

# Conference on Writing and Well-Being

Teaching, Identity, and the Classroom

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University of Arizona  
Tucson, Arizona

January 9-11, 2020



University of Arizona Writing Program: Conference on Writing and Well-Being

#cwwb2020

writingandwellbeingcon@gmail.com



# Welcome

## Hope, Goals, and New Beginnings

*Welcome to Tucson and the University of Arizona!*

It is my distinct honor to welcome everyone to the inaugural Conference on Writing and Well-Being. Our conference theme this year includes "teaching," "identities," and "writing," and we have received over 70 outstanding proposals from around the world. As of this writing (on December 16, 2019), we have close to 150 attendees registered and / or volunteering. This conference simply would not exist without the extraordinary help of our volunteers and the courage of attendees in putting in the hard work and effort to join us for this first-time event! My hope is that this is the start of a big change in how we teach, think, and learn in education. Throughout this process it has been astonishing to me that a conference like this isn't already well-established, as the need to transform education to prioritize quality of life and our collective well-being is great.

So thank you. Thank you for believing in the humane vision for learning this conference represents. Together we can further discourse that has emerged in recent years in various contexts that suggests our quality of life should be a central objective in how we learn.

Regarding our vision for the conference this year and in years to come:

- 1) Our hope is to host the Conference on Writing and Well-Being at other locations on intervening years, returning to Tucson and the University of Arizona every other year. It is not too early to voice interest, if you have such interest, in hosting a Conference on Writing and Well-Being at your institution.
- 2) I believe we have to set big goals, audacious goals, culture-changing goals, and then rally our collective will to work hard to reach those goals. Make no mistake. Saying we would like to shift the culture of education to prioritize well-being and quality of life over test-taking, rankings, and social comparison is an audacious goal. But none of us would be here if we didn't believe that is a direction we feel our conversations regarding how we learn must take.
- 3) To reach these kinds of goals, this conference must encourage interdisciplinary participation and reach beyond our academic boundaries to partner with civic, non-profit, and, yes, even private industry in changing the direction that assessment culture has led us down for the last twenty years. Our current model for learning is not sustainable because it relies too heavily on extrinsic rewards for motivation to drive us, and we are all feeling the burn-out of two decades on this treadmill. It is time to codify education policies that center on well-being, quality of life, and aspirational intrinsic motivations such as affiliation, generativity, and self-growth.
- 4) In order to reach these audacious goals for policy, practice, and cultural change regarding how we learn, I believe we must establish an international organization dedicated to well-being in education. I propose that within one year of this inaugural conference, we establish the International Association for Well-Being in Education (IAWE).

That's it for me. Those are my goals, my vision, if you will.

Now I would like to know about *your* goals. I encourage you to speak with me, our conference team, and your fellow attendees about your goals. Think about it. As you are embarking on this conference, write down what your biggest goals are for this conference:

- What do you most hope to accomplish these next few days?
- What would contribute to your feeling that this was a successful conference for you?

Write them down and share those thoughts with me, please. I cannot emphasize how important it is to write down your goals and then to share those thoughts with someone else. It is in the act of writing and sharing what we write that we learn optimally, and it is through goals, pathways, and the cultivation of agency that we develop hope for a better future.

It is with a heart filled with gratitude, hope, and love that I welcome you to this, our inaugural Conference on Writing and Well-Being.

Gratefully,

Stacey Cochran

Conference Chair

cochranwrites@email.arizona.edu

# Acknowledgments

It is with profound gratitude that we acknowledge the people and history of the land upon which we are meeting. We borrow the language of the University of South Dakota to explain this importance:

We cannot focus on our future without first recognizing our past. It's important to recognize that our university exists on the ancestral lands of Native American tribes whose heritage and culture continue to enrich our community to this day. It is with profound respect that we acknowledge the indigenous peoples of this land.

In addition, the University of Arizona makes this specific statement of acknowledgment:

The University of Arizona sits on the original homelands of Indigenous Peoples who have stewarded this Land since time immemorial. Aligning with the university's core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the People, culture, and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.

This inaugural Conference on Writing and Well-Being was made possible because of the generous support of several offices, programs, and colleges at the University of Arizona. We are immensely grateful to the following sponsors:

UA College of Law  
UA Provost's Office  
UA Writing Program  
UA College of Social and Behavioral Sciences  
UA Office of Instruction and Assessment  
UA Student Success and Retention Innovation  
UA Department of English

In addition, the hard work and generosity of a dedicated team of volunteers have made the initial idea of the conference come to fruition. We could never have done this without the help of the following individuals:

Brooke Anderson	Zeeda Anderson	Mary Bell
Sally Benson	Sean Bottai	Leah Bowshier
Thir Budhathoki	Kevin Cassell	Nick Cenegy
Violet Chabko	Sean Chadwick	Stacey Cochran
Nicole Crevar	Krista Ferguson	Jeremy Frey
Nick Halsey	Aly Higgins	Analeigh Horton
Alan Kohler	Kathleen Kryger	Kristin Little
Cameron Louie	Bill Macauley	Breyant Todd Marshall
Maureen McHugh	Carolyn McKee	Susan Miller-Cochran
Joey Nardinelli	Gabriel Palacios	Sherry Rankins-Robertson
Nataly Reed	Jamey Rogers	Emily Jo Schwaller
Gomal Sahaan	Erik St. Mark	Sydney Sullivan
Victoria Vertein	Dennis Wise	

# General Information

## Location

All sessions will be held in the Education building(EDUC), 1430 E. Second Street, Tucson, Arizona 85721. See the interactive campus map at <http://map.arizona.edu>.

## Parking

Parking passes will be available on a first-come, first-served basis for the Second Street Garage for Friday and Saturday. There is also paid visitor parking available in the Second Street Garage. You can find disabled parking in both the Second Street Garage and in the parking lot directly on the east side of the Education building.

## Registration and Information

You can get your program book and name tag at the Registration table, which will be set up just outside of EDUC 211, on the main floor near the entrance on the northwest side of the building. Registration will be open on Thursday (1/9) from 12:00 - 4:00pm and on Friday and Saturday (1/10 and 1/11) from 8:30am - 5:00pm.

## Accessible Entrances and Elevators

There are six accessible entrances on the west side of the Education building and additional accessible entrances on the other three sides of the building. You can also find two elevators in the Education building: one on the east side of the building and one on the west side. For additional information about accessibility on campus, including maps of accessibility features for all buildings, see <https://www.arizona.edu/campus-accessibility>.

## Restrooms

The Education building has wheelchair accessible restrooms on each floor. The University of Arizona maintains a policy of nondiscrimination on the basis of gender identity and allows individuals to use the restroom that corresponds to their gender identity. In addition, the Education building has a gender-neutral restroom on the first floor that is available for those with access issues not related to gender identity such as parents and attendants / caregivers.

## Technology

All classrooms in the Education building have computers set up for presentations. You will have a volunteer from the UA in your session (if you are not an employee or student at the UA) to help you login to the presentation technology. Wifi is available throughout campus for free. You can either use the UA guest access, or you can use eduroam, if you have already set up an eduroam account through your own institution.

## Sessions

Each session is 75 minutes with 15 minutes between the sessions. Presentations have been allocated 60 minutes in an effort to allow 15 minutes per session for Q/A or further discussion.

## Who to Contact

- Accessibility, dietary needs, or conference events: Susan Miller-Cochran, 480-703-4163
- Technology: Jamey Rogers, 520-245-0707
- For all other questions: Stacey Cochran, 480-254-3217

# Schedule Overview

## Thursday, Jan 9

<b>Registration / Information</b>	12:00 - 4:00pm	EDUC 211
<b>Pre-Conference Symposium</b>	1:00 - 4:00pm	EDUC 351
<b>Opening Reception</b>	5:00 - 7:00pm	EDUC 211

## Friday, Jan 10

<b>AM Events</b> (optional)	<i>See page 8 for details!</i>	
<b>AM Refreshments</b>	8:30 - 10:00am	EDUC 211
<b>Registration / Information</b>	8:30 - 5:00pm	EDUC 211
<b>Presentations</b>	EDUC 308, 318, 320, 333, 351	
<b>Session A</b>	10:00 - 11:15am	
<b>Session B</b>	11:30am - 12:45pm	
<b>Lunch</b>	12:45 - 1:45pm	EDUC 211
<b>Presentations</b>	EDUC 308, 318, 320, 333, 337, 351	
<b>Session C</b>	1:45 - 3:00pm	
<b>Session D</b>	3:15 - 4:30pm	
<b>PM Refreshments</b>	2:45 - 3:45pm	EDUC 211
<b>PM Event</b> (optional)	<i>See page 15 for details!</i>	

## Saturday, Jan 11

<b>AM Events</b> (optional)	<i>See page 15 for details!</i>	
<b>AM Refreshments</b>	8:30 - 10:00am	EDUC 211
<b>Registration / Information</b>	8:30 - 5:00pm	EDUC 211
<b>Presentations</b>	EDUC 308, 318, 320, 333, 351	
<b>Session E</b>	10:00 - 11:15am	
<b>Session F</b>	11:30am - 12:45pm	
<b>Lunch</b>	12:45-1:45pm	EDUC 211
<b>Presentations</b>	EDUC 308, 318, 320, 333, 337, 351	
<b>Session G</b>	1:45 - 3:00pm	
<b>Session H</b>	3:15 - 4:30pm	
<b>PM Refreshments</b>	2:45 - 3:45pm	EDUC 211
<b>Evening Reception</b>	6:00pm	<i>See page 22 for details!</i>

# Thursday, Jan 9

## Pre-Conference Symposium on Writing Tutoring and Well-Being

**Time: 1:00 - 4:00pm**

**Location: EDUC 351**

*This event is free. Registration is required and available through [writingandwellbeing.arizona.edu](http://writingandwellbeing.arizona.edu)*

Brooke Anderson, Pima Community College; Nick Cenegy, University of Arizona;  
William J. Macauley Jr., University of Nevada, Reno; Victoria Vertein, Pima Community College

This symposium invites participants to explore the central question of this conference in the context of writing support outside the classroom. Are existing and proposed writing tutoring practices, pedagogies, and policies attending to the well-being of writing tutors, learning and writing center administrators, staff, and the students that utilize writing support outside the classroom? To what extent are existing values, policies, and practices, contributing to students', tutors', and staffs' PREMISE (**P**ositive emotions, **R**elationships, **E**ngagement, **M**eaning, **I**dentities and **I**ndependence/Autonomy, **S**elf-Compassion, and **E**xpertise and **E**nvironmental mastery)?

In the first hour of this symposium, facilitators and participants will share artifacts (internal, external, or both) from their centers to examine and problematize in relationship to core values and well-being. Together we will identify and explore the items that capture the unique atmosphere of our different spaces and the way we experience our environments. In the second hour, the facilitators will lead a discussion on writing tutoring and well-being current research and scholarship. In the third and final hour, the facilitators will guide participants through visualizing themselves as generators of well-being in their centers and how they, in their different roles, can operationalize their unique ideas.

**Thu, Jan 9**

## **Opening Reception**

**Time: 5:00 - 7:00pm**

**Location: EDUC 211**

### **Welcome:**

- Stacey Cochran, Conference Chair
- University of Arizona Administration

### **Opening Roundtable:**

- Damián Baca, Associate Professor of Rhetoric, Composition, and the Teaching of English, University of Arizona
- Cynthia Demetriou, Vice Provost for Student Success and Retention Innovation, University of Arizona
- Hayriye Kayi-Aydar, Associate Professor of English Applied Linguistics, University of Arizona
- Victoria Maizes, Executive Director of the Andrew Weil Center for Integrative Medicine, University of Arizona
- Eddie Webb, Professor of English, Mesa Community College
- Stacey Cochran, moderator

Please stay until 7:00pm and enjoy a street taco bar and entertainment from *Mariachi Los Desvelados*.

# Friday, Jan 10

## Optional Morning Events and Refreshments

*All optional events will have a sign-up sheet at the registration desk (EDUC 211) and are available at no cost to the conference participants.*

- **Morning Meditation**

Time: 8:30 - 10:00am

Location: Little Chapel of All Nations  
1401 E First Street, Tucson, AZ

*This is a silent sit, and you are welcome to come and go as you please.*

- **Morning Refreshments**

Time: 8:30 - 10:00am

Location: EDUC 211

*Coffee, tea, and refreshments with vegan, vegetarian, and gluten-free options will be available.*

## Session A: 10:00 - 11:15am

### Session A.1

**Location: EDUC 320**

#### Teaching Happiness in a First-Year Writing Class

Mary Rosenberry, University of Arizona

This presentation walks participants through the advantages, surprises, and joys of theming a writing class around happiness. The topic of happiness is broad enough to appeal to a wide audience while being personal enough that each student feels they have a personal stake in class discussions and writing assignments.

*30 minutes*

#### Laughing Your Way to Academic Success: Can Laughter in the Classroom Impact Learning and Improve Well-Being?

Diana J. Simon, University of Arizona

This discussion explores the impact of instructional humor on learning and well-being. First, humor is defined. Second, the impact of instructional humor is discussed in terms of creating a relaxed and positive classroom environment. Finally, you do not need a funny bone to create a fun and positive classroom environment.

*30 minutes*

### Session A.2

**Location: EDUC 308**

#### Listening In: Engaging the Senses for Identity and Well-Being

Tomie Hahn, Rensselaer Polytechnic Institute; Alicia Walf, Rensselaer Polytechnic Institute; Lorelei Wagner, Rensselaer Polytechnic Institute

This interactive session explores notions of well-being and identity through an engagement of the senses, writing, and contemplative practices. Come join three writer-teachers (neuroscience, ethnography, writing center studies) who will collaboratively present a playful session using sensory prompts to tease ourselves out of habits and into a world of self-discovery.

*60 minutes*



**Fri, Jan 10**

**Session A: 10:00 - 11:15am**

**Session A.3**

**Location: EDUC 333**

**Building Community: Writing Groups as Safe Spaces for Writers of Color in Higher Education**

Andrea Hernandez Holm, University of Arizona

In this presentation, we will discuss how peer tutoring groups are safe spaces that facilitate skill-building and support for graduate students as they review, revise, and write. We offer examples from WSIP's tutoring groups and People of Color writing groups to illustrate best practices.

*30 minutes*

**Give me a Lever, and I Shall Move the World**

Victoria Vertein, Pima Community College

Conventional methods of tutor scaffolding often bring similar tools to every problem. I argue that we should actively seek to level the playing field. This presentation proposes solutions and invites a dialogue to answer the question: What if students were our end goal—not the paper?

*30 minutes*

**Session A.4**

**Location: EDUC 318**

**Responsible Citizenship in the Writing Classroom: Activating Students' "Delight Radar"**

Brandon Haffner, Longwood University

Cultivating ideas of responsible citizenship—inclusivity, passion, activism—in the classroom is challenging in the age of Trump. Using as a guide Ross Gay's *The Book of Delights* and other scholarship, this presentation explores innovative writing assignments that encourage students to develop qualities of compassionate leadership.

*30 minutes*

**Violence in Literature and Society**

Labecca Jones, Colorado Mesa University

This session explores political, physical, and emotional violence from the perspective of literature, writing, social science, and psychology. Students complete writing assignments that require reflection, analysis, and personal response to various forms of violence. The audience will better understand how to employ trauma-responsive pedagogy in the classroom.

*30 minutes*

**Session A.5**

**Location: EDUC 351**

**Well-Being Through Identity Establishment in the First-Year Writing Classroom**

Liz Cozby, Texas Woman's University; Sarah DeCapua, University of Connecticut

In this interactive presentation, the facilitators share activities that give students an opportunity to develop identity, engage with each other, and create positive relationships. Grounded in Alrubail's, Pratt's, and Keating's scholarship, students enter contact zones and are guided to recognize interconnectivity and celebrate their differences.

*60 minutes*

**Fri, Jan 10**

**Session B: 11:30am - 12:45pm**

**Session B.1**

**Location: EDUC 320**

**Contemplative Writing Practice: Returning to Center**

Pamela Kenley-Meschino, Molloy College

Neuroscientists and Zen teachers understand that meditative practice can rewire the brain and promote positive change. Participants in this interactive session will engage in meditation, deep listening, and mindful writing, with the objective of experiencing writing as a generative, contemplative practice, a conduit for self-discovery and well-being.

*60 minutes*

**Session B.2**

**Location: EDUC 308**

**Happiness by Design: Research Writing about/for Well-being**

Jennifer Campbell, University of Denver

This presentation describes a research-writing course that investigates well-being through multiple methods and disciplinary perspectives while offering students positive strategies for managing their often stressful college careers and later lives. I will discuss course design, assignments, and practices that meet these goals and how to adapt them for diverse writing curricula.

*30 minutes*

**Getting the "Dead" out of *Deadline*: Teacher Practices for Making Due-Dates Contribute to Writer Well-Being**

Doug Downs, Montana State University

Deadlines, while a potentially helpful and healthy aspect of professional writing, are frequently used punitively in writing classrooms. Working with PERMA well-being theory, my presentation engages attendees in collaboratively generating principles by which teachers can balance their own organizational needs with student well-being and empowerment in negotiating writing deadlines.

*30 minutes*

**Session B.3**

**Location: EDUC 333**

**Autoethnographic Writing in Research and Teaching as an Avenue to Well-Being**

Amanda Arp, Iowa State University

Writing autoethnographic works can lead to lasting well-being and flourishing (Seligman, 2011). Research inspired by my experiences identifying as a fat woman has helped me cultivate relationships, engagement, meaning, expertise, independence, and self-compassion. I will discuss how engaging in professional research can be writing that nurtures well-being in the researcher.

*20 minutes*

**Can Writing Heal?: Curriculum Redesign through Student Inquiry**

Julie Gard, University of Wisconsin-Superior

A course on Writing and Healing at the University of Wisconsin-Superior has evolved over time, due to collective inquiry by instructor and students regarding the nature of healing and well-being. Gard will discuss curricular revisions that emphasize writing as a tool for mood-lifting and perspective-shifting as well as problem-solving.

*20 minutes*

**Mindfulness-Based Interventions Inside the First-Year Writing Classroom**

Patricia Flores Hutson, University of Texas at El Paso

This presentation will offer an analysis of mindfulness-based interventions inside the first-year writing classroom. Through these interventions, students can leverage the benefits of mindfulness, which includes making healthier choices, developing stronger relationships, and preparing for the challenges that come when transitioning to college.

*20 minutes*

**Fri, Jan 10**

## **Session B: 11:30am - 12:45pm**

### **Session B.4**

**Location: EDUC 318**

#### **Resisting Corporatization and Improving Well-Being through Collaborative Leadership**

Tom Miller, University of Arizona; Susan Miller-Cochran, University of Arizona

We will discuss how to build collaborative networks to develop interdisciplinary innovations and ecologies of well-being. We will talk in small groups about how overworked teachers who are not in leadership positions can develop such networks to advance their impact and careers.

*60 minutes*

### **Session B.5**

**Location: EDUC 351**

#### **Prose Power: Writing for Growth, Healing, and Connection**

Heather Martin, University of Denver

Using a combination of expressive writing and storytelling, this interactive workshop explores the relationship between writing, self-awareness, and health. Through guided writing activities and storytelling practices, participants are invited to locate personal challenges, identify goals, and connect with others through expressive writing and sharing.

*60 minutes*

## **Lunch**

**Time: 12:45pm - 1:45pm**

**Location: EDUC 211**

*Vegan, vegetarian, and gluten-free options will be provided at lunch.*

## **Session C: 1:45 - 3:00pm**

### **Session C.1**

**Location: EDUC 320**

#### **What Does a Graduate Student Want to Be When She Grows Up: Building a Community-Accountable Personal Learning Network to Explore Professional Opportunities Beyond the Traditional Professoriate**

Aly Higgins, University of Arizona

Without mentorship, graduate students seeking opportunities outside the professoriate can feel isolated and overwhelmed. The presenter will reflect on her experience building a "personal learning network" (PLN) of professionals working in institutes, community colleges, and nonprofits (Rodrigo et al., 2014). The presenter will conclude with strategies for building community-accountable PLNs.

*20 minutes*

#### **Mindful Mentoring: Using Mindfulness Meditation to Help Graduate Teaching Assistants Encounter Stress and Anxiety**

Frank Napolitano, Radford College

While scholars have explored the uses of mindfulness meditation in writing center tutor training, scant published work exists chronicling the inclusion of meditation in the education of Graduate Teaching Assistants (GTAs) in composition programs. This presentation shares qualitative data reporting mindfulness meditation to GTAs at a mid-sized, comprehensive, state university.

*20 minutes*

#### **Outside In: Challenging First-Year Students to Study...and Practice...Well-Being**

Lonni Pearce, University of Colorado, Boulder

With levels of stress and depression increasing among college students, there is a growing need to weave together the academic and the personal education of our students in our classrooms and to participate in and help shape the network of support resources at our institutions. This presentation describes an approach to first-year writing in which the thematic emphasis on wellbeing is linked to student development theory.

*20 minutes*

**Fri, Jan 10**

## **Session C: 1:45 - 3:00pm**

### **Session C.2**

**Location: EDUC 308**

#### **Writing, Healthy Relationships, and Self Care Time**

Jennifer Stewart, University of Tennessee at Chattanooga; Elizabeth Imafuji, Anderson University; Kim Hensley Owens, Northern Arizona University

This presentation considers pedagogical practices of self-care, reflection, and interpersonal responsibility.

##### **Social Media and Affinity Spaces as Tools of Self-care and Wellness**

Social media platforms provide affinity spaces that afford immediacy and agency in sustaining relationships that foster self-care and wellness. These platforms are useful for academics, who are often uprooted from their emotional support systems. Through this writing, we maintain long-distance relationships with friends, colleagues, and family.

##### **Prayer Writing as a Component of Self Care**

Prayer writing provides one way to relate to the supernatural/divine that can be accessible to people of a variety of religions or no religion, as part of self care. One prayer writing example that can contribute to wellness is *shakyo*, the centuries-old practice in Japan of Buddhist *sutra* copying.

##### **Care of the Self and *Naikan*-informed Reflection as Essential Pedagogical Practices**

This presentation considers pedagogical practices of self-care, reflection, and interpersonal responsibility. The speaker describes and builds on the *Naikan* method of asking focused self-reflection questions to guide both new teachers and student groups through the complex constellation of emotions both teaching and group projects can produce.

*60 minutes*

### **Session C.3**

**Location: EDUC 333**

#### **Making Creative Writing Inclusive for Individuals on the Autism Spectrum**

Angelica J. Davila, University of Illinois at Chicago

Understanding the core characteristics of autism can help develop a creative writing environment that considers the strengths and challenging areas of a neurodiverse student. Educators can establish an inclusive environment by implementing supports and tools that are evidence based to develop the creative writer in neurodiverse students K-12.

*60 minutes*

### **Session C.4**

**Location: EDUC 318**

#### **Dialogue Across Difference in Every Day Classroom Situations**

Kelly Bradbury, Colorado State University; Genesee Carter, Colorado State University; Virginia Chaffee, Colorado State University; Amanda Memoli, Colorado State University; Aly Welker, Colorado State University

During this interactive session, attendees will learn about and, through a series of exercises, work to apply Dialogue Across Difference strategies to facilitate challenging conversations both inside and outside the classroom. Learning to thoughtfully facilitate—and participate in—challenging conversations that supports our students' and our own well-being.

*60 minutes*

### **Session C.5**

**Location: EDUC 351**

#### **Teaching *Eudaimonia*: Ties Between Mentorship and Curriculum**

Beth Connors-Manke, University of Kentucky

I discuss my recent mentorship of undergraduates, which led to two courses I developed around the theme of *eudaimonia*, or human flourishing. In teaching these classes, I have found that approaching *eudaimonia* through philosophic inquiry and employing strategies for "ungrading" are important to the success of the curriculum.

*15 minutes*

*Session C.5 continues on p.13*



**Fri, Jan 10**

## **Session C: 1:45 - 3:00pm**

### **Session C.5**

**Location: EDUC 351**

*Session C.5 continued from p.12*

#### **The Benefits of Compassion: How Empathetic Writing Creates Common Good**

Eileen Donovan-Kranz, Boston College

This session offers ways that student writing, research, and discussion have prompted transformative compassion and greater well-being. Through writing assignments and activities her students consider ways that they themselves might be conduits of peace and justice—thereby unlocking the power of empathy as well as greater self-worth.

*15 minutes*

#### **Sensing Your Writing and Being Within and Beyond the Classroom**

Nattaporn Luangpipat, University of Wisconsin-Madison

Inspired by the concept of felt-sense and the rhetoric of place/space, writing practices in this session will engage your senses in writing process and your surroundings within & beyond the classroom. The participants will have hands-on experience with meditation in writing, imaginative dialogues, writing with visuals, and writing to de-stress.

*30 minutes*

## **Afternoon Refreshments**

**Time: 2:45 - 3:45pm**

**Location: EDUC 211**

*Coffee, tea, and refreshments with vegan, vegetarian, and gluten-free options will be available.*

## **Session D: 3:15 - 4:30pm**

### **Session D.1**

**Location: EDUC 320**

#### **Corps at the Core: Writing Toward a Military Identity**

Melody Pugh, United States Air Force Academy; Ashley Christ, United States Air Force Academy; Krystal McGuiness, United States Air Force Academy

This panel examines the relationship between writing and sense of belonging in the military. We articulate the ideologies about writing inculcated in the work of Air Force officership and consider how educational strategies at the US Air Force Academy can support cadets' efforts to develop an identity as an officer.

*60 minutes*

### **Session D.2**

**Location: EDUC 308**

#### **Exploring Expressive Writing, Writing Rituals, and Gratitude Practices to Foster Well-being Among Students and Educators**

Monica Kennison, Berea College; Connie Lamb, Berea College; Libby Falk Jones, Berea College; Jill Bouma, Berea College

##### **Expressive Writing to Promote Self-Care Among First-Year Undergraduates**

A controlled study of effects of expressive writing (EW) conducted at Berea College showed that the intervention improved first-year undergraduate participants' mental health. The results suggest that EW is a self-care strategy that can contribute to helping undergraduates develop resilience in coping with stress and trauma.

##### **"Letting My Head Go": Ritual and Ceremony to Boost Writing and Well-being**

A ritual for beginning to write can become "an altar in the world" (Taylor), a means of priming and releasing creative energy. Developing individual and collective writing rituals in an advanced creative writing class helped students enhance sensory perceptions, experience greater agency and connection, and be more highly motivated to write.

##### **Expressing Gratitude for Physical and Psychological Well-being**

A study of a program for staff at Berea College showed several positive effects of gratitude practices: lower levels of isolation and annoyance with colleagues, increased sleep quality and energy, and enhanced recognition of the importance of gratitude for building community.

*60 minutes*

**Fri, Jan 10**

**Session D: 3:15 - 4:30pm**

**Session D.3**

**Location: EDUC 333**

**Fostering Well-Being in Writing Programs**

Jeremy Frey, University of Arizona; Alan Thomas Kohler, University of Arizona; Barry Maid, Arizona State University; Susan Miller-Cochran, University of Arizona; Tracy Ann Morse, East Carolina University; Cristina D. Ramírez, University of Arizona; Christina Saidy, Arizona State University

Each of the roundtable participants brings a unique perspective on fostering well-being in writing programs and on the interconnectedness of the well-being of stakeholders in writing programs. The conversation following the brief presentations from the roundtable participants will encourage attendees to brainstorm and discuss tangible strategies for improving the well-being of all involved in writing programs.

*60 minutes*

**Session D.4**

**Location: EDUC 318**

**Untangling Fear in (and Through) Writing**

Heidi K. Brown, Brooklyn Law School

This presentation will provide practical and tangible techniques for untangling the mental (and often physical!) manifestations of our fear toward the writing process. Learning how to reject cliché messages about fear, we will focus on how untangling fear toward writing can also help individuals untangle fears in life through writing. .

*30 minutes*

**Writing as a Bridge: A Cross-Disciplinary, Creative Writing Methods Workshop**

Reed Dickson, Pima Community College; Mays Imad, Pima Community College

When one in three millennials report chronic loneliness, how can our teaching help students feel connected or create a space for solitude? Building on contemplative pedagogy and writing studies, this workshop will engage participants in an analysis of cross-disciplinary creative writing activities and a practicum in designing them.

*30 minutes*

**Session D.5**

**Location: EDUC 351**

**Practices of Care in the Postcolonial Classroom: Writing Pedagogy in India**

Anannya Dasgupta, KREA University; Anuj Gupta, Ashoka University; Madhura Lohokare, O.P. Jindal Global University

Critical discourse around a pedagogy of writing which is articulated to the classroom as a social space is largely absent from the contemporary landscape of higher education in India. This proposed panel addresses this gap by reflecting upon the contours of a care-based writing pedagogy and its implications for the Indian college classroom. The papers in this panel, in their focus on writing trauma, teaching "voice" and engaging with learners' alienation in the classroom, firmly locate a pedagogy of care within specific practices of teaching writing and in attention to the social processes that mark a postcolonial classroom, with its attendant contradictions and inequalities. In bringing the specific conditions of the Indian classroom to bear upon the imagination of care in writing pedagogy, this panel highlights the need to develop situated theorizing on the teaching of writing.

*60 minutes*

**Session D.6**

**Location: EDUC 337**

**First-Year Writing Instructors' Approaches to Writing and Well-Being**

Breyant Marshall, University of Arizona; Gabriel Palacios, University of Arizona; Mary Rosenberry, University of Arizona; Dorian Rolston, University of Arizona; Sally Benson, University of Arizona; Jaime Mejia Mayorga, University of Arizona; Violet Chabko, University of Arizona

Members of the University of Arizona's Collaborative Learning Community on Writing and Well-Being share examples of their assignments for their first-year writing classes. The assignments are designed to contribute to student well-being and address topics such as self-compassion, mindfulness, and developing a sense of self. Approaches include multimedia composing, reflective writing, essay writing, and curriculum design.

*60 minutes*

## Fri, Jan 10

### Optional Evening Event

*All optional events will have a sign-up sheet at the registration desk (EDUC 211) and are available at no cost to the conference participants.*

- **Sunset Hike at Sabino Canyon**

Time: 4:30 - 7:00pm

Location: Meet at EDUC 211

If you are interested in joining some of the conference attendees on a brief sunset hike in the Sabino Canyon Recreation Area to the Pump House, please meet outside EDUC 211 after the last session. We will provide transportation to the recreation area, and there is no charge to conference attendees.

Distance: approximately 2 miles round trip

Difficulty: easy (mostly paved)

## Saturday, Jan 11

### Optional Morning Events and Refreshments

*All optional events will have a sign-up sheet at the registration desk (EDUC 211) and are available at no cost to the conference participants.*

- **Sunrise at Gates Pass**

Time: 7:00 - 9:00am

Location: Meet at EDUC 211

- **Yoga with Elaine MacDougall**

Time: 8:30 - 10:00am

Location: EDUC 211

- **Morning Refreshments**

Time: 8:30 - 10:00am

Location: EDUC 211

*Coffee, tea, and refreshments with vegan, vegetarian, and gluten-free options will be available.*

**Sat, Jan 11**

**Session E: 10:00 - 11:15am**

**Session E.1**

**Location: EDUC 320**

**Interventions in Care, Resilience and Well-Being in Indian Classrooms**

Durba Chattaraj, Ashoka University; Jaideep Ghosh, Shiv Nadar University; Paromita Goswami, Shiv Nadar University; Kritika Prakash, Shiv Nadar University, Pradesh; Rakshi Rath, Krea University, India

This panel explores mental health, well-being and writing in India, with panel participants drawn from three Indian universities – Shiv Nadar University, Ashoka University, and Krea University. The separate presentations will explore the following:

- (i) Dedicated writing courses are a relatively recent pedagogical development in India. They are currently most prevalent in elite private universities in the country. This is not the case in the USA, where writing and critical thinking are incorporated into school curricula, and then further developed at the college level, at both public and private universities. This presentation explores how expanding writing pedagogy outside of elite private universities may help enhance student well-being. The paper places emerging data on India's mental health crisis in conversation with methods of self-expression and care that are intrinsic to writing pedagogy.
- (ii) With the stigma attached to mental illness, the sufferers are often in a state of denial. The panelists propose an inclusive web-platform positioned as a career-related self-development networking tool to alleviate problems of stigma-related alienation, encourage enhanced self-care, as well as cultivate empathy toward societally underprivileged community members in general.
- (iii) A writing-intensive course on the psychology of well-being and resilience was floated as an elective in response to student anxieties. Designed as an exploration of the self as unique individuals and social beings as part of the larger student body, the panelist reflects upon the experimental pedagogy of the course.

*60 minutes*

**Session E.2**

**Location: EDUC 308**

**Helping Graduate Students Develop Scholarly Identities: Connecting Writing and Well-Being**

Linda Macri, University of Maryland; Lisa Russell-Pinson, University of North Carolina, Charlotte

Because writing is an essential element of developing a scholarly identity, wellness and writing are intertwined for graduate students. This workshop will focus on approaches for including wellness into graduate-level writing programming and will help participants develop strategies for supporting graduate students toward a healthy relationship with their writing.

*60 minutes*

**Session E.3**

**Location: EDUC 333**

**A Contemplative Classroom**

Rachel Sussman, Freelance Writer; Megan Mulligan, Bucknell University

Personal and academic writing are often disconnected. We argue there is space in the classroom for more contemplative and reflective writing. Research demonstrates that this kind of writing helps students better connect with their learning. We discuss the impact of this writing and how to adapt it to the classroom.

*30 minutes*

**Academic Families in Rhetoric and Composition: Intergenerational Responses**

Sherry Rankins-Robertson, University of Arkansas at Little Rock; Sarah E. Snyder, Arizona Western College

While a rich body of scholarship and a strong professional organization support the professionalization of Writing Program Administrators, the intergenerational relationships constructed through academic families offer well-being for administrative sustainability. This session reflects on mentoring from one generation to the next and the opportunities afforded through academic familial relationships.

*30 minutes*



**Sat, Jan 11**

**Session E: 10:00 - 11:15am**

**Session E.4**

**Location: EDUC 318**

**Writing in Medicine: A Tool for Reflection and Professional Identity Development**

Rachel Cramton, University of Arizona; Patricia Lebensohn, University of Arizona; Allie Min, University of Arizona; Mari Ricker, University of Arizona

Physicians experience emotionally intense moments and witness loss and suffering. Key to combatting burnout is a strong sense of purpose. This workshop gives examples of writing and reflection tools used across the medical training arc from student to physician in order to develop a strong connection to purpose, promoting well-being.

*30 minutes*

**Rhetoric: The Prescription for Enhancing Lawyer Well-Being through the Legal-Writing Classroom**

Susie Salmon, University of Arizona

Well-being has received increased attention from legal educators in the wake of the 2017 Report of the National Task Force on Lawyer Well-Being. My presentation posits that incorporating more explicit instruction in rhetoric into law curriculum will improve not only attorney writing and advocacy but also student and attorney well-being.

*30 minutes*

**Session E.5**

**Location: EDUC 351**

**writehealing: Discover the Healing Power of the Personal Narrative**

Jameta Nicole Barlow, The George Washington University

writehealing is a Womanist-informed, evidence-based writing-focused approach to healing emotional trauma and promoting well-being, designed specifically for Black women. This approach has been implemented in local retreats in the Washington, DC and Baltimore, MD areas, as well as international retreats in Havana, Cuba. Workshop participants will develop skills in self-actualization, self-recovery, optimizing agency, and navigating intersectional internalizations. This interactive workshop presentation will describe how this approach addresses Black women who experience gendered racism and intergenerational trauma due to the historical, ongoing, and contemporary daily trauma of living as a Black woman in the Americas. Emotions are inextricably linked to physical representations of illness and disease. Heal the emotion(s), you will also heal the disease(s). Participants will leave equipped with tools to build a successful emotional health regimen.

*30 minutes*

**Creating Trauma-Informed Writing Workshops: Weaving Together the Narratives of Our Lives**

Elaine MacDougall, University of Maryland, Baltimore County

This session examines the implementation of non-academic writing workshops where participants experience "critical exile" (Kristeva) in their writing process. The context of "exile" allows for reflection and intervention in thought processes, where writers can reflect on their own sense of a "dominant cultural narrative," and work to transform that narrative.

*30 minutes*

**Sat, Jan 11**

**Session F: 11:30am - 12:45pm**

**Session F.1**

**Location: EDUC 320**

**Promoting Students' Well-Being: Positive Approaches to Reimagining College Writing**

Brooke Anderson, Pima Community College; Jaime Mejia Mayorga, University of Arizona; Susan Miller-Cochran, University of Arizona

This panel introduces positive, strengths-based approaches that reimagine how to teach college writing from an approach focused on well-being. The three presenters share low-stakes and high-stakes writing assignments at different academic levels that build on student strengths and promote overall well-being.

*60 minutes*

**Session F.2**

**Location: EDUC 308**

**Enhancing Creative Well-Being Through Mindful Seeing**

Libby Falk Jones, Berea College

Through engaging in visual exercises, we'll explore contemplative visual concepts, including receptivity, discovery, discipline, dynamism, perspective, form, meaning, and mystery. We'll review students' written comments on their visual work, reflecting on ways that contemplative visual practices can lead to creative risk-taking, a critical consciousness, awareness of interconnectedness, and a stronger sense of self.

*60 minutes*

**Session F.3**

**Location: EDUC 333**

**College Writing as a Practice of Well-Being**

Robert Yagelski, SUNY-Albany; Daniel Collins, Guttman Community College; Adam Koehler, Manhattan College; Roseanne Gatto, St. John's University

This panel explores how the practice of writing can cultivate a greater capacity for individual and collective well-being. Drawing on writing theory and research, panelists argue for placing well-being at the center of writing instruction and describe efforts to do so in a college composition classroom and a writing center.

*60 minutes*

**Session F.4**

**Location: EDUC 318**

**The Write Flow: Capturing Happiness in the Composition Classroom**

D.R. Ransdell, University of Arizona

Recognizing moments of flow is an effective way to analyze and share well-being. This session will define "flow" as presented by Mihalyi Csikszentmihalyi, briefly recount related research, and present a potential writing unit in which students complete scaffolded mini-assignments before writing personal narratives that capture and celebrate their best selves.

*30 minutes*

**Poetry as Bridge and Gateway to Academic Well-Being**

Sandra L. Yannone, The Evergreen State College

This session will allow us together to explore poetry's reflective power to expand disciplinary knowledge. Using constraint-based writing prompts, we will write together in various poetic forms to reconnect creativity and interdisciplinary rigor. Participants will leave with a bundle of poetry prompts they can incorporate into their curricula.

*30 minutes*

**Sat, Jan 11**

**Session F: 11:30am - 12:45pm**

**Session F.5**

**Location: EDUC 351**

**Interdisciplinary Arts in the Writing Classroom: An Interactive Workshop**

Julie Gard, University of Wisconsin-Superior

Multiple creative and expressive modalities can be integrated into a writing course and into assignments that promote well-being. Participants will write prose and/or poetry inspired by movement, visual art, and music, and will come away with ideas for including complementary art forms in course curriculum and individual creative practice.

*60 minutes*

**Lunch**

**Time: 12:45pm - 1:45pm**

**Location: EDUC 211**

*Vegan, vegetarian, and gluten-free options will be provided at lunch.*

During lunch, the WPA-AZ / WPA West group is meeting in one part of EDUC 211, facilitated by Sarah Snyder and Shelley Rodrigo. If you identify as a writing program administrator of any kind (in other words, if you have decision-making responsibility for anything related to writing on your campus), please join us!

**Session G: 1:45 - 3:00pm**

**Session G.1**

**Location: EDUC 320**

**Legal Writing Meets "The Happiness Project": Contribute to Your Students' Wellness by Making Class a Happy Experience**

Joy E. Herr-Cardillo, University of Arizona

This presentation will discuss strategies identified in positive psychology that writing professors can use to improve the classroom experience for their students and contribute to the students' well-being. We will discuss how incorporating these strategies into class activities improve both the classroom experience and student performance.

*30 minutes*

**Identity and Functionality in an Elementary Writing Workshop**

Elizabeth Jaeger, University of Arizona

This presentation focuses on children who participated in a Writing Workshop program. There were three key findings. The children's identities shaped and were shaped by acts of writing. They were positioned as "experts," providing positive feedback to their peers. The children employed writing to meet both social and intra-personal needs.

*30 minutes*

**Session G.2**

**Location: EDUC 308**

**Becoming Aware of the Significance of Well-Being in Education**

Stephanie Paterson, CSU Stanislaus; Joshua Costello, CSU Stanislaus;  
Melissa Borillo, CSU Stanislaus; Brett Ashmun, CSU Stanislaus

Our panel approaches the significance of well-being through the lenses of student and teacher. Each presenter offers a unique perspective, but one constant throughout each talk is the importance of being mindful of the self who is emerging and participating in education, rather than simply the tasks needing completion.

*60 minutes*

**Sat, Jan 11**

**Session G: 1:45 - 3:00pm**

**Session G.3**

**Location: EDUC 333**

**Challenge Accepted: Finding Opportunity and Empowerment in Teaching the First-Term Writing Student**

Barbara Green, Purdue University Global

In order to be an effective educator in the world of distance learning, faculty need to be well versed beyond their field of expertise. This session will focus on case studies to discuss challenging situations that are common in teaching virtual students with positivity and empowerment.

*35 minutes*

**Finding Herself in Her Literacy Narrative: A Study of a L2 Composition Teacher's Identity**

Analeigh E. Horton, The University of Arizona

Identity crises are the opposite of well-being. This presentation discusses a case study of a multilingual teacher candidate negotiating her personal and professional identities through a multi-draft literacy narrative. Results show an active construction of a new identity, moving from a deficit model to a much more empowered self.

*25 minutes*

**Session G.4**

**Location: EDUC 318**

**Life Reflections: Fixed Identities Become Dynamic Literacies in a Prison Workshop**

Sally F. Benson, University of Arizona

Reflecting on how we situate ourselves in the world creates a dynamic space in which historical acts no longer signify our identity. This presentation discusses writing and reflection in a prison workshop as tools for exploring personal and social identities, reframing old narratives, and beginning the process of moving forward.

*15 minutes*

**Writing for Their Lives: Lessons Learned on Death Row**

Catherine Berresheim, Volunteer State Community College

Death row is indeed a non-traditional classroom, but it is also one that holds unexpected lessons in creative writing. Workshop participants will examine insider's work to showcase the elements of how writing enriches well-being, fosters a sense of community engagement, and creates meaningful relationships—even in a prison environment.

*45 minutes*

**Session G.5**

**Location: EDUC 351**

**Healing Duality: Embodied Writing as a Personal Path to Academic Well-Being**

Jane E. Hindman, CUNY-Guttman

This presentation explains how instructors might use "self-centered," expressivist writing to facilitate students' embodied responses to classroom assignments, which in turn facilitate writing that promotes well-being. Engaging with free-writing prompts, we will all practice moving from "self-centered" freewriting to a more formally constructed argument suitable for researched academic essays.

*35 minutes*

**Writing Anxiety and Trauma-Informed Practices in the College Composition Classroom**

Kathleen Kryger, University of Arizona

This interactive presentation will discuss and provide strategies for mitigating anxiety and navigating trauma in the writing classroom. The presenter will discuss how writing anxiety can be understood through a lens of genre studies and trauma-informed practices.

*25 minutes*

**Afternoon Refreshments**

**Time: 2:45 - 3:45pm**

**Location: EDUC 211**

*Coffee, tea, and refreshments with vegan, vegetarian, and gluten-free options will be available.*



**Sat, Jan 11**

**Session H: 3:15 - 4:30pm**

**Session H.1**

**Location: EDUC 211**

**Campus Recreation Centers as Wellness Nexuses for Campuses and Communities**

Josie Milliken, University of Arizona and Pima Community College; Michele Schwitzky, University of Arizona

In this dynamic, interactive workshop, learn how campus recreation centers reach out to rich, diverse campus and community members to promote well-being. The presenters will lead participants through a workshop created for staff training involving well-being strategies, including writing, mindfulness, meditation, and yoga; they will show how to adapt the workshop to classrooms.

*35 minutes*

**Mindfulness and Martial Arts: Meeting Challenges in the Classroom**

Kristen Welch, Cochise College

Meeting the challenges of teaching requires a commitment to stress management. Tang Soo Do (Korean Karate), Tai Chi, often described as "moving meditation," and Ki Gong offer strategies for refocusing your mind and your energy. Come experience practices grounded in the principles of mindfulness and shift your point of view.

*25 minutes*

**Session H.2** *\*Cancelled\**

**Location: EDUC 308**

**Mindful Design: Rhetoric(s) of Self-Care for Faculty, Curriculum, and Students of Writing**

Aurora Matzke, Azusa Pacific University; Sherry Rankins-Robertson, University of Arkansas at Little Rock; Bonnie Vidrine-Ibell, Biola University

A 2016 study showed that "60-70% of teachers show some stress symptoms and 30% have burnout symptoms" (Bernard). This panel works to provide positive activity interventions that are appropriate for both writing teacher training and direct instruction in the writing classroom, including a class on the Rhetoric of Self-Care.

*60 minutes*

**Session H.3**

**Location: EDUC 333**

**The Mindfulness Effect: Mindful Implementations in the College Writing Class, Writing Center, and Community Writing Spaces**

Kate Chaterdon, Marist College; Celeste Del Russo, Rowan University

Speakers in this panel will discuss the various cognitive, social, and emotional effects that mindfulness implementations can have on: 1) student metacognition and knowledge transfer, 2) emotional intelligence in writing center tutor training, and 3) members of a community writing class devoted to the creation of life stories as memory work.

*60 minutes*

**Session H.4**

**Location: EDUC 318**

**Practicing Patient Inquiry, Cultivating the Unknown, and Exercising Rhetorical Flexibility**

Rosanne Carlo, College of Staten Island CUNY; Harry Thorne, College of Staten Island CUNY; Jessica Shumake, University of Notre Dame

The speakers in this panel discuss pedagogical approaches for slowing down the composition classroom in order to promote inquiry, invention, and voice development. They argue specifically that an attention to language choice and alternative genres leads to enhanced well-being in the sense of fostering identity development, engagement, and relationships.

*60 minutes*

**Sat, Jan 11**

**Session H: 3:15 - 4:30pm**

**Session H.5**

**Location: EDUC 351**

**Mindful Reflection: A Space & Practice for Learning about Well-Being**

Kara Taczak, University of Denver; Madeline Halseth, Compassion Road Academy; Kate Maegley, University of Denver

Our panel will focus on how reflection can tap into all aspects of well-being allowing us to learn about ourselves as students and educators and also writers and learners from three different perspectives: (1) from a university teacher perspective; (2) from a high school teacher perspective; and (3) from an undergraduate researcher perspective.

*60 minutes*

## **Evening Reception**

**Time: 6:00pm**

**Location: 3901 N. Calle Entrada, Tucson, AZ 85749**

The closing event for the conference is a reception held at Stacey Cochran's and Susan Miller-Cochran's house at 3901 N. Calle Entrada, Tucson, AZ 85749. We will arrange carpools to get to their house (see sign-ups at the registration table at EDUC 211), and you are also welcome to drive yourself or take Lyft / Uber if you would prefer.

Come enjoy food, some lovely views of Tucson, and a chance to socialize with conference attendees. Dinner will be provided.

*All are welcome!*