference

### Mentoring & Resources Committee (Long-Term)

The Mentoring & Resources Committee coordinates the OWCA mentoring program and develops resources to support mentoring in online writing center work. In 2021, the Mentoring & Resources Committee was focused on two initiatives: (1) re-envisioning the OWCA mentoring program and (2) re-assessing the OWCA scholarship database. For the mentoring program, the committee explored non-hierarchical forms of mentoring and decided to develop a group mentoring program that will begin in January 2022.

#### 2021 Chairs | Mentoring & Resources Committee

* Beth Nastachowski, Chair
* Luke Shackelford, Co-Chair

#### 2021 Objectives | Mentoring & Resources Committee

1. Coordinate the OWCA mentoring program
2. Evaluate and revise the current mentoring program
3. Submit a [grant application to the Southern Writing Centers Association (Appendix D)](#_Appendix_D:_Application) for the mentoring program
4. Maintain OWCA scholarship database
5. Brainstorm additional resources for online writing center work

### Liaison Committee (Long-Term)

The Liaison Committee represents and connects with other associations, organizations, and affiliations to promote partnerships with the OWCA. In 2021, the committee worked to determine related associations and organizations, secure liaison representation at related associations, plan attendance at upcoming 2022 events, and work on a feasible strategy for liaison work moving forward.

#### 2021 Chairs | Liaison Committee

* Sarah Price, Chair

#### 2021 Objectives | Liaison Committee

* + - 1. Draft and submit an [affiliation request to the International Writing Centers Association (Appendix E)](#_Appendix_E:_Request)
      2. Research related associations and secure liaison representatives

### Website & Communication Committee (Long-Term)

The Website & Communication Committee worked to manage the OWCA website and membership plugin. In 2021, the committee updated OWCA's website hosting and domain registration, installed a new membership plugin, and reorganized the website's navigation. The committee also worked with the Conference Committee to build the conference website for the 2021 conference.

After its first year, the committee recommended that the OWCA create 2 Website Coordinator positions on the Executive Board, instead of having a Website & Communication Committee. These recommendations were implemented in the [bylaw revisions in September 2021](#_Amendment_of_Bylaws).

#### 2021 Chairs | Website & Communication Committee

* Jenelle M. Dembsey, Chair
* Cynthia Pengilly, Co-Chair
* Elle Tyson, Co-Chair

#### 2021 Objectives | Website & Communication Committee

1. Update content on the OWCA website, as needed
2. Assist members with their memberships, as needed
3. Research website hosting companies and transition OWCA's website to new company
4. Research and implement new membership plugin
5. Develop and publish 2021 conference website

### Conference Committee (Short-Term)

The Conference Committee plans and organizes OWCA’s virtual conferences. In 2021, the committee planned the association's first conference, held on October 4–8. The committee wrote the call for proposals, reviewed proposals, and created the conference schedule. They collaborated with the Virtual Events Committee to host pop-up writing sessions to support those writing conference proposals and later creating their presentation materials. The Conference Committee also advised on the conference website and facilitated sessions during the conference.

The 2021 Conference Committee was originally created as a short-term committee with the idea that a new committee would need to be formed each year for that year's conference. After its first year, committee members recommended that the Conference Committee be changed to a long-term committee. These recommendations were implemented in the [bylaw revisions in September 2021](#_Amendment_of_Bylaws).

#### 2021 Chairs | Conference Committee

* Anna Shapland, Chair
* Jenelle M. Dembsey, Co-Chair

#### 2021 Objectives | Conference Committee

1. Choose conference dates and deadlines
2. Draft the [conference call for proposals and proposal rubric (Appendix F)](#_Appendix_F:_Conference), with feedback from the Accessibility Committee and Diversity Committee
3. Develop accessibility requirements for the conference, in collaboration with the Accessibility Committee
4. Provide writing consultations for conference proposals, in collaboration with the Virtual Events Committee
5. Review and approve conference proposals
6. Create the [conference schedule (Appendix G)](#_Appendix_G:_Conference)
7. Provide consultations for conference presenters, in collaboration with the Virtual Events Committee
8. Work with the Website & Communication Committee on the conference website
9. Facilitate conference sessions
10. Compile recommendations for future conferences

### Grants Committee (Short-Term)

The Grants Committee was a short-term committee for 2021. The committee worked to research potential grants that could be used for hosting a conference event, hiring sign language interpreters and captioners, purchasing technology, paying keynote speakers or webinar presenters, and/or offering monetary awards or grants to members. The committee also worked with a graduate student in a summer grant-writing course to begin drafting a grant application for the National Endowment for the Humanities (NEH).

After its first year, the committee recommended that the OWCA create a Grant Coordinator position on the Executive Board, instead of having a Grants Committee. These recommendations were implemented in the [bylaw revisions in September 2021](#_Amendment_of_Bylaws).

#### 2021 Chairs | Grant Committee

* Elle Tyson, Chair

#### 2021 Objectives | Grant Committee

1. Research potential grants that OWCA may be eligible for
2. Begin drafting grant applications
3. Recommend OWCA's future approach to grants



## Budget

The OWCA's income and expenses in 2021 are broken down in Tables 4 and 5 below.

**Table 4. Total Income and Expenses.**

|  |  |
| --- | --- |
| **Budget Item** | **Amount** |
| Reserve from Prior Year | $752 |
| Membership Dues Received *(after PayPal fees)* | $6237 |
| Donations Received *(after PayPal fees)* | $730 |
| Grants Received | $200 |
| Expenses Paid | -$3716 |
| **Total at End of Year** | $**4203** |

**Table 5. Expense Items and Costs.**

|  |  |
| --- | --- |
| **Expense Item** | **Amount** |
| Ohio state registration for 501(c)(3) | -$25 |
| Google Workspace | -$51 |
| Website hosting (for 3 years) | -$142 |
| Website domain (onlinewritingcenters.org) | -$0 |
| Membership plugin | -$321 |
| Other website plugins and features | -$66 |
| ASL interpreting for webinars | -$340 |
| ASL interpreting for virtual conference | -$2771 |
| **Total Expenses** | -$**3716** |

### Grants Received

The OWCA Mentoring & Resources Committee applied for and received a $200 grant from the Southeastern Writing Center Association (SWCA) to compensate speakers for the group mentoring program. The SWCA (2021) provides the following description of the grant:

*"The SWCA Christine Cozzens Research Grant and Initiative Program is designed to encourage collaboration among new and established centers, support professional development for writing center administrators and staff, and further writing center research and scholarship throughout the SWCA region."*



## Membership

The OWCA offered the following membership dues and benefits in 2021.

### Membership Dues

From January through February 2021, the OWCA continued to offer all memberships for free. In March 2021, the Executive Board voted to implement the membership dues in Table 6 to help sustain the future of the organization.

**Table 6. Membership Types and Dues.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Membership Type** | **1-Year Cost** | **2-Year Cost** | **3-Year Cost** |
| Student | $5-15\* | $27 | $40 |
| Professional | $40 | $80 | $115 |
| Institutional  (up to 49 sub-accounts) | $150 | $300 | $445 |

\*Students without funding could pay what they could for a 1-year membership, up to $15. A minimum of $5 was required.

### Memberships at No Charge

In June 2021, as part of the [Initial Action Steps Toward Anti-Racism (Appendix B)](#_Appendix_B:_Initial), the Executive Board approved 3-year memberships at no charge for students and professionals who identify as people of color. The Executive Board also approved 3-year institutional memberships at no charge for:

* Historically Black Colleges and Universities (HBCUs)
* Tribal Colleges and Universities (TCUs)
* Hispanic-Serving Institutions (HSIs)
* Asian American and Pacific Islander Serving Institutions (AAPISIs) (added to list in September 2021)
* Minority Serving Institutions (MSIs) (added to list in September 2021)

### Membership Benefits

OWCA membership included the following benefits:

* Attend the OWCA virtual conference (no additional registration fees)
* Present at the OWCA virtual conference
* Browse all conference recordings/materials for 2–3 months after the conference ends
* Attend all OWCA webinars and other small events
* Apply for an OWCA mentoring group
* Volunteer for an OWCA committee
* Apply to serve on the Executive Board
* Vote in elections for the Executive Board
* Browse and be listed in the OWCA member directory
* Request a certificate of membership

### Number of Members

The OWCA had 298 members as of December 31, 2021.

**Table 7. Number of Members by Type.**

|  |  |
| --- | --- |
| **Membership Type** | **Number of Members** |
| Student | 40 |
| Professional | 87 |
| Institutional  (includes account owners and all sub-accounts) | 175 |
| **Total Unique Members\*** | **298** |

\* 4 members had both a professional membership and institutional membership.



## Member Demographics

As part of our [anti-racism action steps (Appendix B)](#_Appendix_B:_Initial), the Diversity Committee distributed a [demographic questionnaire to 2021 OWCA members (Appendix C)](#_Appendix_C:_Member). This section shares results from the questionnaire, which was conducted from February to March 2022.

Out of 298 members, 99 (about 33%) responded to the questionnaire. Their responses are summarized in the following sections. All percentages have been rounded up or down to the nearest whole number for this report.

### Institutional Roles

Members were asked to indicate the role(s) that they held within their institutions. Of the 99 questionnaire respondents, 98 individuals answered this question and provided 156 total responses. Because respondents could select more than one role for themselves, the percentages below total more than 100%.

**More than half** of the 98 respondents were working as writing center coordinators/directors (50%) or writing program administrators (5%)**. The second largest group** of respondents consisted of writing center consultants/tutors (28%) at writing centers; some of these tutors were also graduate students. **In all, 19%** of question respondents were undergraduate students, graduate students, or post-docs. About 14% of respondents were tenure-track professors, while 11% were instructors. Nineteen percent of respondents worked as staff, instructors, tutors, or administrators in community literacy centers, teaching and learning centers, student support programs, or non-academic writing centers. Some 5% of respondents identified as an administrator in a role other than those listed above, and 5% of respondents selected “Other” and provided their own description of their institutional roles.

**Table 8. Institutional Role(s) of Questionnaire Respondents.**

| **Institutional Role** | **Number of Responses** |
| --- | --- |
| Writing center coordinator/director | 49 |
| Writing center consultant/tutor | 27 |
| Tenure-track professor | 14 |
| Ph.D. student | 13 |
| Instructor | 11 |
| Student support staff | 7 |
| Other | 7 |
| Writing program administrator | 5 |
| Teaching and learning center staff member | 5 |
| Administrator, other than those listed above | 5 |
| Teaching and learning center coordinator/director | 4 |
| Master’s student | 3 |
| Undergraduate student | 2 |
| Community literacy center tutor or administrator | 2 |
| Post-doctoral position | 1 |
| Non-academic writing center tutor or administrator | 1 |

Seven respondents selected "Other" and provided the following roles in free-written responses:

* Community college, full-time faculty, no PhD
* Contingent faculty and center director
* Digital composition lab coordinator
* Former writing center director
* Literature & teacher (online/hybrid)
* Non Tenure Track Faculty/Writing Center Director
* Professor, non-tenure granting institution

### Employment Status

Members were asked to indicate their employment status(es). All 99 questionnaire respondents answered this question and provided 124 total responses. Because some respondents selected multiple descriptors of their employment status, the total of the percentages shared in the summary below is greater than 100%.

**More than half** of respondents worked as full-time staff (44%) or faculty (31%) and **almost a quarter** were part-time staff (13%) or part-time faculty (11%). Some respondents indicated they were working both full-time and part-time positions, and 3% reported working part-time positions at multiple institutions. Eleven percent of respondents were working as graduate assistants.

**Table 9. Employment Status(es) of Questionnaire Respondents.**

|  |  |
| --- | --- |
| **Employment Status** | **Number of Responses** |
| Full-time staff | 44 |
| Full-time faculty | 31 |
| Part-time staff | 13 |
| Part-time faculty | 11 |
| Graduate Assistant | 11 |
| Full-time student | 7 |
| Part-time student | 4 |
| Part-time position at multiple institutions | 3 |

### Disciplinary Interests

Members were asked to indicate their disciplinary area(s) of interest. All 99 questionnaire respondents answered this question and provided 363 total responses. Because respondents could select multiple areas of interest, the percentages shared below total to more than 100%.

**The majority** of respondents indicated that their disciplinary areas of interest included Composition/Rhetoric/Writing Studies (68%) or Writing Center Studies (71%). About 37% of respondents selected Anti-Racism as one of their areas of interest.

**Other disciplinary interests selected** were Literature (33%) and Education (30%), followed by Cultural Studies (22%), Gender or Queer Studies (19%), and TESOL (19%). The rest of respondents' selected disciplinary areas were Linguistics (17%), Technical/Professional Writing (13%), Disability Studies (12%), Communication (8%), Business and Technology (6%), and Creative Writing (2%). Ten percent of respondents selected “Other” as a disciplinary interest.

**Table 10. Disciplinary Area(s) of Interest of Questionnaire Respondents.**

| **Disciplinary Area(s) of Interest** | **Number of Responses** |
| --- | --- |
| Writing Center Studies | 70 |
| Composition/Rhetoric/Writing Studies | 67 |
| Anti-racism | 37 |
| Literature | 33 |
| Education | 29 |
| Cultural Studies | 22 |
| Gender or Queer Studies | 19 |
| TESOL | 19 |
| Linguistics | 17 |
| Technical/Professional Writing | 13 |
| Disability Studies | 12 |
| Other | 9 |
| Communication | 8 |
| Business and Technology | 6 |
| Creative Writing | 2 |

Nine respondents selected "Other" and provided the following disciplinary areas in free-written responses:

* ESL
* Diversity, Equity & Inclusion
* Online Writing Instruction
* Multimodality
* WAC/WID
* Writing Across the Curriculum
* Writing Fellows Programs
* Sciences
* Theater

### Education

Members were asked to indicate their educational credential(s). Of the 99 questionnaire respondents, 98 individuals answered this question and provided 143 total responses. Because some respondents checked all credential they held, the percentages shared below total to more than 100%. Next year’s survey will ask respondents to select only their highest level of education and allow only one response so that we may capture a clearer representation of our respondents’ educational credentials.

A **majority** of respondents held a Master’s degree (53%) and about half (49%) had acquired a Doctoral degree. A small number of respondents indicated that they obtained certification and training certificates (9%) or an Associate’s degree (3%).

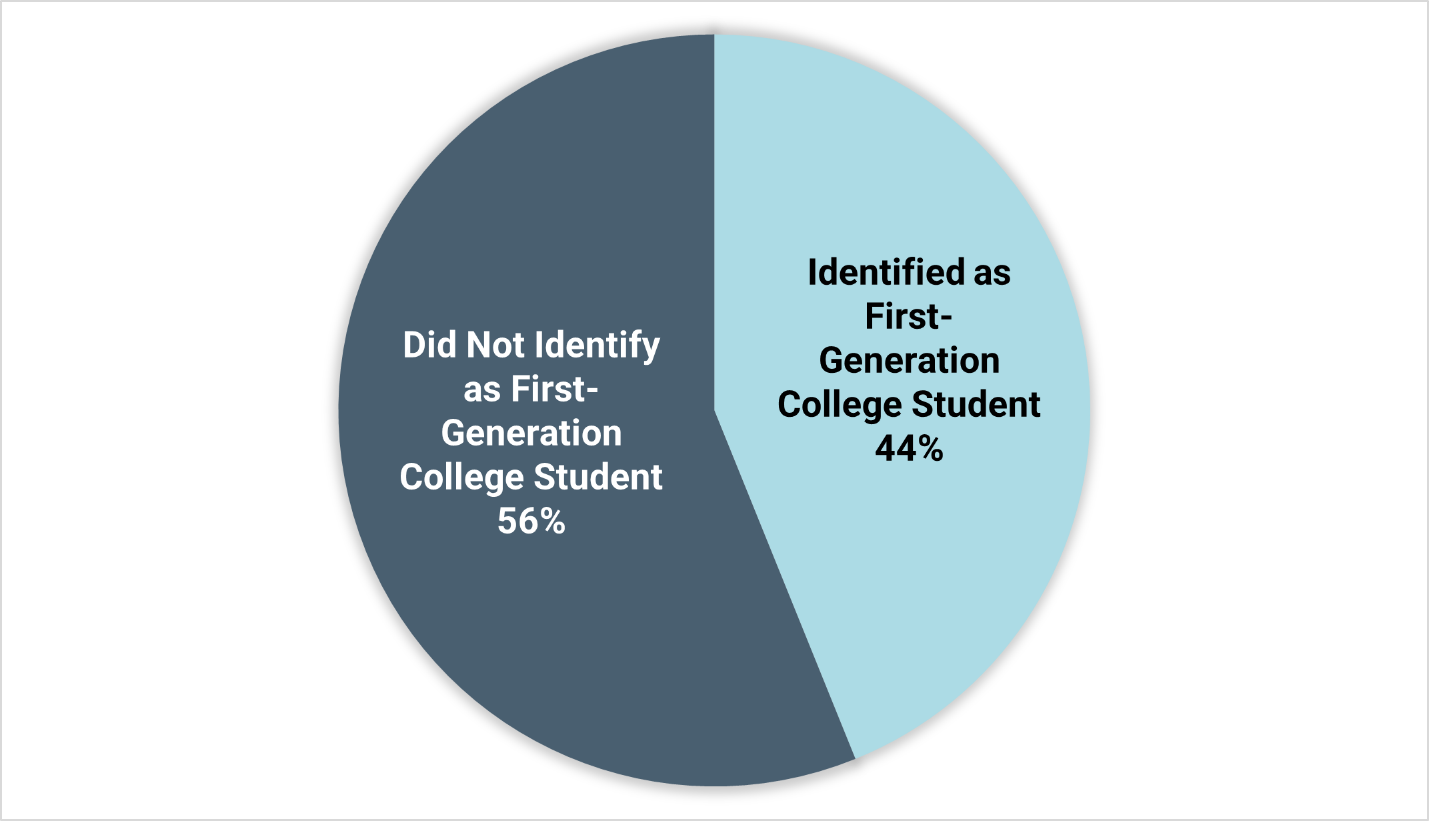
**Table 11. Educational Credentials of Questionnaire Respondents.**

|  |  |
| --- | --- |
| **Educational Credentials** | **Number of Responses** |
| Doctorate | 48 |
| Master's | 52 |
| Bachelor's | 24 |
| Certification (non-degree credential) | 9 |
| Other | 7 |
| Associate's | 3 |

### First-Generation College Students

Members were asked if they identified as first-generation or first-in-family college students. Of the 99 questionnaire respondents, 98 individuals answered this question. About **44%** of respondents indicated that they were first-generation college students.

**Figure 1. First-Generation College Students.**



### Age

Members were asked to indicate their age range. All 99 questionnaire respondents answered this question.

**Thirty-five percent** of respondents ranged from 35 to 44 years old. Respondents 25-34 years old accounted for **22%**, and **16%** ranged from 45 to 54 years old.

Respondents 55-64 years old accounted for 17%. A small number of respondents indicated that they were in the 18-24 years old range or over 65 years old.

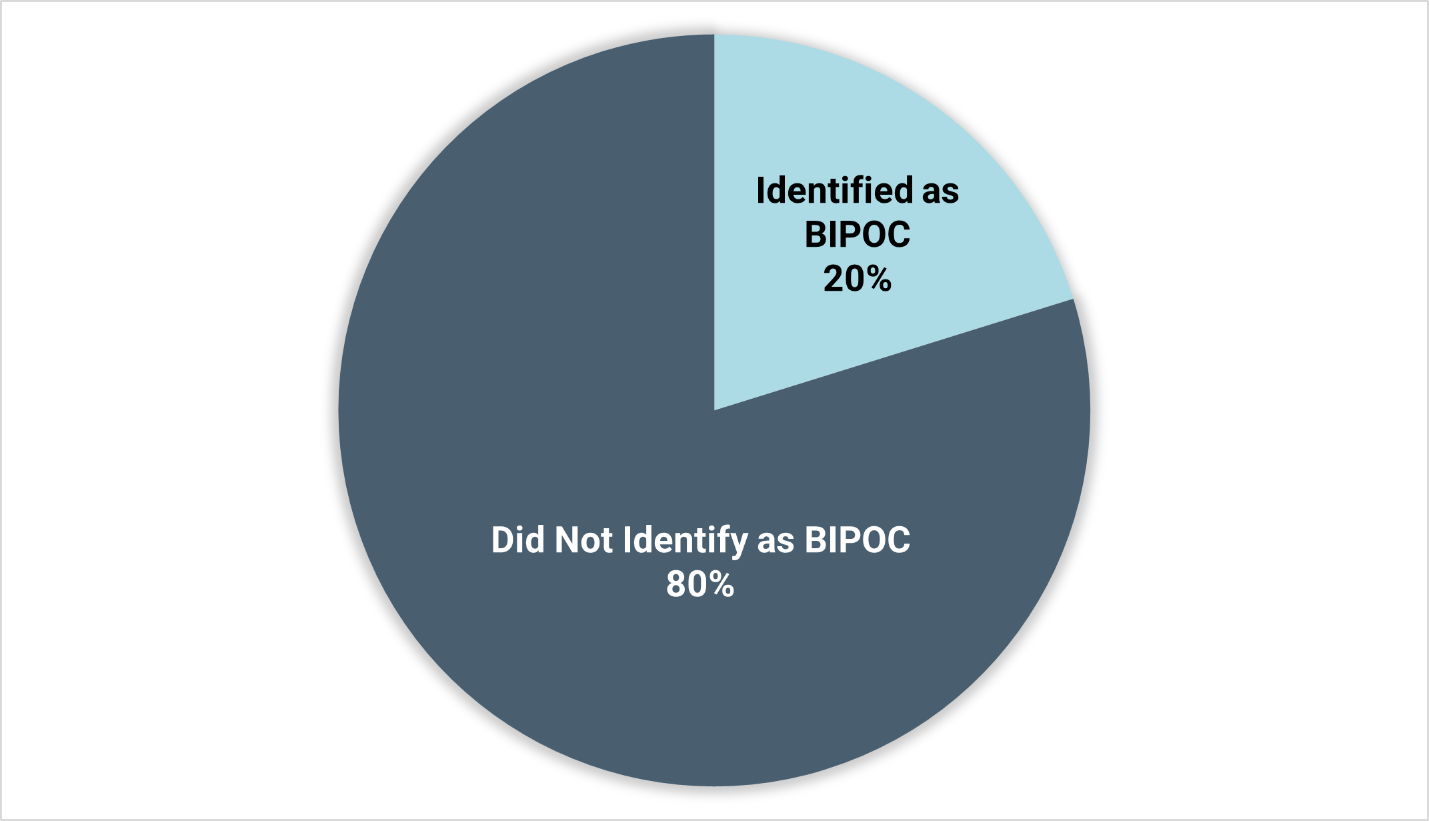
**Table 12. Age Groups of Questionnaire Respondents.**

|  |  |
| --- | --- |
| **Age Group** | **Number of Responses** |
| 35–44 years old | 35 |
| 25–34 years old | 22 |
| 55–64 years old | 17 |
| 45–54 years old | 16 |
| 18–24 years old | 6 |
| 65–74 years old | 2 |
| 75 years old and older | 1 |

### BIPOC

Members were asked to indicate if they identified as BIPOC (Black/Indigenous/Person of Color). Of the 99 questionnaire respondents, 98 individuals answered this question. About **20%** of respondents identified as BIPOC.

**Figure 2. BIPOC Identity.**



### Ethnicity

Members were asked to indicate their ethnicity or ethnicities. All 99 questionnaire respondents answered this question and provided 126 total responses. Because some respondents selected multiple ethnicities, the percentages shared below total more than 100%.

A **majority** of respondents identified as white (77%). Other racial identifiers chosen by respondents include East Asian (7%), Latinx (5%), Black (3%), African American (2%), Chicanx (3%), Hispanic (2%), Indigenous (2%), and Pacific Islander (1%).

**Table 13. Ethnicities of Questionnaire Respondents.**

| **Ethnicity** | **Number of Responses** |
| --- | --- |
| White | 76 |
| Other/Not Listed | 9 |
| East Asian | 7 |
| Latinx | 5 |
| North European | 5 |
| West European | 5 |
| Black | 3 |
| Chicanx | 3 |
| African American | 2 |
| Afro-Caribbean | 2 |
| Hispanic | 2 |
| Indigenous | 2 |
| South Asian | 2 |
| Pacific Islander or Native Hawaiian | 1 |
| South European | 1 |
| West African | 1 |
| Afro-Latinx | 0 |
| Central American | 0 |
| Central Asian | 0 |
| East African | 0 |
| East European | 0 |
| Middle Eastern | 0 |
| North African | 0 |
| South American | 0 |

Nine respondents selected "Other" and provided the following ethnicities in free-written responses:

* Ashkenazi Jew
* Asian American
* Brown, mixed race
* Caribbean-American
* Chinese descent from Vietnam
* Mexican American
* Mixed race, multiracial, biracial
* Multiethnic
* Native-born American of Irish Descent

### Gender

Members were asked to indicate the gender(s) they identify with. All 99 questionnaire respondents answered this question and provided 147 total responses. Because respondents were able to select more than one response, the percentages shared below total more than 100%.

**More than half** of respondents identified as Female/Woman (75%) and **17%** of respondents identified as Male/Man. A little less than half of the respondents selected Cisgender (43%) as a descriptor, but because only 1% selected Transgender, this figure is likely misleading. Next year’s questionnaire will be revised to include definitions of terms and, hopefully, solicit a more accurate representation of OWCA members’ gender diversity. A small number of respondents selected gender descriptors such as Gender Fluid (3%), Gender Neutral (2%), and Nonbinary (6%).

**Table 14. Gender(s) of Questionnaire Respondents.**

| **Gender(s)** | **Number of Responses** |
| --- | --- |
| Female/Woman | 74 |
| Cisgender | 43 |
| Male/Man | 17 |
| Nonbinary | 6 |
| Gender Fluid | 3 |
| Gender Neutral | 2 |
| Transgender | 1 |
| Other | 1 |
| Intersex | 0 |
| Two-Spirit | 0 |

One respondent (1%). selected “Other” and wrote in the response “Queer”

### Sexual Orientation

Members were asked to indicate the sexual orientation(s) they identify with. Of the 99 questionnaire respondents, 96 individuals answered this question and provided 119 total responses. Because some respondents chose multiple identifiers, the percentages below total more than 100%.

**Three-fourths** of respondents indicated that they identified as Heterosexual (75%). **Sixteen percent** identified as Bisexual and 14% as Queer (14%). A small number of respondents selected descriptors such as Asexual/Aromantic (4%), Bi+(4%), Gay (2%), Lesbian (1%), and Pansexual (6%). Three respondents selected “Other,” and their free-written responses are presented below Table 15.

**Table 15. Sexual Orientation(s) of Questionnaire Respondents.**

| **Sexual Orientation(s)** | **Number of Responses** |
| --- | --- |
| Heterosexual | 71 |
| Bisexual | 15 |
| Queer | 13 |
| Pansexual | 6 |
| Bi+ | 4 |
| Asexual/Aromantic | 4 |
| Other | 3 |
| Gay | 2 |
| Lesbian | 1 |
| Sapphic | 0 |

Three respondents selected “Other” and provided the following sexual orientations in free-written responses:

* Prefer not to define
* kinky
* Straight

### Disability and Neurodivergence

Members were asked if they identified as disabled and/or neurodivergent. Of the 99 questionnaire respondents, 97 individuals answered this question and provided 102 total responses. Because some respondents chose multiple identifiers, the percentages below total more than 100%.

**Twelve percent** of respondents identified as disabled, and **19%** identified as neurodivergent. About 5% identified as both disabled and neurodivergent.

**Table 16. Disability and Neurodivergence of Questionnaire Respondents.**

| **Disability and Neurodivergence** | **Number of Responses** |
| --- | --- |
| Disabled | 12 |
| Neurodivergent | 18 |
| Neither | 72 |

### Access Tools

Members were asked to indicate which tool(s), if any, they use to access content on the OWCA website or to participate in OWCA events. Of the 99 questionnaire respondents, 27 answered this question and provided 31 total responses.

Of the **27 respondents** to this question, **80%** indicated they used captioning to access OWCA web content. Less than 11% of respondents indicated using assistive listening devices, speech input tools, magnifying features/apps, screen readers, and/or Grammarly. No respondents indicated using ASL interpreters or alternate input devices.

**Table 17. Questionnaire Respondents' Use of Tools for Accessing Content.**

|  |  |
| --- | --- |
| **Tools for Accessing Content** | **Number of Responses** |
| Captioning | 23 |
| Assistive Learning Device | 3 |
| Speech Input Tools | 2 |
| Screen Reader | 1 |
| Magnifying Feature/App | 1 |
| Grammarly | 1 |
| ASL Interpreting | 0 |
| Alternate Input Device | 0 |

### Use of Events and Resources

Members were asked to indicate the OWCA events they had attended and OWCA resources they had used. Of the 99 questionnaire respondents, 86 individuals answered this question and provided 199 total responses. Because some respondents indicated accessing multiple events and resources, the percentages below total to more than 100%.

**Sixty-one percent of all 99 questionnaire respondents** reported attending the OWCA conference.

**Each webinar had a similar number of attendees: 24% of** survey respondents attended "Enacting Antiracism in Asynchronous Writing Consultations" with Eric Camarillo (October 2020); 23% reported attending "Racial Justice and Online Writing Center Praxis" with Zandra Jordan (October 2020); and 23% reported attending "Introduction to Digital Accessibility Principles" with J. M. Dembsey (August 2021).

A third popular resource was the OWCA Event Archive (22%), followed by OWCA Mentoring (17%), the OWCA Scholarship Database (17%), the Special Interest Group at IWCA’s Listen, Learn, Lead event (8%), and the Meet and Greet with the OWCA Executive Board (5%).

**Table 18. Events Attended and Resources Used.**

|  |  |
| --- | --- |
| **Event Attended or Resource Used** | **Number of Responses** |
| OWCA Conference (October 2021) | 60 |
| Webinar on "Enacting Anti-Racism in Asynchronous Writing Consultations" with Eric Camarillo (October 2020) | 24 |
| Webinar on "Racial Justice and Online Writing Center Praxis" with Zandra Jordan (October 2020) | 23 |
| Webinar on "Introduction to Digital Accessibility Principles" with J. M. Dembsey (August 2021) | 23 |
| OWCA Event Archive | 22 |
| OWCA Mentoring | 17 |
| OWCA Scholarship Database | 17 |
| OWCA Special Interest Group during IWCA's Listen.Learn.Lead event (October 2020) | 8 |
| Meet and Greet with the OWCA Executive Board (October 2021) | 5 |



## Administrative Tasks

The OWCA worked to complete the following administrative tasks in 2021.

### Anti-Racism Statement & Action Steps

***June 2, 2021 • Completed by Executive Board and committee members***

Executive Board members worked with committee members and a Diversity, Equity, and Inclusion (DEI) professional to draft and release an [anti-racism commitment statement (Appendix A)](#_Appendix_A:_Anti-Racism) and [initial action steps towards anti-racism (Appendix B)](#_Appendix_B:_Initial). Both documents were available publicly on our website, and the OWCA invited the public to provide feedback on these documents via a Google Form.

The OWCA sincerely thanks Dr. Marie Bakari (Full Professor, Faculty Senator, and Co-Chair of the University Diversity Committee at Northcentral University) for her time and expertise in helping us to revise our anti-racism commitment statement and action steps. We also thank Dr. Bakari for leading training for the Executive Board on the Inclusive Excellence Framework and for serving on our Diversity Committee.

### New Website Hosting & Membership Plugins

***March 2021 • Completed by Website & Communication Committee***

The Website & Communication Committee switched OWCA's website hosting and domain registration to DreamHost, which saved the OWCA over $400 in website costs over the next 3 years. The committee also switched the OWCA's membership plugin to Cozmoslabs' Paid Membership Subscriptions and Profile Builder. These plugins were less expensive and allowed the OWCA to offer institutional memberships, "pay what you can" options for student memberships, and a member database

### Amendment of Bylaws

***September 8, 2021 • Completed by Executive Board***

The Executive Board approved a second amendment to the OWCA bylaws that included the following revisions:

* Instructions for removing an Executive Board member were added.
* Options for filling a vacancy on the Executive Board were expanded.
* Officer positions were separated into positions elected by membership (Section 4.2) and positions elected by the Executive Board (Section 4.3).
* All Officer responsibilities were revised.
* Conference Organizer was renamed to Conference Chair.
* At-Large Representative positions were removed and replaced with positions for Virtual Events Chair, Accessibility Chair, Diversity & Social Justice Chair, and Website Coordinator.
* New positions were added for Conference Co-Chair, Virtual Events Co-Chair, Accessibility Co-Chair, Diversity & Social Justice Co-Chair, an additional Website Coordinator, and Grant Coordinator.
* Committee chair responsibilities were expanded and clarified.
* All committee responsibilities were revised.
* Diversity Committee was renamed to Diversity & Social Justice Committee.
* Conference Committee was added.
* Website & Communication Committee was removed.
* Requirement added for the bylaws to be reviewed every 2 years.
* New section was added for “Dates of Amendment.” New date of amendment was added.

The current OWCA bylaws are publicly available on the OWCA website.

### Revision of Officer Titles

***September 8, 2021 • Completed by Executive Board***

As part of the bylaw revisions, the following Officers’ positions were renamed and refocused.

**Table 19. Officer Title Revisions.**

|  |  |  |
| --- | --- | --- |
| **Officer Name** | **Previous Title** | **New Title** |
| Paula Rawlins | At-Large Representative | Diversity & Social Justice Chair |
| Brooke Hessler | At-Large Representative | Accessibility Chair |
| Megan Boeshart | At-Large Representative | Virtual Events Chair |
| Cynthia Pengilly | At-Large Representative | Website Coordinator |
| Anna Shapland | Conference Organizer | Conference Chair |

### IWCA Affiliation Request

***September 17, 2021 • Completed by Liaison Committee***

The Liaison Committee drafted and submitted a request for the OWCA to become an official affiliate of the International Writing Centers Association (IWCA). The [affiliation request is available in Appendix E](#_Appendix_E:_Request). The IWCA accepted our request in January 2022.



## Events

The OWCA offered the following events in 2021.

### Roundtable at SWCA Conference

***February 11, 2021* *• Coordinated by Liaison Committee and Virtual Events Committee***

OWCA Executive Board members facilitated a roundtable discussion at the SWCA 2021 virtual conference. In this discussion, the presenters introduced the Online Writing Centers Association and detailed the ways this association is working to build community and support both short-term and permanent online writing center work. Attendees engaged with a series of guided questions to discuss their current online writing center needs, including technology platforms, scheduling systems, student engagement, tutor/staff training, funding, accessibility, unique institutional/student contexts, and the possibility for future research and effective practices.

### Pop-Up Writing Consultations

***April 19–23 & September 6–10, 2021 • Coordinated by Virtual Events Committee***

The Virtual Events Committee collaborated with the Conference Committee and Accessibility Committee to offer online writing consultations for OWCA conference proposals in April and for OWCA conference presentation materials in September.

These events were free to the public and worked similar to online consultations at a writing center. Registrants scheduled a day/time to ask questions and/or receive feedback on their materials by an OWCA committee member. Consultations were 30 minutes, and registrants could receive feedback through a synchronous meeting, asynchronous written feedback, or asynchronous video feedback.

### Webinar

***August 2021 • Coordinated by Virtual Events Committee***

The OWCA offered 1 webinar in 2021. This webinar was free to the public, and the recording was publicly available in OWCA's Event Archive.

#### Introduction to Digital Accessibility Principles

***August 10, 2021 • Led by J. M. Dembsey***

In this webinar, attendees learned how to apply basic digital accessibility principles, including headings, bulleted and numbered lists, descriptive hyperlinks, alternative text, and image descriptions. Examples were provided, and attendees had an opportunity to practice discussing and applying these principles in Microsoft Word. This workshop was intended both to assist presenters in creating accessible presentation materials for the upcoming OWCA conference and to inform the larger writing center community of accessibility principles they could apply in everyday digital contexts.

### Conference

***October 4–8, 2021 • Coordinated by Conference Committee***

The Conference Committee planned and coordinated the OWCA's first virtual conference in 2021. The [call for proposals (Appendix F)](#_Appendix_F:_Conference) focused on the theme of interdependence in the online writing center. The [final conference schedule (Appendix G)](#_Appendix_G:_Conference) featured a plenary, a Meet and Greet with the Executive Board, 13 asynchronous sessions, and 9 synchronous sessions. Conference session recordings were available to OWCA members through January 2022.

### Group Mentoring Program

***October—November 2021 • Coordinated by Mentoring & Resources Committee***

The Mentoring & Resources Committee revised OWCA's mentoring program from a 1:1, as-needed service to a group mentoring model that accepts two cohorts each year. The new objectives of the program were to:

* **Innovate:** Disrupt the traditionally hierarchical nature of mentee-mentor relationships by embracing a peer-to-peer group mentoring model.
* **Connect:** Develop sustainable and meaningful relationships and connections between OWCA members.
* **Reflect:** Provide synchronous and asynchronous opportunities for OWCA members to reflect on, share, and solicit feedback on their writing center’s online tutoring from multiple perspectives.
* **Grow:** Encourage the development of meaningful and effective online writing center pedagogy and practices.

From October to November 2021, the committee invited applications for the first mentoring cohort that would begin in January 2022. Only OWCA members could participate. The committee received 25 registrants.



## Resources

The OWCA offered the following resources in 2021.

### Scholarship Database

***Managed by Mentoring & Resources Committee***

The OWCA's scholarship database is available to the public and provides abstracts and citation information for scholarship on online writing center work. The database includes over 200 articles, blogs, books, and presentations, published from 1987–2021.

### Accessibility Guides

***Created and Managed by Accessibility Committee***

The Accessibility Committee created the following materials to help conference presenters meet OWCA's accessibility requirements:

* [OWCA 2021 Conference Accessibility Guide (Word)](https://www.onlinewritingcenters.org/wp-content/uploads/2021/08/OWCA-2021-Conference-Accessibility-Guide.docx)
* [OWCA Guide to Designing Accessible Documents (Word)](https://www.onlinewritingcenters.org/wp-content/uploads/2021/08/OWCA-Guide-to-Designing-Accessible-Documents.docx)
* [OWCA Guide for Asynchronous Recorded Presentations (Word)](https://www.onlinewritingcenters.org/wp-content/uploads/2021/08/OWCA-Guide-for-Asynchronous-Recorded-Presentations.docx)
* [Example Slidedeck (PowerPoint)](https://www.onlinewritingcenters.org/wp-content/uploads/2021/06/Example-Formatted-Slidedeck.pptx)
* [Example Transcript for Individual or Panel Presentation (Word)](https://www.onlinewritingcenters.org/wp-content/uploads/2021/08/Example-Transcript-for-Individual-or-Panel-Presentation.docx)
* [Example Transcript & Handout for Workshop (Word)](https://www.onlinewritingcenters.org/wp-content/uploads/2021/08/Example-Transcript-Handout-for-Workshop.docx)
* [Example Presenter Transcript (Word)](https://www.onlinewritingcenters.org/wp-content/uploads/2021/08/Example-Presenter-Transcript.docx)
* [Example Asynchronous Recording (YouTube)](https://www.youtube.com/watch?v=Pvg6XnuRmFQ)

These materials were publicly released on the OWCA website on June 17, 2021, and were ready for presenters when they were notified that their proposal was accepted.



## Elections

The OWCA held 1 election in 2021 for Officers on the Executive Board.

**Table 20. Open Officer Positions and Applications Received.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Open Officer Position** | **Election Date** | **Elected By** | **Applications Received** |
| Diversity & Social Justice Co-Chair | November 2021 | OWCA members | 5 |
| Accessibility Co-Chair | November 2021 | OWCA members | 1 |
| Virtual Events Co-Chair | November 2021 | OWCA members | 1 |
| Student Representative | November 2021 | OWCA members | 1 |
| Website Coordinator | November 2021 | OWCA Executive Board | 1 |
| Grant Coordinator | NA | NA | 0 |

**Table 21. Individuals Elected to Officer Positions.**

| **Officer Position** | **Individual Elected** | **Term Length** |
| --- | --- | --- |
| Diversity & Social Justice Co-Chair | Heejung (Monica) Kwon | January–December 2022 *(followed by 1 year as Diversity & Social Justice Chair)* |
| Accessibility Co-Chair | Madelyn Carroll | January–December 2022 *(followed by 1 year as Accessibility Chair)* |
| Virtual Events Co-Chair | Bri LaFond | January–December 2022 *(followed by 1 year as Virtual Events Chair)* |
| Student Representative | Jesse Bair | January–December 2022 *(option for renewal)* |
| Website Coordinator | Amanda Tomanek | January 2022–December 2023  *(option for renewal)* |

## Appendix A: Anti-Racism Commitment Statement

The OWCA released the following anti-racism commitment statement on June 2, 2021.

### Statement

As a new writing center association, OWCA has an opportunity to firmly declare who we want to be. We write this statement to publicly shape the priorities of the organization and future Executive Boards and to invite the writing center community to hold us accountable for this work moving forward. We believe writing center organizations are responsible for teaching and supporting anti-racist work, evaluating organizational structures and practices through the lens of anti-racism, and removing barriers and white supremist cultures that alienate people of color in the writing center community. We see this statement as the beginning of a work in progress and the first of many [steps to committing to anti-racism as a core value of OWCA (Appendix B)](#_Appendix_B:_Initial).

Responding to specific instances of police brutality and racism in a timely way is difficult because these incidents occur so frequently in American society. This statement began as a response to the guilty verdict in Derek Chauvin’s trial for the murder of George Floyd. In the few weeks since, people of color continue to be mistreated and killed while in police custody in the United States; these incidents include teenagers like 16-year-old Ma’khia Bryant in Ohio and 13-year-old Adam Toledo in Chicago.

We, at OWCA, acknowledge that violence and trauma do not conveniently cease at the boundaries of academia or of writing centers; violence occurs in many forms. Writing centers’ policies, practices, pedagogy, hiring processes, training, and academic and linguistic expectations can all uphold racism and white supremacy in ways that affect the staff of writing centers and the students who use our services. Similarly, the values, priorities, pay walls, election processes, conferences, and silence on current events can uphold racism and white supremacy in the larger writing center community.

The OWCA acknowledges that the members of our Executive Board and committees are predominantly white and that this is far too common in writing center associations. Our privileged viewpoint may compromise our ability to see the full effect of our words, our silence, our actions, and our inactions. We may have neglected to invite input from people of color, and this was evident in the initial draft of this document. We seek to answer [Neisha-Anne Green’s call to be not allies, but accomplices](https://www.jstor.org/stable/26537361?seq=1) in this fight against racism. We are grateful to all people who generously share their time and energy to help us see our missteps and identify areas for growth and combat systemic racism domestically and globally.

We welcome our readers to share this statement and contribute to this work as we, the OWCA, commit ourselves to listen, share what we learn, and support our stakeholders in equitable and socially just ways.

Visit the OWCA website to read our action items for this letter and ways you can get involved. We welcome feedback on this statement or other recommendations.

Signed,

Jenelle M. Dembsey, Founding President

Sarah Prince, Founding Vice President

Elle Tyson, Founding Treasurer

Beth Nastachowski, Founding Secretary

Brooke Hessler, At-Large Representative

Paula Rawlins, At-Large Representative

Megan Boeshart, At-Large Representative

Anna Shapland, Student Representative

Luke Shackelford, Student Representative

Yvonne R. Lee, Committee Member

Hideki Nakazono, Committee Member

Tanya Camp, Committee Member

Michelle Hager, Committee Member

## Appendix B: Initial Action Steps Towards Anti-Racism

Along with the [anti-racism commitment statement in Appendix A](#_Appendix_A:_Anti-Racism), the OWCA also released the following initial action steps on June 2, 2021. These steps were revised in September 2021 to apply member feedback.

### Introduction

The OWCA has released a statement on our commitment to anti-racism. This statement is the beginning of our work. OWCA commits to the following initial action items as part of working toward anti-racism.

### Provide Memberships at No Charge

Any student or professional who identifies as a person of color can receive a 3-year membership (including conference registration) to the OWCA at no charge. In addition, individuals who work at a Minority Serving Institution (MSI), Historically Black College or University (HBCU), Tribal College or University (TCU), Hispanic-Serving Institution (HSI), or Asian American and Pacific Islander Serving Institution (AAPISI) can receive a 3-year institutional membership for up to 50 people from their institution at no charge.

New members can activate their free memberships when they register for an OWCA account. Current members can switch to a free 3-year membership within My Account.

### Teach Anti-Racist Writing Center Work

The OWCA Virtual Events Committee will continue to host virtual events on anti-racism that are open access. Event organizers will make sure that these events discuss practice (in addition to theory) and have clear takeaways for students and professionals. The OWCA will also continue to hire accessibility services, such as sign language interpreters, that are owned and provided by minorities.

If you would like to host an event on anti-racism or have ideas for an event, please email events@onlinewritingcenters.org.

### Revise the OWCA Diversity Committee

The original OWCA bylaws allowed for the creation of a permanent Diversity Committee. OWCA acknowledges that the name and focus of this committee is vague, hollow, and limited in scope as an internal service committee. Committee members are working to rename the committee and reorient its focus towards greater diversity and social justice within the larger writing center community in addition to the OWCA.

If you’d like to join this committee or have suggestions for its future direction, please email diversity@onlinewritingcenters.org.

### Revise Bylaws for Anti-Racism

The Executive Board has already begun discussing revisions to the OWCA bylaws, including increasing the number of positions on the Executive Board, incorporating mentoring for new Board members, and better distributing labor. Over the next few months, the Diversity Committee will work to evaluate the OWCA bylaws for racist and discriminatory norms. Part of this process will involve evaluating other organizational structures, including the recruitment and election processes for the Executive Board.

If you’d like to assist with this work, on a short-term or long-term basis, please email diversity@onlinewritingcenters.org.

### Release Public Reports

The OWCA recognizes that not collecting demographic information about our members can erase or ignore their identities and make it impossible to hold this association accountable for inclusivity and equity. At the same time, we understand that identities can change over time and that members may not want personal demographic information to be tied to their member accounts.

Thus, the OWCA will begin distributing an anonymous and optional demographic questionnaire yearly to our members. We will publicly release a report for each calendar year that shares the demographics of our membership, in addition to our budget and events/actions. We hope this report makes it easier for our members and the larger writing center community to hold the OWCA accountable for its actions and priorities.

### How You Can Help

Here are some ways you can get involved:

* Read our statement on anti-racism and share this statement with your colleagues.
* Give us feedback on this statement and our initial action items.
* Host a virtual event on anti-racism or suggest a presenter you’d like to learn from by emailing events@onlinewritingcenters.org.
* Complete our yearly demographic questionnaire, if you are an OWCA member.
* Become a member of the OWCA.
* Join an OWCA committee that interests you. We have committees on diversity, accessibility, virtual events, mentoring and resources, grants and fundraising, liasoning with other associations, and our yearly conference.
* Apply to serve on the Executive Board when we distribute our call for applications in September or October.

## Appendix C: Member Demographic Questionnaire

The Diversity Committee distributed the following demographic questionnaire to 2021 OWCA members.

### Instructions

In 2021, as part of the effort to adopt an anti-racist position, the OWCA committed to releasing a report at the end of each calendar year that shares the demographics of our membership, the budget, and events/actions from the previous year. We believe this report will make it easier for our members and the larger writing center community to hold the OWCA accountable for its actions and priorities. Please note that all questions are optional, and the information collected through this questionnaire is recorded anonymously. Information gathered will be used to create a membership report shared publicly on the OWCA website.

### Questions

1. Please select the institutional role(s) that best describe(s) you:
   * Undergraduate student
   * Master's Student
   * Ph.D. Student
   * Instructor
   * Tenure-track professor
   * Post doctoral position
   * Student support staff
   * Community literacy center tutor or administrator
   * Non-academic writing center tutor or administrator
   * Teaching and learning center staff member
   * Teaching and learning center coordinator/director
   * Writing center coordinator/director
   * Writing center consultant/tutor
   * Writing program administrator
   * Administrator, other than those listed above
   * Other:
2. Please select the employment status(es) that best describe(s) you:
   * Full-time faculty
   * Part-time faculty
   * Full-time staff
   * Part-time staff
   * Part-time position at multiple institutions
   * Graduate Assistant
   * Full-time student
   * Part-time student
3. Please select your disciplinary area(s) of interest:
   * Anti-Racism
   * Business and Technology
   * Communication
   * Composition/Rhetoric/Writing Studies
   * Cultural Studies
   * Disability Studies
   * Education
   * Gender or Queer Studies
   * Linguistics
   * Literature
   * Technical/Professional Writing
   * TESOL
   * Writing Center Studies
   * Other:
4. Please select the credentials you have acquired in the above area(s):
   * Certification (non-degree credential)
   * Associate's
   * Bachelor's
   * Master's
   * Doctorate
   * Other:
5. Do you identify as a First-Generation or First-in-Family College Student?
   * No
   * Yes
6. Do you identify as BIPOC (Black/Indigenous/Person of Color)?
   * No
   * Yes
7. In terms of ethnicity, "I identify as a person who is [check all that apply and/or enter you own descriptors]."
   * African American
   * Afro-Caribbean
   * Afro-Latinx
   * Black
   * Central American
   * Central Asian
   * Chicanx
   * East African
   * East Asian
   * East European
   * Hispanic
   * Indigenous (if desired, provide tribal affiliation below)
   * Latinx
   * Middle Eastern
   * North African
   * North European
   * Pacific Islander or Native Hawaiian
   * South American
   * South Asian
   * South European
   * West African
   * West European
   * White
   * Other:
8. In terms of gender, "I identify as a person who is [check all that apply and/or enter your own descriptors]."
   * Cisgender
   * Female/Woman
   * Gender Fluid
   * Gender Neutral
   * Intersex
   * Male/Man
   * Nonbinary
   * Transgender
   * Two-Spirit
   * Other:
9. In terms of sexual orientation, "I identify as a person who is [check all that apply or enter your own descriptors]."
   * Asexual/Aromantic
   * Bi+
   * Bisexual
   * Gay
   * Heterosexual
   * Lesbian
   * Pansexual
   * Queer
   * Sapphic
   * Other:
10. Do you identify as disabled and/or neurodivergent?
    * Disabled
    * Neurodivergent
    * Neither
11. What do you use or rely on to access content on the web or participate in OWCA events?
    * Alternate input device (e.g., head pointers, motion tracking, etc.)
    * ASL interpreting
    * Assistive listening device
    * Captioning
    * Magnifying feature/app
    * Screen reader
    * Speech input tools
    * Other:
12. Please select your age group
    * 17 years old or younger
    * 18-24 years old
    * 25-34 years old
    * 35-44 years old
    * 45-54 years old
    * 55-64 years old
    * 65-74 years old
    * 75 years and older
13. Which of these OWCA events or resources have you attended or used in the past year?
    * OWCA Mentoring
    * OWCA Scholarship Database
    * OWCA Event Archive
    * OWCA Conference (October 4-8, 2021)
    * Meet and Greet with the OWCA Executive Board (October 2021)
    * Webinar | Introduction to Digital Accessibility Principles with J. M. Dembsey (August 2021)
    * OWCA Special Interest Group during International Writing Center Association's Listen. Learn. Lead event (October 2020)
    * Webinar | Enacting Antiracism in Asynchronous Writing Consultations with Eric Camarillo (October 2020)
    * Webinar | Racial Justice and Online Writing Center Praxis with Zandra Jordan (October 2020)
14. Please use the space below to provide any feedback about this questionnaire or OWCA in general. Thank you for your time!

## Appendix D: Application for SWCA Grant

The OWCA Mentoring & Resources Committee submitted the following application for the Southeastern Writing Center Association (SWCA) Christine Cozzens Research Grant and Initiative Program.

### Rationale

Our initiative responds to writing center scholarship by (1) revising our existing program to align better with the longstanding values of our field and (2) following guidelines for mentoring success.

First, though writing center theory itself has a solid foundation in peer mentoring (Trimbur, 1987), traditional mentoring models for professional development are instead built upon a mentor-mentee dyad model (McBride & Rentscher, 2020). Indeed, our original mentoring program, developed to support writing centers working with students online in the wake of COVID-19, was based upon this traditional model, and we are proud of that program’s efforts to share knowledge and expertise among online writing center stakeholders. Now, with our recent formal founding, OWCA’s Mentoring & Resources Committee is revising this existing mentoring program to emphasize the reciprocity of that knowledge and expertise. By creating a peer group mentoring program—rather than mentor-mentee pairings—we aim to promote strong “learning partnership[s] instead of a hierarchical structure” (McBride & Rentscher, 2020, p. 76). In doing so, we also aim to increase the scope of and access to our program, inviting each member of the writing center community, from student tutor to director, to embrace their simultaneous roles as colleague, expert, and learner.

Second, writing center research suggests that mentoring can aid in both professional and personal development of stakeholders (McBride & Rentscher, 2020; Gellar & Denny, 2013), while empowering individuals to make meaningful institutional change (CCCC, 2019). For mentoring to be most successful, McBride and Rentscher (2020) recommend formalizing mentoring programs by establishing guidelines (including core values, objectives, and clearly defined roles), providing orientation sessions for participants, and offering access to additional scholarly and professional development resources (81-82).

OWCA’s Mentoring Program seeks to provide robust support, orientation sessions, and development resources to build trust among our mentor cohorts and to support the professional, personal, and institutional development of our constituents. A CCRGIP grant would support us in planning welcoming orientation sessions, which will serve as the foundation to establish guidelines, provide professional development for participants, and increase buy-in for our newly revised mentoring program.

### Program Goals

Based upon our research into mentoring models, as well as the goals and values of OWCA, our committee has developed the following mission and goals for the peer group mentoring program.

### Mission: Innovate, Connect, Reflect, Grow

The mission of the OWCA mentoring program is to support online writing center tutors and administrators through peer-to-peer mentoring groups. These mentoring groups will be responsive to individual mentee needs and help mentees develop online writing tutoring pedagogy and practices.

#### Objectives:

* **Innovate:** Disrupt the traditionally hierarchical nature of mentee-mentor relationships by embracing a peer-to-peer group mentoring model.
* **Connect:** Develop sustainable and meaningful relationships and connections between OWCA members.
* **Reflect:** Provide synchronous and asynchronous opportunities for OWCA members to reflect on, share, and solicit feedback on their writing center’s online tutoring from multiple perspectives.
* **Grow:** Encourage the development of meaningful and effective online writing center pedagogy and practices.

### Implementation

In 2022, we will launch our first two mentoring cohorts, with participation running January-June and July-December, respectively. Project implementation will occur in five phrases, outlined for Cohort 1 in the Gantt chart (Figure 1, attached separately) and below. We have already completed the pre-planning phase ahead of schedule and are now beginning development of the intake questionnaire.

1. **Pre-planning,** including performing a review of mentoring scholarship in the field, researching existing mentoring models in comparable programs, completing a needs assessment by questionnaireing our membership on perceived barriers and benefits to the program, and board approval of the revised program design
2. **Intake Questionnaire:** Participant recruitment culminating in group and facilitator assignments
3. **Administrative Components:** Distribution of guidelines and logistical resources for successful mentoring
4. **Program Launch,** including orientation and wrap-up meetings to bookend our inaugural cohort’s 6-month-long mentoring experience
5. **Research Development:** Development and distributions of pre- and post-program assessment for research purposes

After analyzing our assessment data, we are eager to share our findings in order to contribute both to the gap in writing center research on mentoring (McBride & Rentscher, 2020) and to the developing best practices for collaborative approaches to professional development.

### Budget

The proposed budget (see Table 1) of $200 will provide speaker honoraria to support our 2022 orientation sessions, to be held in January (Cohort 1) and July (Cohort 2). For each orientation, we hope to establish our values and guidelines by inviting a speaker in the field to share insight into mentoring and one or more of our goals: innovation, connection, reflection, and/or growth. Inviting a speaker will contribute to the professional development of our members, while also providing insight and resources to support their engagement in the mentoring groups.

**Table 1: Proposed Budget**

|  |  |
| --- | --- |
| **Item** | **Amount** |
| Speaker Honorarium (Orientation 1) | $100 |
| Speaker Honorarium (Orientation 2) | $100 |
| **Total** | **$200.00** |

### 

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## Appendix E: Request for Affiliate Status with IWCA

The OWCA Liaison Committee submitted the following request for OWCA to be an official affiliate of the International Writing Centers Association (IWCA).

### Introduction

Dear Dr. Wynn Perdue,

I am writing to request that the [Online Writing Centers Association (OWCA)](https://www.onlinewritingcenters.org/) be considered as an affiliate to the International Writing Centers Association. Formed in 2020, OWCA is a nonprofit professional association for students and professionals who are researching and/or implementing online writing support in fully online, hybrid, or on-site contexts.

OWCA supports an expansive definition of online writing centers and online writing center work as (a) occurring in on-site or fully online learning commons, undergraduate centers, graduate centers, community centers, secondary- or high-school centers, and professional/corporate centers and (b) extending beyond the use of static websites and web-based scheduling systems to include dynamic and/or interactive support services such as asynchronous and synchronous consulting/tutoring, workshops, and  question-and-answer services. Because technology and pedagogy are inextricably connected in online writing center work, we strive to remain open to innovation and the ways in which this work is defined, discussed, and practiced.

Although OWCA does not represent a particular geographical region, we believe a separate affiliate is necessary to support those engaged in online writing center work. OWCA acknowledges that online writing center work is both similar to and different from online writing instruction and face-to-face writing center support. While there are overlaps, the differences necessitate unique conversations, theories, and practices for online writing support.

Our board has thoroughly reviewed the requirements of an IWCA affiliate on your website, and we have documented how we meet each of these requirements below. If you have any questions or concerns, please do reach out, and we will be happy to address those or supply additional information.

Thank you in advance for your consideration of our affiliate status. We feel like an affiliation between IWCA and OWCA will be a valuable partnership for both organizations, and we look forward to learning from your association.

### Proof of Annual Conference

The OWCA is hosting its first annual virtual conference from October 4-8, 2021. This conference will take place asynchronously and synchronously around the theme of interdependence in the online writing center. If you have questions about our conference, please email conference@onlinewritingcenters.org. You can also visit our OWCA conference webpage to review our conference schedule, call for proposals (CFP), accessibility resources, and details on how to register to attend. As per the requirements on the IWCA website, we are more than happy to issue calls for conference proposals and announce conference dates in the IWCA publications as your board sees fit.

### Executive Board and IWCA Representation

The OWCA’s current Executive Board members are serving 1 to 3-year terms in the following positions: President, Vice President, Secretary, Treasurer, Diversity & Social Justice Chair, Accessibility Chair, virtual events chair, website coordinator, and two Student Representatives. To contact our executive board, please email board@onlinewritingcenters.org.

Upon acceptance as an IWCA affiliate, a member of our Executive Board will be selected to serve as a representative on the IWCA board. As your website guidelines require, this representative will supply OWCA organization reports, membership lists, updated Board member contact information, dates of upcoming conferences, and any featured speakers that OWCA hosts.

### OWCA Constitution

Per IWCA’s guidelines for affiliate status consideration, we submit the OWCA’s Bylaws and Articles of Corporation for your review and approval.

### OWCA Membership and Listserv

The OWCA currently has 320 active student, professional, and institutional members, maintained in an active membership list by the board’s secretary. For more on our membership prices or membership lists, please review our OWCA membership webpage or email our Secretary at [personal email address redacted].

We regularly communicate with members via the OWCA listserv, providing information on organizational updates, conferences, and upcoming elections. To review and/or join our listserv, please review the instructions on our OWCA listserv webpage.

### OWCA Plan of Co-Inquiry, Networking, Mentoring, Community

The OWCA has a robust plan for co-inquiry, networking, mentoring, and community. In addition to our own events calendar, our events webpage also provides members with a running list of virtual and face-to-face events related to or directly addressing online writing center work. In addition, we have several resources dedicated to member networking, growth, research and community.

We host an up-to-date OWCA scholarship database that serves as a repository for research in online writing centers and online writing center work. Members are invited to recommend their own or other useful publications or works-in-progress be included in this archive.

Additionally, we offer an OWCA group mentoring program, which creates group mentoring cohorts twice a year. The mission of the OWCA mentoring program is to support online writing center tutors and administrators through peer-to-peer mentoring groups, working to innovate, connect, reflect, and grow together in online writing center work. To learn more about OWCA’s mentoring program, visit our page or email mentoring@onlinewritingcenters.org.

The OWCA also hosts regular webinar events by well-known and burgeoning scholars in the field. OWCA webinars provide a space for OWCA members to share experiences, ideas, strategies, and questions about online writing centers (OWCs). We invite members to attend webinars, present their own content in a webinar, or assist us with facilitating webinars as part of our Virtual Events Committee. To review past webinars, see upcoming webinars, or to ask questions, visit OWCA webinars webpage or email events@onlinewritingcenters.org.

Finally, in addition to membership, our members are encouraged to volunteer for committee work based on their expertise and/or interest. Our current committees consist of the following: Accessibility Committee, Conference Committee, Diversity and Social Justice Committee, Grants and Fundraising Committee, Liaison Committee, Mentoring and Resources Committee, and Virtual Events Committee. To learn more about any one of these committees, please review the OWCA Committees webpage or email the respective committee email address found on that page.

## Appendix F: Conference Call for Proposals

The OWCA Conference Committee released the following call for proposals for our 2021 conference.

### Interdependence

Interdependence is a concept borrowed from disability studies that considers how the agency of individuals relies on others and environments (Bostad, 2016, p. 375). Traditional writing center narratives have privileged “individualistic” or “independent” notions of success. For example, past scholars have argued that writers should eventually learn to write on their own without relying on the writing center (Lichtenstein, 1983, p. 31; Pemberton, 1994, p. 64), that writers solely “own” their work (Lassner, 1984, p. 27), and that writing centers exist alone within the institution (Summerfield, 1988, p. 9). The rise of COVID-19 as a social problem provides a particularly powerful example of how these narratives fail to describe how writing happens and what a center’s most important contributions are. The pandemic’s disruption of daily life forced every writing center to reconsider how they could connect with practitioners, writers, and other campus programs, demonstrating how every communicative act is social and interconnected. Tending to interdependence in online writing center work can reveal how centers do not so much fix writers as orient them toward writing as a social act in a situation already in motion.

G. Roets (2020) describes “interdependence as the basis to all human interaction and as a universal feature of the human subject.” Why and how we communicate with each other is ultimately shaped by our dependence on each other and the material elements of our world. Some recent writing center scholarship has prompted center practitioners to rethink writing center labor and writer agency through this lens (Appleton Pine & Moroski-Rigney, 2020; Dembsey, 2020). Interdependence can help centers recognize their role in helping writers become members of communities: learning to perceive important components of a writing situation, work with others, and interpret feedback. While the goal of interdependence is to help individuals have more “control over making decisions that directly affect one’s life” (Cladwell, 2014, p. 489), it pursues this freedom through the recognition of distributed agency. That is to say, an interdependence lens recognizes writing agency as distributed throughout the various people and material things (of varying capabilities) imbricated in a writing act. This disrupts more individualized conceptions of agency, which understand writers as solitary actors in isolated contexts.

### Questions to Consider

We invite proposals that consider how we can use interdependence to rethink the meaning of writing center work and the ways in which administrators, tutors, and writers can virtually connect. Proposals for this theme may consider, but are not limited to, some of the following questions:

* How can the concept of interdependence help us rewrite narratives about online writing center work?
* How can tending to interdependence help us attune to the ways in which various human and nonhuman elements mediate social interactions in and around online writing center labor?
* How has COVID-19 challenged traditional notions of independence and dependence?
* What new online writing programs or services have you developed? How do these programs or services embrace interdependence?
* How have you fostered virtual connections with other colleagues, departments, institutions, or communities?
* What online practices, policies, and pedagogies can support interdependence?
* How can we rethink our policies, practices, and attitudes towards those we serve virtually?
* How can online writing support be more accessible and inclusive?
* What are effective practices for encouraging listening, wellness, and emotion in an online context?
* How can we train and assess staff for interdependence in online writing support?

### References

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### Session Formats

The OWCA accepted proposals for the following session formats:

#### Asynchronous Formats

Asynchronous presenters pre-recorded a presentation that was available to attendees throughout the conference and after the conference through January 31, 2022. After January, presenters chose for their recording to be deleted from the OWCA website or to be moved to ourpublic scholarship database.

1. **Individual Presentation (20 minutes or less):** A pre-recorded presentation on a specific topic, with options for asynchronous and/or synchronous Q&A at the end of the conference for questions and discussion.

#### Synchronous Formats

Synchronous presenters were scheduled for a specific time slot and presented in real-time with attendees through Zoom. Synchronous sessions were recorded and made available to attendees through January 31, 2022. After January, presenters chose for their recording to be deleted from the OWCA website or to be moved to ourpublic scholarship database.

1. **Panel Presentation (60 minutes):** Two or more presenters discussing a shared theme with time for questions and discussion.
2. **Workshop (60 minutes):** An interactive session that briefly introduces a topic and invites audience members to participate in activities that help them apply concepts or develop new materials.
3. **Roundtable (60 minutes):** A large group discussion that is framed and facilitated by the presenter(s).
4. **Special Interest Group (SIG) (60 minutes):** A networking opportunity for conference attendees to discuss a common interest.

### Accessibility

The OWCA required all presenters to provide the following before the conference:

* Written transcripts for all planned presentation portions of their session
* Slide decks (if applicable)
* Handouts (if applicable)
* Session recording and closed captions (asynchronous presentations only)

The OWCA provided the following:

* Training materials, guides, and support to help presenters develop accessible presentation materials.
* American Sign Language (ASL) interpreters in all synchronous sessions. The OWCA worked withMorr Interpreting for ASL interpretation.
* Recordings of all synchronous sessions and their ASL interpretation
* Edited closed captions for all asynchronous and synchronous video recordings

### Conference Deadlines and Timeline

* **Proposals due:** May 22, 2021 (extended)
* **Accepted presenters notified:** June 21, 2021
* **Presentation materials due:** September 20, 2021
* **Asynchronous sessions posted:** October 4, 2021
* **Synchronous sessions:** October 4-8, 2021
* **Presentation materials available to members until:** January 31, 2022

## Appendix G: Conference Schedule

The 2021 OWCA conference had the following schedule.

### Monday, October 4

#### Asynchronous Sessions

Asynchronous presentations were posted and could be viewed anytime through the conference.

1. "Achieving the 'Inter' in 'Interdependence': Reframing a Theory of Expertise for Online Writing Center Relationships" by Adrienne Lamberti
2. "Aligning with the Language of Justice in the Writing Center" by Cynthia Cochran, Joshua Knight, Justine Kennedy, and Katelyn Scott
3. "'Are You Allowed to Help Me with This?' Interdependence, Academic Integrity, and the Boundaries of 'Help' in Online Writing Centers" by Meghan Velez
4. "Behind the Screens" by Janice Lark
5. "Demonstrating Interdependence: Aligning Writing Coach Skills & Multimodal Writing Practices" by Jennifer Gray and Mary McGinnis
6. "Inspiring Writing Tutors to Move beyond Competence and Courtesy to Compassion Online" by Katherine Schmidt and Sean Tellvik
7. "Online Adult Student Perceptions on Racial and Linguistic Identity and Academic Writing" by Julie Johnson Archer
8. "Promoting ESL Students’ Writing Development in Online Synchronous Tutoring: a Dynamic Assessment Approach" by Ruge Zhao
9. "Rethinking Dependency: Promoting Motivation, Rapport, and Solidarity in Online Consultations during Times of Crisis" by Annelise Norman
10. "Rewriting 'Collaboration' in (and around) the Center: Reflections on a Co-Curricular Writing Lab Pilot" by Matthew Bryan
11. "The Role of Writing Center Directors in Achieving Interdependency through Facilitating Online Virtual Sessions During the Covid-19 Pandemic" by Muhammad Alamri
12. "Using Computer-Assisted Language Learning to Foster Self-Editing Skills: The Interdependence of Writers, Tutors, and Technology" by Kimberly Becker, Sarah Huffman, and Kristin Terrill
13. "Videoconferencing Is Not a Replication of Face-to-Face Tutoring: Training Tutors to Prepare for Technology Interdependence in Synchronous Tutoring" by Kim Fahle Peck

#### 4–5pm EST

* OWCA Plenary session with Beth Nastachowski, Lisa Nicole Tyson, and Megan Boeshart

### Wednesday, October 6

#### 2–3pm EST

* Meet and Greet with the OWCA Executive Board: Jenelle Dembsey, Sarah Prince, Beth Nastachowski, Lisa Nicole Tyson, Megan Boeshart, Paula Rawlins, and Brooke Hessler

### Thursday, October 7

#### 2–3pm EST

* **Session A:** Workshop on "Being Here Now: Helping Students (and Ourselves) Write Our Way to Presence, Agency, and Connection " by Mary O'Shan Overton

#### 3:20–4:20pm EST

* **Session B:** Workshop on "Consulting on Multimodal Texts" by Jacob Herrmann

#### 4:40–5:40pm EST

* **Session C1:** Roundtable on "Interdependent Interventions: Exploring Co-creative Practices for Online Writing Centers" by Emma Catherine Perry and Christina Lee
* **Session C2:** Workshop on "Expanding Disability Access: Developing your Multimodal Toolkit for Writing Center Sessions" by Ellen Cecil-Lemkin and Lisa Marvel Johnson

### Friday, October 8

#### 12–1pm EST

* **Session D:** Workshop on "Incorporating Kindness in Asynchronous Video Tutoring" by Lisa Nicole Tyson and Megan Boeshart Burelle

#### 1:20–2:20pm EST

* **Session E1:** Roundtable on "Leading Towards Interconnectedness" with Janine Carlock and Heidi Marshall
* **Session E2:** Workshop on "Designing Online Writing Centers and Writing Consultations with Technomoral Virtues" with Antony Ricks

#### 2:40–3:40pm EST

* **Session F1:** Panel Presentation on "Experimenting with Peer Mentoring: Models for Professional Development Among Staff and Administrators" by Paula Rawlins, Michelle Cohen, Emily Gresbrink, and Beth Nastachowski
* **Session F2:** Panel Presentation on "Impact of Writing Center Effectiveness and Practices" by Jeffrey Galin, Beatriz Acosta-Tsvilin, and Ashley George