Curiosity, Collaboration, Connections:
The 2018 Northern California Writing Centers Association (Un)Conference

Santa Clara University, April 7th, 2018

NCWCA 2018 Call for Proposals

un·con·fer·ence
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A participant-centric meeting that encourages and emphasizes the exchange of information and ideas amongst attendees while not adhering to a conventionally structured program of events.

Writing centers are idea spaces. They're places where groups of people come together to talk about ideas, solve problems, support each other, and imagine what the future might bring. In short, each day in a writing center is a bit like an unconference. A writing center is not a top-down learning space where only some have a say. It's a place where everyone can voice their perspectives, a place for problem-solving, for building connections, and for inspiration.

The 2018 conference for the Northern California Writing Centers Association will celebrate these qualities and will tap into the creativity and innovation that writing centers embody and that Silicon Valley—at its best—is known for. We'll come together to share thoughts, questions, and suggestions and will leave enthused with ways to infuse our centers with new projects. So bring your desire to be curious, to collaborate, and to make connections!

Session Formats

We're looking for you to get creative and find ways to spark conversation with *interactive* meetings. We'll make space for true "unconference" gatherings, and all pre-selected proposals should specify how they will encourage collaboration, exploration, and participant engagement:

1. **Workshops**: These 60-minute sessions should encourage hands-on activities and discussion. They will be pre-selected from proposals submitted to conference organizers.
2. **Lightening Talks**: Think Ignite Talks and PechaKucha. These brief (5- to 7-minute) presentations can highlight ideas, applications of theory, and active projects. Multiple members (up to 6) from a writing center can submit together for a grouped lightening talk. Individuals are also welcome to submit solo talks, which will then be grouped together with other solo talks.

3. **Unconference**: These will be self-organized sessions that participants can start at the conference. During Saturday's continental breakfast, participants will have the opportunity to generate ideas and topics for 60-minute meetings that will take place throughout the day. Participants are encouraged to consider the list of participant-selected interests and topics listed at the end of this call. Additional details will be sent out through the listserv as the (un)conference approaches.

Deadlines

Proposal submissions – ~~February 9th, 2018~~ <mark>February 20th, 2018</mark>
250-word proposals for Workshops and Lightening Talks are due by February, 9th, 2018. Submit proposals via **this form**. Include a 50-word abstract as well.

Acceptances will be sent in late February.

Scholarship submissions – March 1st, 2018
The NCWCA is pleased to offer scholarships to help cover registration costs. Please submit a scholarship request **here**. Include a paragraph explaining your need. NCWCA Co-Presidents will review applications and will notify recipients.

Early-bird registration deadline – March 9th, 2018*
Conference registration fees (continental breakfast and box lunch are included)
- Full-time faculty/staff/director $85
- Part-time faculty/staff $65
- Student $35

Register now!

*All registration fees increase by $15 on March 10th, 2018.

Regular registration deadline – March 28th, 2018
Conference registration fees (continental breakfast and box lunch are included)
- Full-time faculty/staff/director $100
- Part-time faculty/staff $80
- Student $50

Unconference Themes and Participant-Selected Interests

The following were voted on by NCWCA listserv participants. Percentages reflect the percentage of voters who expressed interest in these broader categories:

89% Writing centers and cross-campus relationships (e.g., How is your center viewed by those on your campus? How does it—or might it—make an impact in terms of WAC or WID? How do you work with writers during on-line sessions? Do you have an advisory group, and how is that working?)

74% Writing centers as uniquely safe spaces (e.g., What can writing centers do to support inclusive language? How does your center actively support diversity on campus?)

67% Writing centers and change (e.g., Has your center recently moved to a new location, experienced a new reporting structure, faced new budget concerns? What's working, what isn't?)

67% Writing centers and employment (e.g., How do you train your tutors/consultants? How do different types of tutors (undergrads, grads, staff, faculty) work together? How do your tutors/consultants take what they learned as tutors with them?)

52% Writing centers and politics (e.g., What can writing centers do in relation to the uncertainties surrounding DACA? How does your writing center participate in discussions about free speech?)

48% Writing centers and the community (e.g., How does your writing center participate in writing and learning that happens beyond your campus?)

Additional Participant-Selected Topics and Themes

Theory & Practice
- How can writing centers work with digital humanities, multimodal tutoring theory and pedagogy, embedded tutoring, technology, and game theory?
- What consulting methods are effective for students with various learning disabilities?
- How can we encourage tutee agency and interactivity?
- How can writing be an aid to wellness?
- What is the role of reading in the writing center?
- What are the affective dimensions of consulting/tutoring?
- What strategies can centers use for on-line sessions or distance-conferencing? For tutoring graduate students? For group tutoring?

Relationships & Staffing
- How can writing center evaluate and assess themselves?
- What might be the scope of writing centers in campus-wide initiatives and academic support?
- How can writing centers work effectively with individual instructors?
- What writing center-run workshops or instructional materials have been most successful?
- How can writing centers collaborating with librarians?
- How do spatial aspects influence a writing center?
- How can undergraduates take their work experience in writing centers to the work sector?
- How might writing center experiences be considered as a kind of (or on par with) internships?
- How can we incorporate research and writing projects into ongoing consultant training?
- How can centers plan for the unexpected: what happens when a director is suddenly not available?