

## CWPA Conference Program:

Draft 1.0 Distributed June 22, 2026

Thursday, July 23, 2026, 7:00-10:30am

7:00-9:00 Breakfast @ Dining Hall

9:00-10:30 A Session

**A.1: Opening Conference Informational Session and Keynote Presentation. Scarlett Auditorium, Lower Level, Room 57.**

- Conference Overview, Meals, and Social Events
- Welcome from the CWPA Leadership

**Opening Keynote Presentation: John Trimbur, Professor Emeritus, Emerson College**



John Trimbur:

“How to Remember the Wyoming Resolution:  
A Personal History”

My intention, as we gather to commemorate the 40th anniversary of the Wyoming Resolution, is to look at how we remember that pivotal event and what these memories might unlock. Memory, of course, is a tricky thing, so I'm going to draw primarily on my own recollections of the emotional modalities of that historic moment in 1986 and its legacy in the years that followed: the anger and frustration about underemployment and the working conditions of rank and file writing teachers; the lure of rising expectations over the status of composition as an academic field; the feelings of abandonment and betrayal by the professional associations; the felt need expressed in the 2016 Indianapolis Resolution to understand the political economy of composition work in the neoliberal university; the disturbing recognition of the contradictions that grow out of the division of labor in writing programs.

I plan to use the dilemmas revealed by the Wyoming Resolution and its aftermath to examine some of the ways sectors of US college composition have responded—through divorce from English departments, with free-standing programs, majors and minors; abolition of first-year writing requirements; writing-about-writing courses; calls for unionization, and so on. For me, the question that lingers from Wyoming concerns how, given the institutional mandates and constraints writing programs face in the current period, we might draw nonetheless on the capacities, interests, and visions of a variably employed staff of writing teachers to make sense of composition work, of what is given and what might be.

### **Biography:**

John Trimbur is Professor Emeritus at Emerson College, where he directed the Writing Studies program (awarded the CCCC Writing Program Excellence Award in 2013) and helped develop a range of community writing and professional development projects. He has published widely on writing theory, receiving the Braddock Award for Outstanding Article (2003), with Bruce Horner, for “English Only and U.S. College Composition”; the Kinneavy Award (2000) for “Agency and the Death of the Author: A Partial Defense of Modernism”; and the CCCC Outstanding Book Award (1993), with Rich Bullock, for *The Politics of Writing Instruction: Postsecondary*. Between 2001-2015, Trimbur spent extended periods in South Africa, where he was a Visiting Professor at the Centre for Higher Education Development at the University of Cape Town and worked with village activists in the former asbestos mining districts in the Northern Cape. This resulted in his latest book *Grassroots Literacy and the Written Record: A Textual History of Asbestos Activism in South Africa* (2020).

Thursday, July 23, 2026

**10:30-11:45 B Session**

**B1.: Featured Session: “Stories from the Front Lines—40 Plus Years of Living and Working for Institutional Change in the Aftermath of the Wyoming Resolution.” Room 123.**

This panel brings together three individuals who helped inspire, develop, implement, and document the Wyoming Resolution and the movement it gave rise to among writing instructors nationwide over the last forty years. The Resolution came together at the Wyoming Conference on English in 1986, evolved through a series of discussions into the Statement on Professional Principles and Standards for the Postsecondary Teaching of Writing, and was adopted and disseminated by multiple professional organizations, including CCCC, NCTE, MLA, and the CWPA, inspiring these organizations and other disciplinary associations to take stands to improve working conditions for contingent faculty and graduate students. The panel members will discuss their personal history with the Resolution’s creation and evolution, its impact on their careers, their understanding of the broader political and economic contexts that promoted or hindered its adoption, and their thoughts on the role of the Resolution for the next generation of writing instructors who face new threats in the form of economic disparities, political inequities, and technological displacement.

Susan Wyche was a critical voice in the events that led to the creation of the 1986 Wyoming Resolution and was subsequently appointed to the CCCC Committee on Professional Standards charged with implementing the Resolution. After a wide-ranging career in and out of academia that included founding the University Writing Program at California State University at Monterey Bay, she retired as Dean of Career, Technical, and Extended Education at Palomar College.

William Lalicker retired last year as Professor of English at West Chester University, where he was WPA for many years. He is the co-editor of *Contingency, Exploitation, and Solidarity: Labor and Action in English Composition* with Seth Kahn and Amy Lynch-Binieck. His body of publications include research on structural equity and labor justice in writing programs, basic writing, and translational and intercultural composition pedagogies.

James McDonald is Professor Emeritus of English at the University of Louisiana at Lafayette, where he served as WPA and department chair. He is the co-author with Eileen E. Schell of “The Spirit and Influence of the Wyoming Resolution: Looking Back to Look Forward” and former co-chair of the CCCC Committee for Contingent, Adjunct, and Part-Time Faculty.

**B.2: “Professional Development and Pre-Tenure WPAs, FYW Instructors, and Graduate Teaching Assistants.” (15-minute Work-in-Progress Presentations.) Room 108.**

Sarah Lonelodge, University of Louisiana, “Moving the Curriculum Forward: Developing CARE Learning Goals as a Pre-Tenure WPA”

Kelly Moreland, Minesota State University, Mankato, “Developing First-Year Writing Professional Development for Shifting Instructor Populations.”

Catherine Maloney, Indiana University, Bloomington. “Situating Design Thinking and Practitioner Inquiry: What is the Community Framework?”

**B.3: “Supporting Underrepresented Student Populations.” (15-minute Panel Presentations.) Room 111.**

Brian Hendrickson, Rodger Williams University. “Supporting Historically Underrepresented STEM Students’ Literacy and Identity Development in and Beyond Writing Programs.”

Maragret Holloway, Clark Atlanta University. “The Unseen Burden: AI Detection, Labor, and Writing Instruction at HBCUs.”

Megan Schoen, Oakland University. “Active Administration and First-Year Writing Re-Design: Cross-Campus and Non-Profit Collaborations to Improve Student Success.”

**B.4: “But What are the Instructors Saying? Gen AI Focus Groups and Interviews to Understand Faculty Perspectives” (Full-Session Presentation.) Room 210.**

Josh Barrows, University of Arizona.

Rochelle Rodrigo, University of Arizona.

Thursday, July 23, 2026

**B.5: “Excellence and the Essential: Redefining Non-Instructional Activities Among Contingent Faculty” (Full-Panel Session.) Room 211.**

James Donelan, University of California, Santa Barbara.  
Christopher Dean, University of California, Santa Barbara.  
Ellen Whittet, University of California, Santa Barbara.

**12:00-1:15 Lunch @ Dining Hall Available**

After lunch in the dining hall dorms, take a break on Prexy’s Pasture and tour the Geological Museum (aka the Dinosaur Museum)

**1:30-2:45 C Session**

**C.1: Featured Session: WPA Journal Fall 2026 Special Issue Preview, "How Do We Address the Behemoth?: Writing Program Administrators and GenAI: WPA Journal Fall 2026 Preview." Room 123.**

Addressing a notable gap in the field’s response to GenAI, several WPAs discuss their contributions to the forthcoming Fall 2026 special issue of *WPA: Writing Program Administration*. These contributions focus on practical strategies over big picture statements and include: WPAs centering the humanities in institutional interactions by shaping policy, pedagogy, and research at a public urban HSI/AANAPSI; WPAs sustaining sociocultural values at a public HSI via a collectively authored GenAI principles document based on programmatic values such as linguistic justice; WPAs’ collective efforts to inhabit shifting GenAI advocacy perspectives on a public STEM PWI campus, balancing GenAI criticism and adoption; WPAs creating faculty cohorts in response to an GenAI literacy mandate in a business school at a public R1 PWI to create alignment among faculty from the ground up, informing professional development and curricular change; and WPAs reimagining their ePortfolio assessment to further promote metacognition as an equitable writing construct at an R1 MSI/HIS/AANAPISI where most students are multilingual. These practical strategies and responses across a range of institutions all over the United States provide models, frameworks, and examples that WPAs can take to their home institutions and modify to fit the local context.

Lydia Wilkes is Assistant Professor and WPA at Auburn. Her research on topics including writing program administration and generative AI ethics has appeared in *College Composition and Communication*, *Composition Studies*, and several edited collections. In addition to co-editing this special issue, she serves on the Council of Writing Program Administrators’ Executive Board and remains an active member of the Conference on College Composition and Communication, the Rhetoric Society of America, and the RhetAI Coalition.

Gavin P. Johnson is a teacher-scholar invested in digital cultural rhetorics, anti-oppressive writing assessment, and queer worldmaking grounded in coalitional praxis. With Lydia Wilkes and David F. Green, he is co-editing the special issue on WPA responses to AI as well as two related projects. His research has been recognized with several national awards and published in journals including *Rhetoric Society Quarterly*, *Composition Studies*, *College English*, *Literacy in Composition Studies*, *Computers and Composition*, *Peitho*, *CDQ*, and *Technical Communication*. He currently works as Director of Composition and assistant professor at Texas Christian University. Gavin is a proud first-generation college graduate from southeast Louisiana.

David F. Green Jr. is an associate professor in the Department of Literature and Writing and the Associate Chair of Writing at Howard University. He remains committed to serving historically underrepresented students and theorizing rhetoric and composition practice at minority serving institutions. Dr. Green’s teaching and research focuses on theories of writing and linguistic justice, as well as the verbal traditions of African Americans expressed through literature, Hip Hop and Black popular culture. He is currently the Vice President of the Council of Writing Program Administrators.

Shane Wood is an Associate Professor and Director of First-Year Composition at the University of Central Florida where he teaches first-year writing and a graduate course on teaching college composition. At UCF, he oversees curriculum, program assessment, professional development, and justice-oriented initiatives in the writing program, which serves over 6,500 students annually. His teaching and research interests include writing assessment, writing program administration, multimodality, and composition theory and pedagogy. He’s the

**Thursday, July 23, 2026**

author of *Teachers Talking Writing: Perspectives on Places, Pedagogies, and Programs* (NCTE/SWR, 2023) and the host of *Pedagogue*, a podcast about teaching writing.

Miranda Yaggi Rodak, Ph.D. (she/her) is a Senior Lecturer and the Associate Director of the Business Communication Department at the Kelley School of Business, IUB. She previously directed IU's system-wide Mosaic Faculty Development Program for active learning (2024) and served as Director of Undergraduate Teaching in the College of Arts & Sciences (2019 - 2024), charged with leading IUB's General Education Writing Studies Program. Her scholarship focuses on innovative pedagogies that promote AI and digital literacies, metacognitive learning, and inclusive, collaborative, high-impact practices. She also advocates for faculty empowerment through strategic professional development.

Joanne M. Addison, Ph.D. is Professor of English at the University of Colorado Denver. She is the author of *Writing and School Reform* and co-editor of *Feminist Empirical Research*. Her scholarship spans rhetoric, writing studies, and empirical research methods, with recent work focused on generative AI's impact on student writing processes and institutional policy. Dr. Addison has served in numerous leadership roles, including Director of Composition, Chair of CU System Faculty Council and Director of the ESL Academy.

Miranda L. Egger, PhD, is an Assistant Teaching Professor and the Director of Composition at the University of Colorado Denver. For over 25 years, she has taught courses including first-year composition, multimedia and digital composition, logic & argumentation, and the Teaching Assistant Practicum graduate course. Her professional research and academic interests include: Literacy Studies; situating rhetorical reading in theories of rhetorical circulation; networked, digital technologies of communication; the role of discourse in democratic deliberation; WPA scholarship; and pedagogies that address online education, particularly in response to the needs of at-risk undergraduate students.

Holly Hassel and Jordan Dagenais, Michigan Tech University [awaiting bios]

Bradley Queen, University of California Irvine [awaiting bio]

**C.2: “Stories of Burnout, Conflicting Values, and Able-ism: Navigating Challenging Administrative Spaces.” (15-Minute Individual Presentations.) Room 108.**

Christal Seahorn, University of Houston, Clear Lake. “Measuring Burnout Prevalence Among Writing Program Faculty: Structural Conditions, Identity Markers, and Sustainable Futures.”

Kristy Kelly, Oregon State University. “Competing Contingencies: Holding Contradictions, Conflicting Values, and Compounding Precarities as WPA in the Context of GE Labor Disputes.”

Leslie Anglesey, State Mary’s College of California. “Crippling the WPA Narrative: Mental Health, Neurodiversity, and the Labor of De-Composition.”

**C.3: “Restoring the West and Beyond: Conversations About the Public Humanities and Gen Ed Writing Instruction with an Emphasis on the Two-Year College Context.” (Full-Panel Presentation.) Room 111.**

Nancy Small, University of Wyoming, with Colleagues from Wyoming Community Colleges

**C.4: “Into the Frontier: Mapping New Directions for Writing Programs in the Age of AI.” (Full-Panel Presentation.) Room 210.**

Scott Thompson, University of Florida.

Alison Reynolds, University of Florida.

Mickey Schafer, University of Florida.

**C.5: “Collaboration and Conflict: Convergent Values and Divergent Action in Democratic Curriculum Development.” (Full-Panel Session.) Room 211.**

Jake Buller-Young, University of Tennessee, Knoxville.

Andrew Todd, University of Tennessee, Knoxville.

Kaitlyn Alford, University of Tennessee, Knoxville.

**Thursday, July 23, 2026**

**3:00-4:15 D Session**

**D.1: CWPA Town Hall: “An Update from CWPA Leadership.” Room 123.**

- CWPA Awards Ceremony
- Revised CWPA Outcomes Statement and Updates from Leadership
- Open Forum Q&A

**4:30-6:00: Social Event: Thursday Opening Reception on Cooper House Lawn, 1411 E. Grand Avenue, directly across the street from Business Building.**

**5:30-7:00: Dinner @ Dining Hall Available**

**7:00-9:00 Breakfast @ Dining Hall Available**

**9:00-10:15 E Session**

**E.1 Featured Session: “Stories from the Data: The National Census of Writing and Changing WPA Work.”  
Room 123.**

Born from a conversation at a CWPA conference, the National Census of Writing (NCW) collects and makes available survey data about writing program administration from over 1300 institutions. Data collection has occurred in 2013, 2017, and 2023. Following a necessary platform change and website redesign, a revised NCW database including all three datasets will be released in summer 2026. With three datasets spanning a decade, longitudinal data can now be examined to reveal trends in the changing nature of work of different sites of writing and the administrative responsibilities attached to them. Such data support the individual stories of WPAs’ successes and struggles. Not only do survey respondents’ answers tell the story of evolving WPA work, but the questions themselves also paint the picture of an evolving field.

The PIs of the NCW will use this session to present some of the longitudinal data and discuss the evolution of the NCW through:

- The emerging and changing patterns of administrative labor and positions:

Across all three datasets, the NCW has asked respondents about the duties and responsibilities of their own administrative positions and duties. Examining these responses reveals the contested and changing roles and duties of administrators of sites of writing; this is true for both explicit sites of writing, such as first-year writing, and embedded sites, such as writing across the curriculum initiatives.

- The emerging and changing patterns of the labor of teaching first-year writing:

In both the 2017 and 2023 datasets, the NCW asked detailed questions about the labor conditions for those teaching first-year writing. Examining these responses reveals the changing and static conditions and provides WPAs with directions as they seek to improve those conditions.

After the PIs present, participants will be invited to access the revised NCW site. They will be tasked with choosing a question or two to examine over the three datasets, to draw quick conclusions about these data, and to briefly share their explorations.

Brandon Fralix, Bloomfield College of Montclair State University. Brandon Fralix is a Professor of Writing & Analysis at Bloomfield College of Montclair State University. Prior to a merger between Bloomfield and Montclair in 2020, Brandon was Chair of the Humanities Department and Director of First-Year Writing at Bloomfield College. He has presented on writing programs at Minority Serving Institutions and labor conditions in first-year writing. His work has appeared in *Peer Review* and several edited collections.

Jill Gladstein, University of California-San Diego. Jill Gladstein is a Teaching Professor and Director of the Seventh College Synthesis Program, a general education and writing program centered on climate justice. Prior to her position at UCSD, Jill served as Director of the Writing Associates Program at Swarthmore College. She co-founded the Small Liberal Arts College-Writing Program Administrators consortium, and with her collaborator Dara Rossman Regaignon wrote *Writing Program Administration at Small Liberal Arts Colleges*. She has published on writing centers, writing fellows programs, and writing program administration. Her articles have appeared in *WPA Journal*, *Peer Review*, and *Across the Disciplines*.

Friday, July 24, 2026

**E.2: “Professional Development for Teaching with Artificial Intelligence.” (15-Minute Individual Presentations.) Room 108.**

Melika Nouri, Embry-Riddle Aeronautical University. “Changing the Conversation on AI Literacy: Faculty Perspectives on AI Integration in Writing Pedagogy and Implications for WPA Work.”

Mary (Molly) Nestor, Clemson University. “Communicating AI Best Practices to Graduate Instructors of FYW through a Traffic-light Quick Guide.”

Ethan Voss, University of Michigan. “New Tools, New Literacies: Generative Artificial Intelligence (GenAI) in the First-Year Writing (FYW) Classroom.”

**E.3: “When Institutional Decisions Meet Local Design: Duolingo and the Future of Writing Placement.” (Full-Panel Session.) Room 111.**

Alona Kladieva, University of Arizona.

Erin Whittig, University of Arizona.

Lauren Harvey, University of Arizona.

**E.4: “‘Making the Course Your Own’: (Re)Shaping Common Curriculum Assignments.” (Full-Panel Presentation.) Room 210.**

Virginia Herboldsheimer, University of Wyoming.

Joseph Saufley, University of Wyoming.

Kathleen Walker, University of Wyoming.

**E.5: “Meaningful Writing, Metacognitive Writing, and Writing Program Labor.” (15-Minute Individual Presentations.) Room 211.**

Don Moore, University of Florida. “Fostering Meaningful Writing Projects Through a Constructivist Framework.”

Lauren Hammond Burt, Azusa Pacific University. “Stewardship of the Word: Cultivating Literate Identities through Metacognitive Scaffolding and Vocational Reflection.”

Doug Hesse, University of Denver. “20 Years Later, then 20 Years Later: Sober Reflections on a Whole Writing Program Converted to Teaching Professor Lines.”

**10:30-11:45 F Session**

**F.1 Featured Session: “Supporting Faculty in the Age of AI: WAC Leadership, Program Stories, and the Future of Writing Instruction.” Room 123.**

Nearly forty years ago, the Wyoming Resolution called for recognizing the intellectual and administrative leadership required to sustain effective writing instruction. Today that call resonates in new ways as we grapple with the rapid emergence of generative AI and its implications for literacy, teaching, and learning. This featured session responds to the conference theme’s invitation to share stories with the goal of eliciting change. We share the story of how one Writing Across the Curriculum (WAC) program has positioned itself as a campus leader in helping faculty adapt their teaching to the emerging AI context.

We begin by discussing the motivations behind our effort, including the growing need for AI competency in academic and professional contexts, the need to shift the conversation from inequitable and inaccurate policing of student writing, and the pedagogical challenges and opportunities that AI tools present for teaching. Then we detail our strategic partnerships with campus units such as the Center for Advancement in Teaching, the Micro-Credentialing Office and the Graduate School, which have been integral to making our WAC effort on AI literacy both visible and sustainable. These collaborations have allowed us to integrate AI literacy into faculty development. Next, we explore key WAC programming designed to foster AI literacy, focusing on our new Teaching in the Age of AI faculty micro-credential, which offers sustained and compensated opportunities for faculty development.

**Friday, July 24, 2026**

To close the session, we share stories of faculty curricular redesign. In our programming, faculty are encouraged to redesign writing assignments so students engage AI critically—as a tool for inquiry, reflection, revision, and disciplinary thinking. Instructors often discover that long-standing WAC principles—writing as a mode of learning, transparent assignment design, scaffolded writing processes, and intrinsically motivating tasks—are even more important in an AI-rich environment. We also draw on faculty reflections that reveal shifting attitudes toward AI and renewed recognition of writing pedagogy’s importance in helping students develop disciplinary thinking and practices.

Kimberly Harrison, professor of English, is founding director of the Writing Across the Curriculum program and director of the Writing and Rhetoric program at Florida International University in Miami. Her book-length publications include *The Rhetoric of Rebel Women: Civil War Diaries and Confederate Persuasion* (Southern Illinois UP) and *A Maryland Bride in the Deep South: The Civil War Diary of Priscilla Bond* (LSU press). She has also published articles on writing program administration, diary writing, and the rhetorics of the American Civil War.

Ming Fang is a teaching professor of English and an associate director of Writing across the Curriculum (WAC) program at Florida International University. She teaches both lower- and upper-level writing courses, supports faculty in disciplinary teaching with writing and advances multilingual writing pedagogy. Her research explores multilingual writing pedagogy and writing across the curriculum.

Michael Creeden earned an MFA in Creative Writing from Florida International University. Prior to joining FIU, he worked for fifteen years as a technical writer and project manager in the software and biotechnology industries. His interests include professional and technical communication, pedagogy, assessment, experiential learning, and career readiness.

**F.2: Graduate Student Feminist Leadership and Stories of Embodiment from jWPAs.” (15-Minute Works-in-Progress Presentations.) Room 108.**

Macy Reeves, University of Alabama. “Bridging the Gap: A Feminist Approach to Understanding Graduate Student Leadership Perspectives.”

Josh Barrows, University of Arizona. “Bridging the Gap: A Feminist Approach to Understanding Graduate Student Leadership Perspectives.”

Jackie Hoermann-Elliott, Texas Woman’s University. “Embodying the WPA: Lessons from Bodies on Labor.”

**F.3: “From Excellence to Adequate: 3 WPAs Reflect on Love, Loss, and Legacy.” (Full-Panel Session.) Room 111.**

Jennifer Campbell, Rodger Williams University.

John Madritch, Rodger Williams University.

Dahlani Reynolds, Rodger Williams University.

**F.4: “Teaching and Writing the Jagged Frontier: Seeking Best Practices in Writing Instruction in the Age of AI.” (Full-Panel Session.) Room 210.**

George Cusack, Carlton College.

Holly Hassel, Michigan Technological University.

Jordan Dagenais, Michigan Technological University.

Juval Racelis, Wentworth Institute of Technology.

**F.5: “Fostering Wellbeing in Writing Programs: Stories about Supporting Students, Teachers, and Administrators.” (Full-Panel Presentation.) Room 211.**

Susan Miller-Cochran, University of Arizona

Kimberly Helmer, University of California Santa Cruz.

Tracy Morse, East Carolina University.

Stacey Cochran, University of Arizona.

**12:00-1:15 Lunch @ Dining Hall**

**1:30-2:45 G Session**

**G.1 Featured Session: “Design as Response: How Labor and Local History Shape UW’s First-Year Writing Program.” Room 123.**

Among ill-structured problems, the design of first-year writing curricula ranks up among the thorniest. The variables seem impossibly complex. How does one select among myriad grounding pedagogies, assignment possibilities, assessment approaches, central genres and modalities, essential readings, forms for peer and instructor (and now AI) feedback? How does one account for student demographic shifts, institutional priorities and pressures, departmental and institutional labor conditions, state and national educational attitudes and policies? What to do about covid learning loss, the resurgence of toxic masculinity and white supremacy, AI-related job re- and de-skilling, decreasing cultural familiarity with essayistic text?

The University of Wyoming is in the process of updating a curriculum that has been in place, relatively unchanged, for nearly a decade. The existing curriculum does many things well, leaning into a grounding in rhetoric, genre, and process in ways that allow the curriculum to be effectively delivered primarily by masters-level graduate teaching assistants with limited teaching experience or background knowledge of composition. Moreover, the program has maintained a strong commitment to two years of funding for all full-time master’s students, mentorship and professional development for those students, and a sustainable teaching load. Like other FYW programs, UW’s navigated the shift to online and hybrid teaching during the pandemic, continues to navigate increasing demand for entirely online programs, and anticipates changes that will come as the enrollment cliff hits the rural state especially hard in the coming years.

The networked people, policies, knowledge, and materials at UW have proven resilient in creating conditions for a sustainable FYW program—meaning that the prospect of redesign is simultaneously daunting and exciting. Chief among excitements is the launch in 2025 a PhD in Public Humanities within the UW English Department, a change that will certainly impact the culture, expertise, and identity of faculty in the department as well as the interests of students across our graduate programs. What should such a shift mean—if anything—for the design and delivery of first-year composition?

Rick Fisher is a senior lecturer at the University of Wyoming. He is now Associate Director of First Year Writing and has previously directed the university’s writing center and communication across the programs and currently facilitates programs to support scholarly writing for faculty and graduate students. In addition to co-editing *Prompt: A Journal of Academic Writing Assignments*, he has published in and reviewed for a range of journals spanning literacy, linguistics, and language, focusing on broad impacts of academic literacies and discourses.

Kelly Kinney is associate professor of English at the University of Wyoming and has served as co-editor of *Prompt: A Journal of Academic Writing Assignments* since 2024. She is also the former book review editor for *Composition Studies* (2014-2018). Kelly has published in a range of venues on composition pedagogy, academic labor, and writing program administration, and has served in writing program and English department administrative positions for over two decades.

Michael Knievel is an associate professor of English at the University of Wyoming and currently directs the first-year writing program after having coordinated the department’s professional writing minor program for several years. He teaches courses in technical and professional communication and composition and rhetoric and has published research in genre studies, rhetoric and policing, and professional writing programs in a range of different journals and edited collections.

Nancy Small is an associate professor of English at the University of Wyoming, where she served as Director of Writing Programs from 2017-2022. She studies and teaches about how everyday storytelling constructs our shared life worlds. She serves as team leader for [Re-Storying the West](#), a three-year, Mellon Grant supported public humanities project situated at the intersection of rhetoric, Indigenist research ethics, and oral history. Her research interests revolve around rhetoric, narrative/story, public memory, qualitative research methodologies, ethics, and public humanities

**G.2: “Writing Center Contexts and Undergraduates as Teachers.” (15-Minute Individual Panel Presentations.) Room 108.**

Amanda Presswood, Southern New Hampshire University. “Doing it All: The Contingent Writing Center Director at the Small Liberal Arts College.”

**Friday, July 24, 2026**

Elena Kallestinova, Massachusetts Institute of Technology. "From Data to Decision: Assessing Writing Center Practice in the Age of Generative AI."

Don Moore, University of Florida. "Framing Instructional Agency: Undergraduate Teaching Assistants' Reflections on Teaching and Learning."

**G.3: "Hear Me Out: Choosing Generative AI in Writing Programs." (Full-Panel Session.) Room 111.**

Susan Miller-Cochran, University of Arizona.

Shelley Rodrigo, University of Arizona.

Shane Wood, University of Central Florida.

**G.4: "Making the Invisible Visible: What Mixed Methods Research Can Show Us About Faculty and WPA Labor." (Full-Session Panel.) Room 210.**

Kristi Murray Costello, Old Dominion University.

Jacob Babb, Appalachian State University.

Courtney Adams Wooten, George Mason University.

**G.5: "The Thorny Problem of Labor, Disciplinarity, and Austerity." (Full-Panel Session.) Room 211.**

Mary Boland, College of Staten Island (CUNY).

Harry Thorne, College of Staten Island (CUNY).

Tom Attino, College of Staten Island (CUNY).

**3:00-4:15 H Session**

**H.1: Featured Session: "Meeting WPAs Where They Are: How the CWPA Consultant-Evaluator Service Can Respond to Meet WPAs' Current Needs Better." Room 123.**

The mission of the CWPA Consultant-Evaluator Service is to provide the support that WPAs need to do their work, and to do that, we need to first understand what WPAs need now, in this moment of incredible disruption and change, and then we need to be nimble enough to respond appropriately. This year's conference theme, in response to the 40th anniversary of the Wyoming Resolution, asks for stories to help us understand who WPAs are right now and how CWPA can fulfill our organizational mission to support them. This call is central to the goal of this panel sponsored by the CWPA Consultant-Evaluator Service, an official operation of the Council of Writing Program Administrators. We want to hear stories that will help us provide better support to WPAs as we help them meet their needs. As we typically do, this session will include a brief introduction to the C-E Service: what we currently do, what the logistics are for scheduling a visit (including cost/timing, etc.), how visits typically proceed. However, to encourage more meaningful engagement with the session's theme, particularly its call to advocate for the voices of the future, participants will be invited to share with C-E panel members what challenges they are currently facing as WPAs so we can get feedback on how we might be able to better meet the needs they have, given the institutional constraints and affordances they have. To this end, the C-E Service has begun the process of generating a menu of ideas for potential new services and investing time in our own development related to issues we believe may be of concern to WPAs, such as AI and legislative and policy mandates across the nation, and we will "market test" these possibilities with participants to seek their feedback. Session presenters are members of the Consultant-Evaluator Service panel of consultants, and other members of the C-E Service who are participating in the summer conference will also attend the session and be available to answer questions. The session will formally adjourn a few minutes early to allow extra time for informal discussions with attendees.

Jonikka Charlton, Director of CWPA Consultant-Evaluator Service, University of Texas Rio Grande Valley. She serves as the Senior Vice Provost for Student Success & Academic Affairs and Dean of the University College at UTRGV, and her publications include *GenAdmin: Theorizing WPA Identities* and numerous articles/chapters focused on writing program administration and institutional transformation, including a chapter in the recent book, *Learning to Lead, Leading to Learn: A Collaborative Syllabus for Higher Education Leadership*. She has co-led the CWPA's summer workshop and currently serves as Director of the CE service.

Susan Miller-Cochran, Associate Director of CWPA Consultant-Evaluator Service, University of Arizona. She is a professor of English and served as the founding Executive Director of General Education in the Office of the Provost at the University of Arizona. She teaches undergraduate courses in rhetoric and composition and graduate courses in the doctoral program in Rhetoric, Composition, and the Teaching of English (RCTE). She

**Friday, July 24, 2026**

served as Director of the UA Writing Program from 2015-2019. Before joining the faculty at UA, she was a faculty member at North Carolina State University (2006-2015) where she directed the First-Year Writing Program. Prior to NCSU, she was a faculty member in English at Mesa Community College (AZ).

**H.2: “Institutional Updates, Stories of Contingency, and Possibilities for Ethical Practice.” (15-Minute Individual Panel Presentations.) Room 108.**

Beth Buyserie, Utah State University. “New Directions: Writing Program Updates from Utah State University.”

Ann Dean, University of Massachusetts Lowell. “Listening to Contingent Faculty’s Stories: ” A Systems Diagram.””

Dustin Morrow, Community College of Aurora and Denver Public Schools. “From Stories to Structure: Administering First-Year Writing as Ethical Practice.”

**H.3: “Designing Collaborative Faculty Development Programs to Increase Faculty Confidence: A Framework.” (Full-Panel Session.) Room 111.**

Lesley Bartlett, Iowa State University.

Amy Walton, Iowa State University.

Brenna Dixon, Iowa State University.

**H.4: “Positionality Stories for Policy Change in Two R1 First-Year Writing Programs.” (Full-Panel Session.) Room 210.**

Callie Kostelich, Baylor University.

Lydia Wilkes, Auburn University.

Maggie Bell, Auburn University.

Zoe Smith, University of Louisville.

**H.5: “Reflection, Artificial Intelligence, and Technology.” (15-Minute Individual Presentations.) Room 211.**

Erin Branch, Wake Forest University. “Resisting the Automation of Writing--and Administration.”

Jennifer Stewart, University of Tennessee at Chattanooga. “Teaching, Supporting, and Measuring Revision and Reflection.”

Badri Adhikari, University of Missouri-St. Louis. “AI as a Reflection Partner: Supporting Academic Integrity and Reflective Writing through Process-based Learning.”

**4:30: Meet for Pre-Dinner Hike, with Pizza Party Reception following. (Location TBA.)**

**5:30-7:00: Dinner @ Dining Hall Available.**

**9:00-10:15 I Session**

**I.1: Featured Session: "Journal Editor's Roundtable." Room 123.**

In this moderated Q&A roundtable, editorial teams from *Composition Studies*, *Prompt*, and *WPA* will discuss publishing on writing program administration in their respective journals. The editors will explore such topics as WPA-focused trends and challenges in the field, demystifying the publication process, and unique publishing opportunities within each journal. This interactive session encourages audience questions and will provide space for attendees to meet with the various journal editors to discuss works-in-progress, such as revising CWPA conference papers to potential manuscripts for journal consideration.

***Composition Studies***

Zachary C. Beare is associate professor of English, the Director of First-Year Writing, and a core faculty member of the Communication, Rhetoric, and Digital Media (CRDM) program at North Carolina State University. His research and teaching focus on composition pedagogy, queer and feminist rhetorics, affect and emotion, and digital culture. He is especially interested in how identity and emotion mediate rhetorical activity. His work has appeared in *College Composition and Communication*, *College English*, *Composition Studies*, *Pedagogy*, *Writing on the Edge*, *Reflections*, the *Journal of Cultural Research*, and in various edited collections. He is currently co-editor of *Composition Studies*.

Jacob Babb is professor of English and assistant chair of rhetoric and technical writing at Appalachian State University. He is also co-editor of *Composition Studies*. He publishes on composition and writing program administration, as well as on science fiction and horror. He has published articles in *Composition Forum*, *Composition Studies*, *Harlot*, and *WPA: Writing Program Administration* and chapters in several edited collections. He is the co-editor of *WPAs in Transition: Navigating Educational Leadership Positions* (Utah State UP, 2018) and *The Things We Carry: Strategies for Recognizing and Negotiating Emotional Labor in Writing Program Administration* (Utah State UP, 2020).

***Prompt: A Journal of Academic Writing Assignments***

Kelly Kinney is associate professor of English at the University of Wyoming and has served as co-editor of *Prompt: A Journal of Academic Writing Assignments* since 2024. She is also the former book review editor for *Composition Studies* (2014-2018). Kelly has published in a range of venues on composition pedagogy, academic labor, and writing program administration, and has served in writing program and English department administrative positions for over two decades.

Rick Fisher is a senior lecturer at the University of Wyoming. He has previously directed the university's writing center and communication across the programs and currently facilitates programs to support scholarly writing for faculty and graduate students. In addition to co-editing *Prompt*, he has published in and reviewed for a range of journals spanning literacy, linguistics, and language, focusing on broad impacts of academic literacies and discourses.

***WPA: Writing Program Administration***

Michael J. Faris (he/him or they/them) is chair and professor of English at Texas Tech University. He is co-editor of *WPA: Writing Program Administration* and previous editor of *Kairos*. His research explores digital literacies and rhetorical practices, writing and technical communication pedagogies, and feminist and queer rhetorical theory. He has previously published in journals such as *College Composition and Communication*, *WPA: Writing Program Administration*, and *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, and he has published coedited collections on soundwriting pedagogies and critical making in rhetoric and writing studies.

Callie F. Kostelich is assistant professor of professional writing and rhetoric and the Director of First-Year Writing at Baylor University. She publishes on first-year writing, writing program administration, rural rhetorics and literacies, and feminist rhetorics. Her work has appeared in *Composition Studies*, *Peitho*, *Open Words*, and *WPA*, as well as various edited collections. She is co-editor of *WPA: Writing Program Administration*.

Tracy Ann Morse is professor of rhetoric and writing studies and director of Writing Foundations at East Carolina University. Her work explores how accessibility, wellbeing, and inclusive teaching practices shape student learning and success. A past co-editor of *WPA: Writing Program Administration*, she has published extensively on writing pedagogy and writing program administration and has co-edited several collections, most

**Saturday, July 25, 2026**

recently *Disability, Access, and the Teaching of Writing*. Her teaching, scholarship, and leadership focus on creating accessible, supportive environments that foster learning and wellbeing for students, GTAs, and instructors.

Patti Poblete [poh-BLEH-teh] is recently tenured English faculty at South Puget Sound Community College. Previously, she was part of the editorial team of *WPA: Writing Program Administration* and acted as WPA at Henderson State University. Her research includes public and digital rhetorics, writing pedagogy, and cultural criticism. Ask her about dragons.

**I.2: “Opportunity and Agency: A Community-Focused Writing Program Transformation.” (Full-Panel Session.) Room 108.**

Todd Ruecker, Colorado State University.  
cookie eget, Colorado State University.  
Aly Welker, Colorado State University.

**I.3: “Restructuring Our Program and Forefronting Our Values: A Workshop in Developing Domains, Outcomes, and Objectives.” (Interactive Workshop.) Room 111.**

Jennifer Stewart, University of Tennessee at Chattanooga.  
Drawing on experience revising program knowledge domains using the newly revised CWPA Outcomes Statement, this interactive workshop will give an overview of programmatic processes and welcome attendees to map out their own revision plans.

**I.4: “Sustaining Mentorship in Precarious Times: Coordination, Care, and Relational Labor in Writing Programs.” (Full-Panel Session.) Room 210.**

Jennifer Johnson, University of California, Santa Barbara.  
Peter Huk, University of California, Santa Barbara.  
Deb Harris, University of California, Santa Barbara.

**10:30-11:45 J Session**

**J.1 Featured Panel: “Sustaining Writing Work on a Shoestring: Tutoring, Events, and Administrative Labor.” (Full-Panel Session.) Room 123.**

This panel will present perspectives from 3-4 speakers from a regional comprehensive who are attempting to “do more with less,” and also to be sustainable in our approaches (Olesiak & Barszczewski). Collectively, our stories embody moments of hope, connection, disappointment, devastation, and uncertainty much like the emotions that circulated during the creation and distribution of the Wyoming Resolution (Robertson, Crowley, & Lentricchia). Like the circumstances that gave rise to the Wyoming Resolution, our stories demonstrate the way that vexed labor conditions and external circumstances give rise to complex, coalitional way-making that can be successful, frustrating, or failing, depending largely on conditions outside of the speaker’s control. In our presentations, we will tell not only our individual tactics and our shared values that drew us to this work, but we will also explore the role that shifting institutional priorities played in sustaining, complicating, or curtailing our efforts. We will conclude with provisional advice for administrators in similar environments. Two speakers, both specialists in tutoring will describe how the curtailing of a decades-long Supplemental Instruction program gave rise to a smaller Embedded Tutor program within the writing program, which ran on a shoestring budget for one year, was supported with grant funding during its second year, and whose future funding is uncertain, despite documented impacts on student success. Another speaker (the current writing program administrator) will explore how she maintained and grew campus-wide events (National Day on Writing and Celebration of Student Writing) to foster a culture of writing on campus, examining the personal motivations that make this work meaningful and enhance her wellbeing (Leverenz), while also recognizing and reflecting on the fact that the work may not be sustainable. In all, this presentation illuminates how material concerns are still at play in university settings today.

Kelly Blewett is associate professor of English at Indiana University East, where she directs the Writing Program, coordinates the Embedded Tutor program, and teaches courses in writing and pedagogy. Her research on instructor feedback, editorial practices, and reading has appeared in *College English*, *JAEPL*, *Peitho* and various edited collections. She is Past President of the Council of Writing Program Administrators.

**Saturday, July 25, 2026**

Kaylin Elmore is a Junior at Indiana University East, where she is pursuing a degree in Psychology. She serves as an Embedded Tutor and has been with the program for two semesters. As her future career plans involve conducting research, she has been heavily involved with the end-of-semester surveys, which evaluate the students' experiences with their Embedded Tutors. As an online tutor, she has faced some unique challenges, which she continues to find strategies to manage.

Elizabeth Hannah began her work in writing support as an Embedded Tutor for English composition courses at Indiana University East, where she also served as Editor-in-Chief of *Tributaries*, the university's literary journal. After graduating from IUE in 2026, she continues developing her craft as an MFA student in Creative Writing at Butler University. Her professional interests center on writing, editorial practices, and supporting emerging writers as they build confidence in their voices.

**J.2: "FYW Assessment, Theories of AI, and the Influence of Student Retention on Composition Faculty." (15-Minute Works-in-Progress Presentations.) Room 108.**

Lesley Bartlett, Iowa State University. "First-Year Writing Program Assessment Design."

Thomas Sura, Hope College. "Copia and Composition: A Theory of Writing for the Age of AI."

Derek Sherman, University of Findlay. "The Influence of Student Retention on Composition Faculty."

**J.3: "Writing Programs in Canada and China." (15-Minute Individual Presentations.) Room 111.**

Mark Blaauw-Hara, University of Toronto Mississauga. "FYW and Retention, Part I: A Rationale for the Requirement."

Mustafa Siddiqui, University of Toronto Mississauga. "FYW and Retention, Part II: A Rationale for the Requirement."

Mark Brantner, New York University-Shanghai. "International Writing Programs Behind Closed Borders: An Autoethnography of a WPA in China during COVID."

**J.4: "Mental Health in Writing Programs: Breaking the Silence Editorial Conversation." (Full-Panel Session.) Room 210.**

Analeigh Horton, Fairleigh Dickinson University.

Sasha Osorio, University of California, Davis.

Hannah Locher, Ohio State University.

Todd Ruecker, Colorado State University.

**12:00-1:15 Lunch @ Dining Hall Available**

**1:30-2:45 K Session**

Saturday, July 25, 2026

**K.1 Closing Keynote Session: CWPA Past President Mark Blaauw-Hara, University of Toronto Mississauga. Room 123.**



Mark Blaauw-Hara:

“A Hierarchy of Care for Writing Program Administrators”

Reading through this year's conference call and its cited documents, I was struck by how strongly they evinced care, and for how many constituents. For example, the Wyoming Resolution was written from a place of profound care for post-secondary writing teachers, their working conditions, the quality of classroom teaching and learning, and the status of the profession. This thread of care runs through subsequent position statements from CCCC, MLA, and CWPA, and through a significant body of WPA scholarship. We write about mentoring other WPAs (Moore, 2018), navigating the disappointments of the job (Micciche, 2002), making our emotional labor visible (Wooten et al., 2020), grappling with justified anger (Janangelo, 2020), advocating for racial justice (Carter-Tod & Sano-Franchini, 2021), experiencing the exhaustion of collaboration (Gillam, 2003), and much more. CWPA's "Renewing Our Vows" statement and the Cultural Assessment Report that underpins it exemplify this same deep care, both for the organization and for the WPAs it serves.

As WPAs, we care a lot, and all this caring can be exhausting. In this plenary, I propose a hierarchy of care for writing program administrators: a structure that can help us organize our many competing cares.

**Biography:**

Mark Blaauw-Hara is an Associate Professor, Teaching Stream, at the Institute for the Study of University Pedagogy within the University of Toronto Mississauga. He teaches undergraduate courses on writing, disciplinary enculturation, and pedagogy, and he has coordinated the university's first-year writing program. As an Associate Faculty Member in Leadership, Higher, and Adult Education at the Ontario Institute for Studies in Education, he teaches courses on the Scholarship of Teaching and Learning and pedagogy, as well as serving on doctoral committees. Prior to the University of Toronto, Mark was a Professor of English at North Central Michigan College, a rural community college, where he served as Writing Program Coordinator for nearly twenty years. This program won a Diana Hacker TYCA Outstanding Programs in English award. Mark's first book, *From Military to Academy: The Writing and Learning Transitions of Student-Veterans*, takes a strength-based approach to understanding and supporting military-affiliated students. *Understanding WPA Readiness and Renewal*, co-edited with Joe Janangelo, explores the challenges and possibilities WPAs experience at different stages of their careers. His writing has also appeared in a wide variety of journals and edited collections, and he has presented at many professional conferences in the United States and Canada. Mark has served as Treasurer of the Canadian Writing Centres Association and President of the Council of Writing Program Administrators.

**References**

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**Saturday, July 25, 2026**

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**3:15-5:00 Social Event: Vedauwoo Hike (More Info to Follow)**

**5:00-7:00: Dinner @ Dining Hall Available**