

Zooming In: Lessons from the Pandemic Writing Center
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August 2021



Small group staff meeting, Fall 2020. Screenshot by Joe Ponce.

The writing center is an outward facing circle, a site of engagement, respect, and curiosity; the writing center is as much about learning as it is unlearning; the writing center is about listening; the writing center is a question; the writing center is the thing you didn't think to ask.

—Consultant, end-of-quarter reflection, Fall 2020

Most of the current DU Writing Center staff has never been to or even seen the Writing Center in Anderson Academic Commons. They've never shared a table, used a pencil to write comments on a paper, leaned over to ask another consultant a quick question about literature reviews or reverse outlining. They've never met their fellow staff members in person or eaten their lunch in the break room. Their entire experience this year as students and peer consultants has been online, and that's what they know.

Recently, an incoming consultant who will start her work with us in the fall said, "I just have a question. Is the Writing Center...a *place*? Is it in an actual building?" It's a good question, and not only because writing center scholarship has long explored the tension between the idea of the writing center as *site*, a place you go to get help, and the writing center as *method*, a set of practices that enable a particular kind of work (Boquet). Consultants whose entire writing center experience has unfolded online have

been curious about the virtuality of the writing center: Dave Whelan noted in a conference presentation in March 2021 that “the role of the tutor is no[t]...rooted to a singular space: we are now accessible from wherever we have the internet,” and Jenny Albright theorized in May 2021 that the writing center is not a place at all, that “the writing center” comes into existence when and only when two people meet on Zoom and talk about writing. And yet, despite lacking a physical site at the moment, another consultant wrote just recently, in their end-of-year feedback, “I love this place.”

This virtual “place” was new to us, too. Our Writing Center had previously offered audio and chat-based online consultations, but those individual appointments felt ancillary to the in-person and embodied work of meeting with writers in AAC 280. We had never developed or managed an online workplace, trained and taught staff we’d never met in person, or built relationships with faculty and students entirely online. Over the past five quarters in Zoom, however, we have built a successful virtual writing center, where a total of 55 student staff members met 1820 unique writers in 4475 online consultations. In addition, our staff and Writing Program faculty worked with another 1085 undergraduates, 715 graduate students, and 165 faculty and staff in 116 writing workshops (54 in classes; 62 for departments, programs, or groups) and worked with 28 classes in facilitated peer reviews and structured incentivized consultations. (See Appendix D.)

We have embraced the tension and ambiguity of this online “place.” We have tried to help a collection of individuals isolated in separate Zoom boxes feel grounded, as part of a community. We have tried to learn what this placeless place makes possible, and we’ve invited consultants to do that thinking with us and have listened to them as that place was constructed and changed around us. We leaned even more into peerness as we co-created this place. Long a foundation of our practice, peerness is both how we teach and train consultants and how we ask them to work with writers: to be peers, to position themselves as having something to learn, and to do that work together.

In this process, the consultants learned a great deal—about their own challenges in consulting, about the process of writing, about learning itself and the way it is shaped by available technologies and communities. Their research and reflections show how attuned their learning and thinking has been to everything that has been going on—from the global pandemic to the inflection points that the politics of the country and the world were throwing at us all the time. It’s been an extremely difficult year, and as McKenzie Wilson observed in a weekly meeting reflection from this spring, “Sometimes, what is most helpful for a writer is to just have a positive interaction with another human.”

We’ve learned a great deal too—about what matters most in our training, about the practices we value, and about the kind of writing center we truly want to be, now and in the future. In this essay, we reflect on some of the lessons we’ve learned over this last year and a half on Zoom. As we prepare to move back into the physical Writing Center, we consider what we can’t take with us and what we can.

Building a Virtual Writing Center, Building Community

*Despite the unusual format/setup, as well as literally everything else happening in the world during this very long, very bleak quarter, hopping on Zoom and meeting with writers has been nothing short of a saving grace. . . . Writers often mention, by the end of their hour, how much of a relief it is to just **talk** to someone else, and I couldn't agree more.*

—Consultant, end-of-quarter reflection, Fall 2020

The most valuable part of working at the writing center is learning from this community: directors, consultants, and writers.

—Consultant, end-of-year reflection, Spring 2021

One of the most important goals we had for the online Writing Center was to create a sense of community and belonging. We needed consultants to feel like they were part of a staff, part of a shared ethos and approach, with a common set of values. The success of the writing center depends on this sense of community—and we had to do it all on Zoom, in the context of all the stress and anxiety of why we were on Zoom in the first place. With this in mind, everything from our training to our logistics had meaningful community and staff-oriented goals and outcomes as a foundation.

Some key practices had been in place before the pandemic, including our small-group staff meeting structure, and so elements of our new configurations on Zoom felt relatively natural and seamless. For example, in an effort to make everyone feel seen and heard on Zoom, we had three smaller orientations instead of one big gathering; we taught four sections of the class instead of one; and we organized a host of small-group and paired meetings for staff training throughout the year. Although multiple meetings and classes required more time and labor on our part, this organization was familiar to and comfortable for us. In fact, we presented on our small-group DIY meeting structure at the International Writing Centers Association conference in 2019.

Conversations from our small-group meetings led us to some transformative new practices, as well. Julia Cordova suggested we adopt the workplace communication app Slack to provide a virtual break room, a behind-the-scenes place for consultants to connect. Slack became an essential platform for the Writing Center, especially during a time when relationships were fractured because people were confined to their homes and dorm rooms. Consultants used Slack to check in and out, to access resources, to connect with one another during their shifts, and to get to know each other on a personal level by sharing pictures of their pets and their plants. Slack also provided an all-in-one landing place for resources, and the many texts that circulate among our staff and shape their learning: reflections, staff meeting notes, agendas, calls for papers, video links, shift overviews, readings (Hall).

We revised as we went. Matt Hugel suggested that we use a single Zoom with breakout rooms to provide a virtual front desk and to allow consultants to see one another regularly, if briefly. The Writing Program Office Manager, Joe Ponce, created videos and online-accessible resources to help writers and consultants navigate the technology. As we adjusted to the new rhythm of the online writing center, Madison Hakey prompted us to start sessions at :05 instead of :00 so that consultants would have time

to open up the various resources they would draw on during their sessions. Winnie Pham created a series of “community” hours that gave consultants necessary on-the-clock time to connect with one another through lightly structured activities. All of these internal changes had positive effects for student writers, too: as we got comfortable, writers got comfortable with us.

While the Zoom writing center presented us with many constraints, we also noted its affordances, including increased access for writers. In her reflection about the pandemic Writing Center— the theme for one of our weekly staff meetings this spring—Jasmine Knobloch observed, “Online tutoring gives us unprecedented access to some writers who would not have been able to make appointments with us before. This is really important.” Our intentional work to create community was essential to being able to build relationships this year, with each other and with writers coming to the Writing Center. This sense of community helped to make online consulting feel more human, more responsive, and more relational during a time when we all needed this connection.

Peer Learning and Observation

In this discussion group, [we] watched clips from [two] consultations. We discussed what we noticed, questions we would ask, and explored larger questions about what we would want to do in our consulting practice. . . .

—Consultant, video clip discussion notes, Winter 2021

We noted that the main component that classifies questions as curious, rather than just for the sake of asking them, is that they are genuine.

—Consultant, staff meeting notes, Spring 2021

We attribute much of our success in operating an entirely virtual Writing Center during the pandemic to peer education, which we had been steadily building into all of our practices for several years before we moved online. We’ve mentioned our staff meeting structure already: with the input of consultants, we prepare an agenda that we distribute to all staff. They meet in groups of 3-5, usually without us, and engage in discussions, short readings, and activities; then they add notes to a shared Google doc. We have found that a huge part of the success of these meetings is that we get out of the way. We ask our staff to lean into *peerness* when they consult with writers from across campus, to be fellow learners and not experts; it is a strategic extension of this philosophy to ask our staff to learn from one another, as well, to collectively solve problems and create knowledge. After all, this is what they are doing with the writers in their consultations.

In Summer 2020, the consultants who built the virtual Writing Center with us and were not graduating helped us to see that we needed to make consulting visible to the new staff, many of whom had never consulted before in person, let alone in Zoom. We were aware that we were losing something important in the move online: when a consultant finishes their work early and then overhears the conversation at the next table, they are learning. When consultants debrief quickly after a challenging appointment, they are learning. How could we recreate this informal peer education online when consultants were

meeting individually with writers in separate breakout rooms? The fact is that consulting is hard work. Consultants need a lot of practice, and they need a lot of feedback. It is hard to hold a mirror up to your own practices when you are isolated online.

We experimented with having consultants sit in on one another's Zoom consultations, but we agreed with consultants and writers that this kind of lurking felt uncomfortable for many. Building on the work of former consultant Kelly Krumrie, Olivia Tracy helped us to invent a new system: consultants would record their own consultations in Zoom (with writer permission) and share and discuss clips of those consultations with peers. We learned that this system promoted consultant agency and reinforced our emphasis on peer education. It helped consultants to *see* their peers' varied styles and approaches to this work.

These video clips became a major focus of peer education and community building for new consultants who could not benefit from casual observations of each other in the physical space of the writing center, and we are currently writing an article about these video clip observations—and the texts they generate—with Krumrie and Tracy, which has been provisionally accepted for a special issue of *WLN* on the post-pandemic writing center.

We now ask consultants, in their conversations about video clips, to use a very simple discussion structure: notice, ask, explore. We use the same structure when we discuss their clips with them:

- We start with observations: What did we see? What stood out? What did the consultant or writer say or do?
- We proceed to questions: How did that particular move work? What motivated this choice? What seemed to happen as a result of that gesture?
- And we end with exploration: Where might a consultant have made a different choice? What alternate strategies might be tried here? What can this consultant intentionally experiment with in the future?

This simple system transformed peer discussions of consulting. Recording consultation clips in Zoom gave us *texts* that consultants could see, review, and discuss, and that is a practice we hope to take back into the physical space of our Writing Center in the fall (Hall).

The complexity of consulting online raised new questions for our staff about writing, communicating, and learning from one another, and with so many academic conferences also taking place online, consultants were able to share those questions, and their provisional answers, to communities outside our own Writing Center. Eleven consultants presented their work at three online conferences in Winter and Spring 2021, and four submitted work to journals or edited collections. Others are currently developing research to be presented or submitted later (see Appendices B and C). Some of this work explicitly engaged with the virtuality of consulting online, but much of it has applications to in-person consulting, as well:

- How does consultant disclosure function in a session? (Wallace)
- How does new consultant training rely on a kind of myth-making? (Kohlhauf)

- How do writers understand their relationship to consultants? (Anthony)
- What new consulting practices could be transformative for multilingual writers? (Pham)
- How could brand auditing strategies help us to ensure that our communications and materials resonate better with faculty and students? (Smith)
- How do we take what works from virtual consulting back to the physical writing center? (Albright)

We have always tried to cultivate a curious and thoughtful staff of consultants who ask real questions and share their thinking with one another, with writers, and with the larger writing center community. We theorize that consultants who are actively engaged themselves in sustained inquiry are more likely to help writers to do the same, and we can see how an emphasis on community and on peer education helped us to support our staff in this work while we were online. Most importantly, we learned from *them*, and we will make sure to take that learning back to the Writing Center, as well.

Antiracist, Trauma-Informed Approaches

*It just makes me so d**n happy to be in a work environment that is making better people—yes we have become better consultants, but we are more mindful and cognizant about what it means to be “an educator” . . . in a diverse community striving for equity.*

—Consultant, end-of-quarter reflection, Winter 2020

I think the trauma-accessible workshop helped me be more cognizant of myself and others. It gave me autonomy for situations that I didn't necessarily recognize I had power in.

—Consultant, end-of-year reflection, Spring 2021

An important part of our consultant education during the pandemic involved new kinds of outreach and relationship-building across campus. This outreach included participating in important conversations about writing and social justice, which is also something our pre-pandemic work was moving us towards.

For the last few years, we have integrated readings on language diversity and linguistic justice into the writing center class in the fall, and we have encouraged difficult conversations about the place of the writing center and the work of consulting in the upholding or gatekeeping of academic standards. One consultant wrote in their feedback at the end of the class, “I appreciate engaging with so many anti-racist, anti-ableist, disruptive texts this quarter. It was helpful to think about our work both as consultants and (for me, at least) as teachers.”

These conversations from class have been evolving into exciting and substantial research projects. Caroline Conroy created a pilot survey to explore how Writing Program faculty approach code meshing in assignment design and assessment (Young). She presented this study at the Pacific Northwest Writing Centers Association conference in Spring 2021 and, pending approval of her recent IRB application,

plans to expand her scope to faculty across campus next year. In addition, along with Professor Libby Catchings, we collaborated with Conroy, Sai Kiran Reddy Badduri, and Jasmine Saucedo to submit a grant proposal to the DU Office of Diversity, Equity, and Inclusion. If funded, grant resources will help us to develop a curriculum, in the form of researched blog posts and podcasts, to support our staff and the campus community in promoting linguistic justice in academic writing.

Given the collective trauma we experienced in 2020, the need for additional training to support the wellbeing of our staff was evident. Natalie Earnhart observed this need when we first went online, and we worked with her to develop a workshop in Fall 2020 that addressed the impact of trauma on learning and introduced strategies for implementing trauma-informed approaches in consulting practices. In a March 2021 conference presentation on mitigating anxiety through wellness exercises, Kayla Deep extended our thinking: if consultants were experiencing trauma, then other students were, too.

Inspired by their personal, academic, and professional experiences, Deep and Aberdeen McEvers designed a workshop on trauma-accessible consulting for staff education in Spring 2021. This workshop provided a space for consultants to recognize the stress, anxiety, and trauma that they and the writers they were meeting with were experiencing and to discuss it in the context of writing, learning, and consulting. A related outcome of this workshop and subsequent staff discussions of trauma was the creation of a “trigger warning” on our appointment form so that consultants could be empowered and proactive in moving sessions that they might find activating.

McEvers and Deep prompted us to consider developing partnerships on campus that would help us to extend our reach. We initiated a conversation about supporting writers who are experiencing trauma with DU’s Center for Advocacy, Prevention, and Empowerment (CAPE). McEvers had “noticed significant overlap between [her] work as an advocate at the Phoenix Center at Auraria and as a consultant at the writing center, particularly in the ways that trauma can impact academic performance.” Her initial email to the Assistant Director of Advocacy Services led to our developing a system for warm referrals between our two centers; we then worked with CAPE to develop language about writing and wellbeing for our website:

Writing is a task that can sometimes be mentally and emotionally taxing, leaving writers feeling especially vulnerable. In the course of your writing process, stress may expose thoughts or feelings you wish to discuss further. At the Writing Center, we believe your writing is best when you take care of yourself and your mental health.

In addition to this referral system, we are discussing the potential of hosting a satellite writing center with CAPE next year in order to be more accessible and responsive to writers on campus who are currently experiencing trauma and who would benefit from additional support.

Although the pandemic brought the impact of trauma on learning and writing into relief, we know that stress and anxiety is a pervasive issue, particularly for college students, and we are committed to being an antiracist and trauma-accessible writing center into the future. The work of writing and learning is never disconnected from students’ identities or their lives.

Conclusion: This is Not a Retrospective

It's a privileged perspective to praise a pandemic for the conveniences it's brought, but there is something magical about being transported into another's space to talk about their writing. The sight of plants and tapestries and cats, the sound of cooking and children and spouses in their own meetings, gives us a glimpse into the environment in which the writer must write. There is a true intimacy in viewing someone else's writing that is deepened by encountering it in the writer's own space. I wonder if, when we do return to a neutral space, we will say that something is lost.

—Consultant, staff meeting notes, Spring 2021

Our experience in our Zoom-only Writing Center has been transformative. The whole time, we and our whole staff and our valued colleague Joe Ponce, Writing Program Office Manager, have been grappling with logistics, inventing new ways to engage consultants in building community and learning from one another, keeping an awareness of the stress and trauma of the pandemic, responding to the urgent need for antiracist and anti-ableist educational practices, supporting faculty across campus with workshops and resources, and helping more than 1240 individual writers to keep communicating with us. To keep writing.

We are using the present perfect tense intentionally; this is not a retrospective. The virtual Writing Center is open right now. Ten consultants are working online this summer to meet with writers, create and facilitate workshops for new cohorts of students, and develop fall programs for incoming first-year students. They are running Fulbright writing groups and dissertation support groups. They are analyzing data from our spring staff meetings, assessing programs, and helping us revise our training for next year. They are continuing their research, posting to social media, and sharing vacation photos with one another in Slack. We are supporting them in doing this work—some of which they have never done before—while also updating and creating resources, running faculty writing retreats, planning workshops for University College faculty and GSPP students, preparing our presentations for the International Writing Across the Curriculum Conference in August, assessing the work of the past year, and hiring for the next one.

We are asking more consultants to take on leadership positions and to assist with administrative work, not only because we value their contributions but also because we *need the help*. A writing consultation in Zoom holds a mirror up to a consultant (Feibush); the accumulation of 4475 writing consultations in Zoom, plus hundreds of hours of staff meetings, classes, video clip discussions, workshops, and peer reviews holds a mirror up to us: we are doing more than we can do, and our return to campus will add even more to our plates.

We are not returning to the same writing center we left in March 2020. Online consultations, with all their difficulties, are here to stay: they provide access and flexibility, they help us to preserve consultations in text form, they create rich learning opportunities for consultants and writers. But we face a new set of logistical problems: how do we teach our new staff to do excellent peer consulting work online *and* in person? How do we help them *and us* to shift between these two modes

successfully? How do we create and manage a schedule and a staff while some people are in Anderson and some are online? How do we ensure that writers across campus will be able to get in-person consultations when they want them and online consultations when they need them? How do we offer robust writing and learning experiences to incoming students, some of whom will be on campus for the first time after the long lockdown? And how do we do all of this while still supporting faculty and students across campus with workshops, resources, consultations, and programs?

These lists may seem exhaustive and exhausting: they are meant to. Looming largest in our minds right now is this question: who will help us do this work? Some writing centers of our size have specific staff who coordinate logistics: the schedule, the advertising, the correspondence. Some writing centers have faculty specialists in English language learning or graduate support coordinators. We are fortunate to have experienced faculty colleagues in the Writing Program with whom we can collaborate, but we acknowledge that their capacity to help us has limits, since they have their own classes to teach and projects to manage. We rely on their goodwill.

Who we *do* have is our staff: the undergraduate and peer consultants who work 8-12 hours per week, who are endlessly smart and thoughtful and curious and good-humored about the work we ask them to do. As is the case in most years, however, about two-thirds of them have graduated or moved onto internships and teaching and dissertations, and they have taken their accumulated wisdom with them. Our success in making the transition back to campus, on keeping our commitment to student and faculty writers, depends on the labor, curiosity, and skill (Saleem) of people we haven't even interviewed yet, much less met: at least 25 people, we hope, whose talents and interests and willingness to learn will soon become known to us.

We are confident that we and these 25 or so new consultants and our generous Writing Program colleagues will figure it out—just as we had to figure it out at the beginning of the pandemic. The same thinking we engaged in with our staff in March 2020 can serve us well now. We need to consider which of our practices are most essential, and which might we set aside. We need to be creative about inventing and revising the logistical, pedagogical, and administrative structures that shape the work of the Writing Center.

It's not that we left one writing center on campus in March 2020 and began to build another one that spring. It's that we know that as we are poised to return to campus, we have a lot of questions about the work to come and the way that work will unfold. To circle back to the epigraph with which we began this reflection, "the writing center is as much about learning as it is unlearning; the writing center is about listening; the writing center is a question; the writing center is the thing you didn't think to ask."

Works Cited

- Boquet, Elizabeth. "'Our Little Secret': A History of Writing Centers, Pre- to Post-Open Admissions." *College Composition and Communication*, vol. 50, no. 3, 1999, pp. 463-82.
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Appendix A
Writing Center Staff
Spring 2020-Spring 2021

First	Last	Degree, Field	Staff Position(s)	Project(s) During Pandemic
Aberdeen	McEvers	MSW, Social Work	Consultant, Coordinator	CAPE Partnership
Adriana	Socoski	PhD, English	Consultant	
Aliyah	Williams	BA, Sociology & Criminology	Consultant	Research
Alex	Toy	PhD, English	Consultant	Workshops
Ameen	Al Shaibani	MS, Computer Science	Consultant	
Amelia	Zabel	BA, International Studies & Spanish	Consultant, Mentor	Research, Article Submission, Workshops
Angela	Gattuso	PhD, Literary Studies	Consultant	
Anna	Zumbahlen	PhD, English / Creative Writing	Consultant	Workshops
Ben	Caldwell	PhD, Literary Studies	Consultant, Mentor	RMWCA Presentation, CGC Presentation
Caroline	Conroy	MA, Literary Studies	Consultant, Coordinator	PNWCA Presentation, IRB application, DEI Grant Proposal
Clare	Gillman	BA, English & Anthropology	Consultant	Resource Development
Dave	Whelan	PhD, English / Creative Writing	Consultant	RMWCA Presentation, Fulbright Writing Groups
Elijah	Null	PhD, Literary Studies	Consultant, Coordinator	Research
Elisabeth	Booze	PhD, English / Creative Writing	Consultant	FSEM Workshop Development, Workshops, Focus Groups
Emily	Graboski	MS, Education	Consultant	Resource Development, Focus Groups
Eric	Mills	PhD, Literary Studies	Consultant	
George	Kovalenko	PhD, English / Creative Writing	Consultant	RMWCA Presentation, Fulbright Writing Groups
Haley	Clark	BA, English	Consultant	Research
Jasmine	Knobloch	MA, Literary Studies	Consultant, Coordinator	Resource Development, Focus Groups
Jasmine	Sauceda	MA, Literary Studies	Consultant, Summer Graduate Asst Director	Social Media, DEI Grant Proposal, Workshops
Jenny	Albright	PhD, Literary Studies	Consultant	Research
Joanna	Li	BA, Biology	Consultant	
Julia	Cordova	BA, Psychology & English	Consultant, Coordinator	RMWCA Presentation, YSW Submission, Focus Groups
Kaya	Lins	BA, Political Science & Spanish	Admin	
Kayla	Deep	MSW, Social Work	Consultant	RMWCA Pres, CAPE Partnership
Kevin	Kohlhauf	PhD, Literary Studies	Consultant, Mentor	Research, Workshops

Kiahna	Stephens	MA, International Studies	Consultant	
Kristen	Wallace	MA, Literary Studies	Consultant, Mentor, Summer Graduate Asst Director	RMWCA Presentation, Workshops
Lilian	Scott	BA, Sociolegal Studies	Admin	
Liliana	Benzel	BA, English	Consultant	
Leah	Nieboer	PhD, English / Creative Writing	Consultant	Workshops
Madison	Hakey	BA, Psychology & English	Consultant, Mentor, Coordinator	Workshops, Resource Development
Madison	Myers	PhD, Literary Studies	Consultant, Coordinator	Resource Development, Research, Focus Groups
Manny	Loley	PhD, English / Creative Writing	Consultant	Research; Article Submission, Workshops
Marina	Burandt	PhD, Literary Studies	Consultant	PNWCA Presentation
Matt	Hugel	MS, Geographic Information Systems	Consultant	Resource Development
Maya	Piñon	BA, Spanish & Political Science	Consultant	ePortfolio, Workshops
McKenzie	Wilson	MS, Counseling Psychology	Consultant, Coordinator	Social Media, Workshops
Megan	Solberg	PhD, Counseling Psychology	Consultant, Mentor	Research, Workshops, Dissertation Grp
Mia	Geoly	MA, International Studies	Consultant	Workshops
Molly	Smith	MS, Marketing	Consultant	CGC Presentation; Brand Audit
Natalie	Earnhart	PhD, English / Creative Writing	Consultant	Workshops
Olivia	Tracy	PhD, Literary Studies	Consultant, Mentor, Summer Grad Asst Director	Workshops, Staff Education, Research
Rebecca	Gaines	PhD, Counseling Psychology	Consultant, Mentor	Workshops, Dissertation Grp
Sai	Badduri	MS, Materials Science	Consultant	DEI Grant Proposal
Sam	Barber	PhD, English / Creative Writing	Consultant	Workshops
Sara	Sheiner	PhD, English / Creative Writing	Consultant	Research, Staff Education, Faculty Retreats
Sean	Danaher	MSW, Social Work	Consultant	ePortfolio
Stella	Corso	PhD, English / Creative Writing	Consultant	Workshops
Summer	Graham	BA, Mechanical Engineering	Consultant	Workshops
Tristan	Jenkins	MS, Library & Info Science	Admin	
Victoria	Anthony	BA, Hospitality Management	Consultant	Research
Wendy	Chen	PhD, English / Creative Writing	Consultant	RMWCA presentation, <i>Praxis</i> Submission, <i>Composition Studies</i> pub
Winnie	Pham	BA, International Studies	Consultant, Coordinator	Research, Staff Community Hour Planning
Zach	Johnson	BA, English, German, Business Management	Consultant, Mentor	Research

Appendix B
Writing Center Staff Research Presentations & Publications
Spring 2020-Spring 2021

- Burandt, Marina. "Emotional Labor in the Writing Center," Pacific Northwest Writing Centers Association, April 2021.
- Caldwell, Ben. "Your (Not Actually Cheating Heart): Understandings of Plagiarism in a Primarily Online Professional Graduate Program," Rocky Mountain Writing Centers Association, March 2021.
- Caldwell, Ben, and Olivia Tracy. "Fragments of a Whole: Peer-Led Support Creating Graduate Community," Consortium on Graduate Communication, June 2021.
- Chen, Wendy. "The Rhetorics of Silence in the Writing Center." Rocky Mountain Writing Centers Association, March 2021.
- Conroy, Caroline, "Removing Barriers: Making Space for Code Meshing Beyond Writing Centers," Pacific Northwest Writing Centers Association, April 2021.
- Cordova, Julia. "Breaking Up is Not Hard to Do: The Overlooked Benefits of Disfluency Withing Writing Centers," Rocky Mountain Writing Centers Association, March 2021.
- Deep, Kayla. "Pausing for Breath: Minimizing Writing-Induced Anxiety in the Writing Center," Rocky Mountain Writing Centers Association, March 2021.
- Gaines, Rebecca, and Megan Solberg. "The Writing Center as Therapeutic Space: 'I Have So Much Anxiety Around Writing, I Don't Even Know Where to Start,'" Colorado Wyoming Writing Tutors Association, April 2020 (canceled due to pandemic but presented to staff in Winter 2021).
- Kovalenko, George. "Uncentering the Writing Center," Rocky Mountain Writing Centers Association, March 2021.
- Parrish, Juli, and Wendy Chen. "Intergenerational Exchange as a Process of Negotiation." *Composition Studies*, vol. 49, no. 1, Spring 2021, pp. 149-53.
- Smith, Molly. "Resonating with Graduate Students By Applying Branding Principles," Consortium on Graduate Communication, June 2021.
- Tracy, Olivia. "'A Moveable Object': Props and Possibility in Writing Consultations." *Praxis* vol. 18, no. 2, 2021, <http://www.praxisuwc.com/182-tracy>.
- Wallace, Kristen. "Talking in Turn: An Exploration of Writing Center Consultant Disclosure," Rocky Mountain Writing Centers Association, March 2021.
- Whelan, Dave. "Witnessing as Radical Empathy in Tutorials," Rocky Mountain Writing Centers Association, March 2021.

Appendix C
Staff Research Projects in Progress
Spring-Summer 2021

Albright, Jenny. Conference proposal submitted to Fall 2021 International Writing Centers Association Conference, Spring 2021.

Chen, Wendy. "Silence as an Empowering Rhetorical Choice within Writing Centers." Currently under revision for resubmission to *Praxis*.

Clark, Haley. Article draft in progress, to be submitted to *The Peer Review*, Summer 2021.

Conroy, Caroline. "Faculty Perceptions and Barriers to Acceptance of Code Meshing in the Classroom." IRB submitted for article follow-up to PNWCA conference presentation, Spring 2021.

Cordova, Julia. "Environmental Schema and the Overlooked Benefits of Disfluency in the Writing Process." Article submitted to *Young Scholars in Writing*, Spring 2021.

Kohlhauf, Kevin. "Performance as Revision: Writing Center Consultations as Collaborative Staging." Article proposal submitted to edited collection *Revising Moves: Sharing and Narrating Revision in Action*, Spring 2021.

Loley, Manny. Submitted article proposal to *Praxis* special issue, "Have We Arrived? Revisiting and Rethinking Responses to the Need for Transformative Listening and Mindfulness of Difference," Winter 2021.

Kelly, Megan, Kelly Krumrie, Juli Parrish, and Olivia Tracy. "How We Observe: Using Replayable Texts to Build Agency and Collaboration in Consultant Training." Provisionally accepted for *WLN: Journal of Writing Center Scholarship* special issue on "The Post-Pandemic Writing Center." Submitted Winter 2021, full draft due December 2021.

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Appendix D:

Classes, Departments, and Programs We Worked With During the Pandemic

Groups, Programs, and Interdisciplinary Events

Academic Advising / Staff and Faculty Advisors
Advanced Seminar Program
Career Services
Communication Studies Graduate Teaching Instructors
Curriculum & Instruction Student Representative Board
Office of Graduate Education
E-STEM Summer Research Program
Engineering Symposium
English & Literary Arts Department
English Language Center
First-Year Seminar Program
Graduate School of Professional Psychology
Graduate School of Social Work
Korbel Career Services
IRISE / Roger Salters Institute
Morgridge Student Affiliates of School Psychology
Office of Graduate Education
Office of Internationalization
Undergraduate Research Center
University College Advising
University College Master Teachers Program

Specific Courses & Events

ARTS 3347: Professional Practice
ASEM/: Adoption & Communication
ASEM: Changing Meaning of Adulthood
ASEM: Early Social Experiences & Health Throughout
Lifespan
ASEM: Income & Wealth Inequality in the 21st Century
ASEM: Media & Terrorism
ASEM: Music, Politics, and Policy
ASEM: Muslims and Identity in Europe
ASEM: Politics & Art
ASEM: Sex and Sexuality
ASEM: Words, Music, and Social Change
BACP 3450: Integrative Project Design
CPSY 3249: Health & Positive Psychology
EDUC 4502: Elem Science/Social Science Methods for CLD
Curriculum & Instruction
ELC 0801: Directed Language
ELC 3003: Integrated Communication for Intl Grad Students
ENGR 4900: Grad Professional Development
ENGR 2620: Engineering Integration 2
EPM 4910: Research Practices & Applications
FSEM: 4D Student
FSEM: Bioethics in Science and Medicine
FSEM: Coming of Age: A Literary and Personal journey

FSEM: Design your DU
FSEM: Health and Environment
FSEM: Immigrant Stories: Theirs and Ours
FSEM: Metropolitan Denver
FSEM: Musical Theft and Appropriation
FSEM: Populism in American Political Culture
FSEM: Science of Science Fiction
FSEM: Social Class and College Culture
FSEM: STEM OUT: Sci, Tech, Engineering & Math Outreach
FSEM: Strange World of Quantum Physics
FSEM: You Are What You Eat
Fulbright Program
GSI 4905: Research Practices & Applications
GSPP Consortium
GWST 2701: Critical Race Arts-based Feminist Theory
InQueery
GWST 2701: Women Writing Resistance
GWST 3975: Capstone Seminar
HC 4015: Healthcare Finance
HED 4202: Program Evaluation
HIST 1150: America in the Sixties
HIST 3989: Senior Seminar
INTS 4987 Forced Labor and Human Trafficking
IRISE: RSI Roger Salters Institute
LOS 3150 : Working in Groups and Teams
MUAC 4000: Intro to Grad Study
MUAC 4540: Music and Activism
ORL 4902: Organizational Leadership Capstone Seminar
PHYS 3100: Senior Seminar in Physics & Astronomy
PLSC 2001: Law and Politics
PLSC 2704: Topics in Political Theory: Pol Theory of Intl
Relations
PLSC 2825: The Politics of Rights
PLSC 3715: Political Theory of International Relations
PSYC 2070: Child & Lifespan Development
PWRI 4110: Writing Creative Nonfiction
REAL 3010: Real Estate Capital Markets
REAL 3367: Development & Feasibility Real Estate
REAL 4467: Property Devt and Feasibility Real Estate
RLGS 5800: Pedagogy and the Teaching of Religion
RMS 4940: Research Methods
Study Abroad Program
SOWK 4299: Advanced Standing Seminar
UCOL 4910: Research Practices and Applications
University of Denver Research Symposium
WRIT 1122: Rhetoric & Academic Writing
WRIT 1133: Research Writing
WRIT 1533: Research Writing for Transfer Students

