Change, Adaptation, & Engagement in Graduate Communication

Consortium on Graduate Communication
2024 Virtual Summer Institute

June 12-14, 2024
Hosted by The Purdue OWL

About the Consortium on Graduate Communication

The Consortium on Graduate Communication is an international association whose members provide professional development in written, oral, and multimodal communication to students before and during their (post-)graduate academic and professional programs. CGC members work with graduate students in their first and additional languages. CGC's primary activities include face-to-face and online opportunities to discuss and share resources, pedagogy, research, curricula, and program models for graduate communication.

The Consortium was created in April 2014, and its listserv and online membership survey quickly grew to over 500 members in 27 countries. On its website, you can find information about meetings, resources, and programs offering graduate communication support: gradconsortium.org.

Thank you for attending the 2024 Summer Institute!

Kristina Quynn (CGC Chair)
Steve Simpson (Treasurer)
Rachael Cayley (Secretary)

Heather Boldt (Board Member)
Melinda Harrison (Board Member)
Brad Teague (Board Member)
Nathan Lindberg (Board Member)
Eric Grunwald (Board Member)
Megan Siczek (Board Membe

2024 Schedule at a Glance

Day	Time	Activity
WEDNESDAY June 12	10:30 – 11:00 EDT	Welcome
	11:00 – 12:00 EDT	Keynote: Nigel Caplan
	12:15 – 1:30 EDT	Workshops
	1:45 – 3:00 EDT	Research Presentations
	3:00 – 3:30 EDT	Coffee and Chat
	3:30 – 4:45 EDT	Works-in-Progress
	4:45 – 5:15 EDT	Break
	5:15 – 6:15 EDT	Special Interest Networking Sessions
	6:30 – 7:30 EDT	Social Hour and Chat (gather.town)
THURSDAY June 13	10:30 – 11:45 EDT	Welcome & Morning Plenary: Melanie Morgan
	12:00 – 1:15 EDT	Workshops
	1:15 – 2:00 EDT	Lunch and Chat
	2:00 – 3:15 EDT	Works-in-Progress
	3:30 – 4:30 EDT	Special Interest Networking Sessions
	4:30 – 5:00 EDT	Break
	5:00 – 6:00 EDT	Evening Plenary: Jim Purdy
	6:00 – 7:00 EDT	Social Hour and Chat (gather.town)

Day	Time	Activity
FRIDAY **June 14**	10:30 – 11:45 EDT	Works-in-Progress
	12:00 – 1:10 EDT	Plenary: Helen Sword
	1:10 – 1:30 EDT	Break
	1:30 – 2:45 EDT	Works-in-Progress
	3:00 – 4:00 EDT	All-Attendee Business Meeting

Keynote & Plenary Speakers

Wednesday, June 12, 2024, 11:00 am – 12:00 pm (EDT)

In Defense of Human(e) Writing Instruction

Nigel Caplan, Associate Professor of English as a Second Language, University of Delaware

Description: In my talk, I am going to reflect on and connect my efforts to tilt at three windmills: the five-paragraph essay, traditional grading schemes, and so-called "generative AI." I want to make the case for centering writing instruction on, by, and for humans so that our classrooms are humane spaces for the human activity of writing.

Bio: Dr. Nigel A. Caplan is a Professor and Assistant Director at the University of Delaware English Language Institute and director of the MA degree in Teaching English as a Second Language. He has taught English to international graduate and undergraduate multilingual learners for over 20 years and now focuses on teacher preparation and professional development. His publications include *Grammar Choices for Graduate and Professional Writers* (2nd editing, Michigan, 2019), *Essential Actions for Academic Writing* (with Ann Johns, Michigan, 2022), and *Genre Explained: Frequently Asked Questions and Answers about Genre-Based Instruction* (with Christine Tardy and Ann Johns, Michigan, 2023). Nigel is the co-founder of the Consortium on Graduate Communication and previously served as CGC's Co-Chair and Treasurer. (Return to Schedule)

Thursday, June 13, 2024, 10:30 am – 11:45 am (EDT)

Beyond Partnerships: Getting Graduate Students the Skills They Didn't Know They Needed

Melanie Morgan, Professor, Brian Lamb School of Communication & Associate Dean of the Graduate School, Purdue University (outgoing); Dean of the Graduate School at Oklahoma State University (incoming)

Description: This presentation will overview the implementation of a system-wide professional development program for graduate students at a large mid-western land grant university. Lessons learned will be shared along with creative initiatives utilized to engage graduate students in communication skill building.

Bio: Dr. Melanie Morgan is the incoming Dean of the Graduate School at Oklahoma State University; until this summer, she was an Associate Dean in the Graduate School at Purdue University. At Purdue, her portfolio included the Postdoc Office, Fellowship, Professional Development, and Admissions. She was also a professor in the Brian Lamb School of Communication. Dr. Morgan holds a B.S. in Economics from Texas Christian University, an M.A. in Interpersonal & Organizational Communication from the University of Arkansas at Little Rock, and a PhD from the University of Kansas in Interpersonal Communication and Social Gerontology. Dr. Morgan's research interests and publications focus on the production of complex messages across a wide range of areas, including aging, legal, organizational, and scientific contexts. She is a co-author of the book *Presentations That Matter*. She is a recipient of the National Communication Association's Don Yoder Outstanding Faculty Award. Dr. Morgan was also honored with Purdue's highest teaching award, the Charles B. Murphy Outstanding Undergraduate Teaching Award, and she was a fellow of Purdue's Teaching Academy. (Return to Schedule)

Thursday, June 13, 2024, 5:00 pm – 6:00 pm (EDT)

Approaches to Engaging with Generative AI
to Support Graduate Research–Writing

Jim Purdy, Professor of English/Writing Studies, University & Community Writing Center Director, Duquesne University

Description: Are you ready to learn strategies to use generative AI with the graduate students you support? Since OpenAI publicly released ChatGPT in late 2022, postsecondary institutions have been scrambling to respond. As is typical with new writing technologies, some institutions started by forbidding ChatGPT and similar generative AI. Others have begun developing policies with guidelines for its use. Other institutions have done nothing. Despite well-founded concerns, there are ethical ways to use generative AI to support graduate research-writing. This presentation will offer suggestions for how to use generative AI in ways that respect intellectual property, acknowledge its durability in education landscapes, capitalize on its strengths, and mitigate its weaknesses.

Bio: Dr. Jim Purdy is a professor of English/writing studies at Duquesne University, where he directs the University and Community Writing Centers. At Duquesne, he received the Presidential Award for Excellence in Teaching, the McAnulty College and Graduate School of Liberal Arts Faculty Award for Excellence in Teaching, and the Center for Teaching Excellence's Creative Teaching Award. Purdy's research gives voice to the research-writing experiences of writers at all levels. He is interested in ways these experiences are mediated by digital technologies. He has co-written two books, *The Effects of Intellectual Property Law in Writing Studies: Ethics, Sponsors, and Academic Knowledge-Making* (Routledge), with Karen J. Lunsford, and *Are We There Yet? Computers and the Teaching of Writing in American Higher Education — Twenty Years Later* (Utah State University Press), with Jennifer Marlow. His research appears in numerous scholarly journals, including *College Composition and Communication*, *Computers and Writing*, *The Journal of Literacy and Technology*, *Kairos, Pedagogy,* and *Profession*, and in several edited volumes. (Return to Schedule)

Friday, June 14, 2024, 12:00 pm – 1:10 pm (EDT)

Writing with Pleasure

Helen Sword, Professor Emerita, University of Auckland; Fellow of the Royal Society of New Zealand; & founder of WriteSpace Ltd

Description: Writing should be a pleasurable challenge, not a painful chore. *Writing with Pleasure* is the title of both Dr. Sword's plenary talk and her most recent book for academic, professional, and creative writers. Drawing on her book and WriteSPACE program, Sword will share guidance on how writers can reframe their negative emotions about writing and reclaim their positive ones. By learning how to cast light on the shadows, Sword clarifies how we can bring passion and pleasure to everything we write.

Bio: Dr. Helen Sword is a poet, scholar, master teacher, and international expert on academic, professional, and creative writing across the disciplines. She received her PhD in comparative literature from Princeton University and is a former Professor of Humanities at the University of Auckland.

Helen is the author of books including [Stylish Academic Writing](#) (Harvard UP, 2012), [The Writer's Diet](#) (Chicago UP, 2016), [Air & Light & Time and Space: How Successful Academics Write](#) (Harvard UP, 2017), and [Writing with Pleasure](#) (Princeton 2023). She is also the creator of popular digital resources including [Zombie Nouns](#), a TedEd video that has received more than one million views on YouTube. Dr. Sword is a Fellow of the Royal Society of New Zealand and has been honored with a number of research and teaching awards, including the University of Auckland's 2007 Teaching Excellence Award for Innovation in Teaching, the 2013 HERDSA-TERNZ Medal, and the University of Auckland's 2017 Research Excellence Award. She specializes in facilitating experiential online workshops, masterclasses, and retreats that bring together writers from across the globe in a shared virtual writing space. She is the founder of the [WriteSPACE](#), a virtual writing community with writers in 30+ countries. ([Return to Schedule](#))

Session Overview: Wednesday

Wednesday, June 12	Keynote & Welcome Zoom Room A		
Welcome 10:30 am – 11:00 am EDT	**Welcome**		
Keynote 11:00 am – 12:00 pm EDT	**Nigel Caplan** University of Delaware In Defense of Human(e) Writing Instruction		

Wednesday, June 12		Workshop 1 Zoom Room B	Workshop 2 Zoom Room C
Workshops 12:15 pm – 1:30 pm EDT		Strategic Planning for Supporting Graduate Communications: A Working Group **Linda Macri** University of Maryland **Donetta Hines** McGill University **Isabell C. May** University of Maryland, Baltimore **Lisa Russell-Pinson** UNC Charlotte **Zoe Speidel** Oregon Health & Science University **Jennifer Wilson** Rice University	Cultivating Communicative Competence: Tools for Polishing the Speaking Skills of International Graduate Students **Mark Haugen** Purdue University **Kyle Swanson** Purdue University

Wednesday, June 12	Research 1 Zoom Room A	Research 2 Zoom Room B	Research 2 Zoom Room C
Research Presentations 1:45 pm – 3:00 pm EDT	From Stage to Screen: How International and Domestic Graduate Students Rate Their Oral Presentation Skills In-person and Online **Elena Kallestinova** **Eric Grunwald** MIT	ChatGPT Impacts Writing Centers and Creates New Needs to Address **Nathan Lindberg** Cornell University	Multilingual Graduate Students' Experiences and Perspectives on Using AI in Writing **Jin Pennell** **Jill Huang** University of Illinois at Urbana-Champaign
	Investigating Pressures in Graduate Student and Faculty Collaborative Writing Relationships **Kristina Quynn** Colorado State University **Sarah Howard** Colorado State University & Oregon State	Foundations and Frameworks in Disciplinary Enculturation: Preliminary Analysis of Graduate Student Interviews **Laurie A. Pinkert** University of Central Florida	

Wednesday, June 12	Zoom Room A		
Coffee & Chat 3:00 pm – 3:30 pm EDT	**Coffee & Chat**		

Wednesday, June 12	Technology in Graduate Communication Spaces Zoom Room A	Supporting Specific Graduate Populations Zoom Room B	Supporting Graduate Writers & Writing TAs Zoom Room C
Works-in-Progress Session A **3:30 pm - 4:45 pm EDT**	My Writing Partner is Hallucinating: Investigating ChatGPT's Impact on PhD Students' Writing Practices **Jonathan Simmons** University of Alberta	Creating an Advanced Academic Writing Course for Multilingual Ph.D. Students: An Iterative Process **Brad Teague** **Carolyn Quarterman** **Elizabeth Long** Duke University	The UofT Theses Corpus Project **Adeiza Isiaka** University of Toronto
	How Do Graduate Students Use Turnitin? Exploring the Results of a Yearlong Survey **Ryan Wepler** Yale University	Adapting to New Realities: The Case of Changing Population and Emerging Technologies in a Graduate EAP Course for Engineering and Computer Science **Natalia Dolgova** George Washington University	Adapting Graduate Writing Courses for both L1 and L2 Students **Katie Fry** **Jordana Lobo-Pires** **Adeiza Isiaka** University of Toronto
	"I Think it's Plagiarism?" Developing a Resource to Support Critical AI Use among Graduate Writers **Sophia Minnillo** UC Davis	Going Public: Building Humanities Communication Support for Diverse Careers **Kelly Oman** University of Virginia	Self-Efficacy as a Focus for Program Assessment **Kelly Bradbury** Colorado State University

Wednesday, June 12			
Break 4:45 pm – 5:15 pm EDT	**Take a short break from Zoom**		

Wednesday, June 12		**Session 1** **Zoom Room B**	**Session 2** **Zoom Room C**
Special Interest Networking Sessions 5:15 pm – 6:15 pm EDT		<u>Contemplative Pedagogy in Graduate Writing: Fostering Wellbeing and Adaptive Engagement Amidst Change</u> **Katharine H. Brown** Auburn University **Donetta Hines** McGill University	<u>Let's Talk About the 3MT®</u> **Heather Boldt** Emory University **Eric Grunwald** MIT **Elena Kallestinova** MIT **Kristina Quynn** Colorado State University

Wednesday, June 12	**Gather.town Link**
Social Hour 6:30 pm – 7:30 pm EDT	**Social Hour and Chat** (Play games, make casual conversation, etc)

Session Overview: Thursday

Thursday, June 13	Welcome & Plenary Zoom Room A		
Welcome & Morning Plenary 10:30 am – 11:45 am EDT	**Melanie Morgan** Purdue University; Oklahoma State University Beyond Partnerships: Getting Graduate Students the Skills They Didn't Know They Needed		

Thursday, June 13	Workshop 3 Zoom Room A	Workshop 4 Zoom Room B	Workshop 5 Zoom Room C
Workshops 12:00 pm – 1:15 pm EDT	Program Evaluation 101: Measuring Success in Graduate Writing Programs **Patty Carroll** Duke University **Katie Homar** North Carolina State University	Cultivating Discernment in Skill Development in Using ChatGPT **Jane Freeman** University of Toronto	"Will Your Readers Understand This?" Fellowships as a Genre in Graduate Education **Mitch Hobza** Arizona State University **Rachel Ball-Phillips** Southern Methodist University **Beth Keithly** The University of Texas

Thursday, June 13	Zoom Room A		
Lunch & Chat 1:15 pm – 2:00 pm EDT	**Lunch & Chat**		

Thursday, June 13		AI Writing Tools Zoom Room B	Supporting Graduate Communicators Zoom Room C
Works-in-Progress Session B **2:00 pm – 3:15 pm EDT**		[AI Writing Tool How-to Guide and Usability Test](#) **Jin Pennell** University of Illinois at Urbana-Champaign	[Changing Direction while Finding Our Way: Building a Tool for Navigating Graduate Communication Support at the University of Toronto](#) **Fiona Coll** **Katie Fry** University of Toronto
		[Leveraging ChatGPT in Graduate Communication: Navigating Change, Adapting to New Technologies, and Enhancing Engagement](#) **Sohyeon Lee** University of Hawaii at Manoa	[It Was the Least I Could Do](#) **Rachael Cayley** University of Toronto
		[Leveraging GenAI for L2 Writing Support](#) **Ilana Palmer** Duke University	[Revisiting & Revising the International Survey of Graduate Communication Support](#) **Talinn Phillips** Ohio University **Marilyn Gray** UCLA

Thursday, June 13	Session 3 Zoom Room A	Session 4 Zoom Room B	Session 5 Zoom Room C
Special Interest Networking Sessions 3:30 pm – 4:30 pm EDT	Creating a Dissertater's Guide to Working With Faculty **Shelley Hawthorne Smith** University of Arizona **Judy Salcido** University of Arizona	The Evolving Relationship Between Graduate Students and Generative AI: How are Writing Centers Adapting? **Jennifer Marciniak** **Elizabeth Bowen** **Rebecca Bruning** **Caroline Hetherington** Texas Tech University	Developing Research Projects for Graduate Support **Talinn Phillips** Ohio University **Nathan Lindbergh** Cornell University

Thursday, June 13			
Break 4:30 pm – 5:00 pm EDT		**Take a short break from Zoom**	

Thursday, June 13	Evening Plenary Zoom Room A		
Evening Plenary 5:00 pm – 6:00 pm EDT	**Jim Purdy** Duquesne University Approaches to Engaging with Generative AI to Support Graduate Research-Writing		

Thursday, June 13	Gather.town Link
Social Hour 6:00 pm – 7:00 pm EDT	**Social Hour and Chat** (Play games, make casual conversation, meet with a U of M Press rep, etc)

Session Overview: Friday

Friday, June 14		Support for Multilingual (L2) Graduate Students Zoom Room B	Approaches Related to Writing Support Zoom Room C
Works-in-Progress Session C 10:30 am – 11:45 am EDT		When the Presentation Gets (Inter)Personal **Leslie Sherwood** UCLA	English 401: Graduate Student Edition **Jovana Milosavljevic Ardeljan** University of New Hampshire
		PREsent, preSENT, presenTAtion: The Importance of Word Stress and Syllables for the Understanding of Spoken English in Presentation of Information **Donna McNiff Brown** University of New Hampshire	Socialization and the Writing Process in Online vs In-person Dissertation Writing Retreats **Katie Baillargeon** UC Santa Barbara
		Expediting Student Placement into Language Support Classes via AI-driven Standardized Language Testing **Angus Bowers** Duke University	Advocating for Multilingual Graduate Writers by Addressing Generative AI **Michelle Crow** Cornell University

Friday, June 14	Welcome & Plenary Zoom Room A		
Welcome & Plenary 12:00 pm – 1:10 pm EDT	**Helen Sword** Professor Emerita, University of Auckland; Fellow of the Royal Society of New Zealand; Founder, WriteSpace Ltd Writing With Pleasure		

Friday, June 14			
Break 1:10 pm – 1:30 pm EDT	**Take a short break from Zoom**		

Friday, June 14		Innovations in the Graduate Communication Space Zoom Room B	Creating Opportunities for Peer Writing Support Zoom Room C
Works-in-Progress Session D 1:30 pm - 2:45 pm EDT		[Engaging EAP Graduate Students in a Collaborative Design Thinking Project](#) **Megan Siczek** George Washington University	[Camp Jumpstart: Supporting Early Thesis/Dissertation Writers](#) **Ashton Foley-Schramm** University of Oklahoma
		[ASU Writing Center's Interactive Writing Strategy Guide](#) **Tristan Rebe** Arizona State University	[Write Together, Thrive Together: Peer-support Writing in Graduate School](#) **Alice Dien** UC Davis
			[Learning to Scale: A Partnership Between Graduate Music Students and Writing Center Consultants](#) **Juli Parrish** **Ellwood Colahan** University of Denver

Friday, June 14	Zoom Room A		
Business Meeting 3:00 pm – 4:00 pm EDT	Business Meeting for All Attendees		

Session Abstracts: Wednesday

Workshops
12:15 pm – 1:30 pm

Strategic Planning for Supporting Graduate Communications: A Working Group
Linda Macri, University of Maryland
Donetta Hines, McGill University
Isabell C. May, University of Maryland, Baltimore
Lisa Russell-Pinson, UNC Charlotte
Zoe Speidel, Oregon Health & Science University
Jennifer Wilson, Rice University

In this session, we will talk about the whys and hows of developing a strategic plan. In an initial "roundtable" style introduction, presenters will share their own experiences and guidance about developing strategic plans. Following that introduction, we'll use breakout rooms to enable smaller group discussions. Participants should ideally come prepared with ideas and access to any organizing/orienting documents about their centers or programs; these might include descriptions, mission statements, and organizational charts. Participants can expect to leave with the beginnings of rough drafts of their own strategic plans and sense of support for continuing to develop those plans. (Return to Schedule)

Cultivating Communicative Competence: Tools for Polishing the Speaking Skills of International Graduate Students
Mark Haugen, Purdue University
Kyle Swanson, Purdue University

Our workshop introduces and provides practice with free and accessible tools that faculty and staff can recommend to international graduate students to improve their oral communication skills. Covered resources include Google Pronunciation, Tools for Clear Speech, TED Talks, and YouGlish. Domains of oral communication skills covered include pronunciation, "musical" (suprasegmental) aspects of English,

range of vocabulary, grammar, idiomaticity, and rhetorical strategies. For each resource, the presenters will give a brief overview as well as a demonstration of actual usage of the resource and then they will lead a short activity in breakout rooms for participants to engage with the resource themselves. At the end of the workshop, participants will receive a detailed guide for using the resources covered in the workshop as well as a curated list of additional free resources. ([Return to Schedule](#))

Research Presentations
1:45 pm – 3:00 pm

From Stage to Screen: How International and Domestic Graduate Students Rate Their Oral Presentation Skills In-person and Online
Elena Kallestinova, Massachusetts Institute of Technology
Eric Grunwald, Massachusetts Institute of Technology

Public speaking evokes anxiety among scholars, but for international students, linguistic challenges exacerbate these fears. Moreover, expectations for presentations have evolved, now requiring proficiency in both in-person and online formats; however, presenting online abridges nonverbal communication, restricts participants' view, and moderates voices. We would thus expect that students, especially international students, would feel less confident presenting online; however, recent studies find that international students find it less intimidating.

Drawing from surveys of 995 graduate students at an R1 research institution, we find that despite rating themselves lower than native speakers across communication genres and linguistic skills, international students rate their in-person and online presentation skills as essentially equal, in contrast to native speakers, who rate their online skills lower. These findings suggest that psychological factors may play a crucial role for international presenters, confirming previous research emphasizing the significance of such factors. ([Return to Schedule](#))

Investigating Pressures in Graduate Student and Faculty Collaborative Writing Relationships
Kristina Quynn, Colorado State University

Sarah Howard, Colorado State University and Oregon State University

This mixed methods project investigated the nature of writing in asymmetric or non-peer (NP) relationships comprised of faculty mentors and graduate student mentees. Specifically, we sought to understand the needs of and the pressures that bear on STEM-discipline faculty and graduate students who co-produce submissible-quality manuscripts. Our research addresses the following research questions: 1) What pressures significantly influence collaborative writing processes? and 2) What might these pressures help us understand about graduate student experiences of asymmetric co-authoring relationships?

We anticipate our findings will clarify some of the shared and asymmetric writing pressures faculty and graduate students experience when co-authoring. We also anticipate the findings will demonstrate a divergence between expected confidence or skill-level between faculty and graduate students. We will discuss the implications for collaborative writing relationships and trainings for graduate students. ([Return to Schedule](#))

ChatGPT Impacts Writing Centers and Creates New Needs to Address
Nathan Lindberg, Cornell University

The semester after ChatGPT was introduced, our graduate writing tutoring service experienced a 30% decline in appointments made. To investigate the decline, in 2023, I surveyed and interviewed our clients, who primarily use English as an Additional Language (EAL). My research indicated that our clients were using ChatGPT to modify their written accents (similar to spoken accents) to align with Standard Academic English instead of using our service to do so. This shift appears to account for much of the decline.

Though ChatGPT might have replaced some elements of our service, it has also created new needs that we are striving to address: (1) Authors can lose their voice to ChatGPT, and (2) overreliance on ChatGPT can impede learning. My presentation should be of interest to anyone working with EAL graduate students as well as educators who are concerned with the impacts of GAI tools on writing and learning. ([Return to Schedule](#))

Foundations and Frameworks in Disciplinary Enculturation: Preliminary Analysis of Graduate Student Interviews

Laurie A. Pinkert, University of Central Florida

This presentation discusses a subset graduate student interviews from a multi-year, multi-investigator, National Science Foundation-funded research study. Our preliminary analysis explores the resonances and dissonances emerging STEM scientists encounter between their individual value foundations and the disciplinary frameworks to which they are introduced during the enculturation process. Results enhance our understanding of the intersections of personal values and disciplinary norms as experienced by graduate students, aiding communication researchers in developing more robust notions of the shared values that are discursively communicated within disciplines and contributing to the development of more expansive frameworks for disciplinary enculturation. (Return to Schedule)

Multilingual Graduate Students' Experiences and Perspectives on Using AI in Writing
Jin Pennell, University of Illinois at Urbana-Champaign
Jill Huang, University of Illinois at Urbana-Champaign

Findings from a needs analysis project involving interviews with international graduate students reveal their use of, perceived limitations of, and desire for guidance on AI writing tools. Additional interviews with faculty reveal their perceptions of students' AI usage. Contrary to common assumptions, students are not using AI writing tools arbitrarily and are concerned about improper use and overreliance of them. Participants identified accuracy issues, a lack of depth and detail, a loss of voice, and ethical concerns as primary limitations to AI tools. Our research underscores the importance of teaching effective AI use and promoting student autonomy through guidance for navigating diverse writing situations and evolving policies. We developed a resource from this research, "Using AI in Writing: Students' Use Cases and Guidelines", which we will share at the end of the presentation. (Return to Schedule)

Works-in-Progress Session A
3:30 pm – 4:45 pm

My Writing Partner is Hallucinating: Investigating ChatGPT's Impact on PhD Students' Writing Practices
Jonathan Simmons, University of Alberta

This ongoing study investigates ChatGPT's impact on PhD students' writing habits, addressing a research gap. Analyzing discussions in three subreddits from Nov 2023 to Jan 2024, I explore ChatGPT's role in academic writing via content analysis. Findings aim to enhance scholarly writing practices and support graduate communication professionals. ([Return to Schedule](#))

How Do Graduate Students Use Turnitin? Exploring the Results of a Yearlong Survey
Ryan Wepler, Yale University

Since Yale gave students access to Turnitin in fall 2021, use by graduate students has exceeded expectations. Drawing on an in-progress survey, this presentation explores how and why graduate students use Turnitin. It examines graduate students' needs around using sources and considers Turnitin's uses and limits as a learning tool. ([Return to Schedule](#))

"I Think it's Plagiarism?" Developing a Resource to Support Critical AI Use among Graduate Writers
Sophia Minnillo, University of California - Davis

Considering the potential affordances, and consequences, of AI for writing, students benefit from learning more about these tools. This study describes materials that I developed for a graduate writing center and preliminary findings about their impact. The talk will conclude with suggestions for supporting critical AI literacy at other universities. ([Return to Schedule](#))

Creating an Advanced Academic Writing Course for Multilingual Ph.D. Students: An Iterative Process
Brad Teague, Duke University
Carolyn Quarterman, Duke University
Elizabeth Long, Duke University

Presenters describe how they developed and revised an advanced academic writing course for multilingual Ph.D. students. We discuss changes made over seven years to course format, pedagogical approach, topics, and activities. Attendees will be invited to help address specific issues that have arisen and offer general input for future revision. ([Return to Schedule](#))

Adapting to New Realities: The Case of Changing Population and Emerging Technologies in a Graduate EAP Course for Engineering and Computer Science
Natalia Dolgova, George Washington University

The session explores how a recently developed English for Academic Purposes (EAP) course for graduate students of Engineering and Computer Science at a large private university on the East Coast needs to be adapted to the realities of different populations and emerging technologies. ([Return to Schedule](#))

Going Public: Building Humanities Communication Support for Diverse Careers
Kelly Oman, University of Virginia

This presentation will highlight public humanities communication training efforts for doctoral students, from benchmarking through design to implementation. We discuss challenges, opportunities, and successes in programs supporting such skills as public-facing writing and podcasting. ([Return to Schedule](#))

The UofT Theses Corpus Project
Adeiza Isiaka, University of Toronto

My work-in-progress is an ongoing effort to build a corpus of graduate theses from various disciplines and programs for the analysis of discursive conventions. The work explores wide-ranging linguistic variables and their implications for effective graduate writing curriculum. ([Return to Schedule](#))

Adapting Graduate Writing Courses for both L1 and L2 Students
Katie Fry, University of Toronto
Jordana Lobo-Pires, University of Toronto
Adeiza Isiaka, University of Toronto

Our presentation outlines our attempts to meet the needs of a broader spectrum of graduate students by revising courses originally designed for L2s to cater to students from all linguistic backgrounds. We will discuss student feedback, challenges faced in planning and delivery, and the ongoing evolution of the syllabus. ([Return to Schedule](#))

Self-Efficacy as a Focus for Program Assessment

Kelly Bradbury, Colorado State University

As director of a writing-across-the-curriculum program that trains graduate teaching assistants to grade and give feedback on undergraduates' writing, the presenter will share what her program has learned from a two-year assessment of the training with a focus on graduate students' self-efficacy levels and engage participants in a discussion of other assessment tools. ([Return to Schedule](#))

Special Interest Networking Sessions
5:15 pm – 6:15 pm

Contemplative Pedagogy in Graduate Writing: Fostering Wellbeing and Adaptive Engagement Amidst Change
Katharine H. Brown, Auburn University
Donetta Hines, McGill University

Contemplative practices like mindfulness, meditation, yoga, and journaling are well known for cultivating attention, presence, loving kindness, creativity, compassion, resilience, stress reduction, and mind-body awareness, and they are frequently practiced outside an academic context. What happens when we welcome them into graduate writing support and our own writing practices? We invite you to explore how contemplative pedagogy can foster well-being and adaptive engagement amidst ever-changing demands. We will consider how contemplative pedagogies can help writers navigate change and adapt to the new while enhancing and replenishing well-being. In addition, we will contemplate how our own writing experiences, feelings, and mindsets figure in our graduate writing work. ([Return to Schedule](#))

Let's Talk About the 3MT®
Heather Boldt, Emory University
Eric Grunwald, Massachusetts Institute of Technology
Elena Kallestinova, Massachusetts Institute of Technology
Kristina Quynn, Colorado State University

The 3-Minute Thesis competition is now held annually at over 600 universities in over 60 countries, with graduate students competing for prizes as they present their research to a non-expert audience — in only three minutes and using only one slide.

As widespread as the 3MT® has become, seldom do we have an opportunity to compare notes or consider the strengths and limitations of this specialized communication competition.

Each of this SIN's facilitators have experience planning, running, or otherwise being involved in the 3MT® at their institutions. No doubt many other CGC members are involved in their school's competitions as well. Let's meet to compare notes, discussing what's working, what's not, and how we can improve our individual 3MT® events and better understand the nature of this competition as a whole! (Return to Schedule)

Session Abstracts: Thursday

Workshops
12:00 pm – 1:15 pm

Program Evaluation 101: Measuring Success in Graduate Writing Programs
Patty Carroll, Duke University
Katie Homar, North Carolina State University

We are often asked to justify the value of our programs. But what tools do we have to monitor and measure our outcomes? Evaluation practices can explain how and why programs work to articulate program value and advocate for resources. In this hands-on workshop, participants will experience the program evaluation lifecycle. We'll review guiding principles of culturally competent evaluators and present a real-life evaluation of a dissertation completion writing group being conducted by the presenters. During the hands-on segment, participants will be provided templates and will choose which topics to discuss in-depth as it relates to their own evaluation project ideas. Topics include determining stakeholders, creating a theory of change and a logic model, and discussing considerations for communicating results. Participants will leave with an overview of the process, the beginning of a plan, and digital resources. Presenters hope to gain insights from participants as we refine our evaluation projects. (Return to Schedule)

Cultivating Discernment in Skill Development Using ChatGPT
Jane Freeman, University of Toronto

The activities of this workshop will be guided by questions raised by Prof. Ursula Franklin in her work on the social impact of technology and applied to students' uses of ChatGPT. We will begin by focusing on seven important factors to consider when helping students develop ChatGPT literacy. In Part 2 we will focus on specific types of writing assignments/tasks (summarizing, essay writing, synthesizing, etc.), the skills involved in completing such tasks, and the ways in which use of ChatGPT may support or prevent development of those skills. In Part 3 we will consider ways

to counteract the deskilling that may occur as a consequence of students' use of generative AI. The goal of the workshop is to foster greater metacognitive awareness of the ways in which use of generative AI in academic writing can support or prevent the very sorts of skill development students came to university to cultivate. ([Return to Schedule](#))

"Will Your Readers Understand This?" Fellowships as a Genre in Graduate Education
Mitch Hobza, Arizona State University
Rachel Ball-Phillips, Southern Methodist University
Beth Keithly, The University of Texas

Adapting the written communication of graduate research to applications for competitive fellowships and grants is a challenge many students face. Fellowship and grant applications are a unique genre where applicants must explain the relevance of their research to audiences from across disciplines. On many college campuses, graduate fellowships advisors serve as "genre experts," leveraging the genre of competitive applications as a catalyst for engaging students with critical reflection, writing instruction, and advancing disciplinary knowledge. The activities in this workshop outline key genre features and audience expectations for application essays and model two exercises that engage students with learning about this genre, using reflective structured dialogue in the context of group advising and an activity on analyzing audience expectations. Attendees can expect to take away methods for teaching graduate students how to navigate differences in genre and audience expectations when writing about their research. ([Return to Schedule](#))

Works-in-Progress: Session B
2:00 pm – 3:15 pm

AI Writing Tool How-To Guide and Usability Test
Jin Pennell, University of Illinois at Urbana-Champaign

Join us to review a new technical writing assignment, "Developing an AI Writing Tool User Guide," in which students create and test a user guide for an AI writing tool. We welcome input on affordances and relevance of this assignment for a graduate writing curriculum. ([Return to Schedule](#))

Leveraging ChatGPT in Graduate Communication: Navigating Change, Adapting to New Technologies, and Enhancing Engagement
Sohyeon Lee, University of Hawaii at Manoa

This presentation explores the innovative application of ChatGPT in graduate academic writing, underscoring its influence on communication skills development among graduate students. It critically assesses how ChatGPT facilitates academic writing processes across various disciplines, promoting adaptability, engagement, and ethical usage. The focus is on its role in providing targeted feedback and fostering substantial improvements in revision practices. Participants will acquire a deeper understanding of integrating AI effectively into academic settings, recognizing both its advantages and the imperative of addressing associated ethical concerns. The session aims to illuminate paths for leveraging technological advancements to bolster graduate education while maintaining academic integrity. (Return to Schedule)

Leveraging GenAI for L2 Writing Support
Ilana Palmer, Duke University

L2 writing support assignments incorporating AI can enhance differentiation, increase student agency and encourage self-directed learning. We share lessons learned from piloting AI-infused assignments in L2 writing support classes and explore ideas for designing AI-infused assignments and materials in a way that fosters reasonable, responsible, and ethical use among students. (Return to Schedule)

Changing Direction While Finding Our Way: Building a Tool for Navigating Graduate Communication Support at the University of Toronto
Fiona Coll, University of Toronto
Katie Fry, University of Toronto

In 2023, we began building a platform to help graduate students at the University of Toronto find communication-development opportunities more easily. Here, we will share what we have learned so far from the process of experimenting with different technological approaches to this wayfinding tool and our user-testing results. (Return to Schedule)

It Was the Least I Could Do
Rachael Cayley, University of Toronto

Since graduate communication professionals are often short of time and staffing resources, we must seek to balance excellence and sustainability in programming. In this presentation, I will describe my attempt to facilitate a graduate writing initiative without a tremendous outlay of time, reflecting on what worked and what could be improved. (Return to Schedule)

Revisiting & Revising the International Survey of Graduate Communication
Talinn Phillips, Ohio University
Marilyn Gray, University of California - Los Angeles

The CGC will celebrate its 10th anniversary in 2025 and the board will re-launch a version of Caplan & Cox's (2016) survey on the state of graduate communication support. Attendees will provide input on the survey plan, scope, and individual questions to ensure the survey captures our collective work effectively. (Return to Schedule)

Special Interest Networking Sessions
3:30 pm – 4:30 pm

Creating a Dissertater's Guide to Working with Faculty
Shelley Hawthorne Smith, University of Arizona
Judy Salcido, University of Arizona

Inspired by the wonderful Purdue OWL Faculty Guide to Working with Graduate Student Writers, we are working on a Dissertater's Guide to Working With Faculty. Join us to discuss how to support students' transition from the structure of classes and coursework to the more ambiguous dissertation process. Together we will discuss and develop a guide to help dissertating students understand what to expect from themselves, their advisors, and their committee and learn how to manage obstacles along the dissertation path. (Return to Schedule)

The Evolving Relationship Between Graduate Students and Generative AI: How are Writing Centers Adapting?
Jennifer Marciniak, Texas Tech University

Elizabeth Bowen, Texas Tech University
Rebecca Bruning, Texas Tech University
Caroline Hetherington, Texas Tech University

The purpose of this forum is to bring together administrators, consultants, and users of graduate writing centers to share how rapidly emerging and evolving technologies associated with generative AI are affecting our centers' support of graduate students. These technologies have the potential to impact all aspects of writing center work from consultant training to services and policies. Each writing center has unique constraints on its ability to respond to continuing AI developments with autonomy/agency/agility in messaging and relationships due to institutional resources and positioning. We anticipate robust discussion on topics such as AI use by vulnerable populations (e.g., multilingual and first-generation students), institutional messaging regarding AI use in dissertations and theses, and potential reconsiderations to writing center pedagogy. Although the discussion will focus on writing centers, we invite those associated with learning centers, communication centers, and other student services to participate. ([Return to Schedule](#))

Developing Research Projects for Graduate Support
Talinn Phillips, Ohio University
Nathan Lindbergh, Cornell University

This networking session is sponsored by the CGC's Member Support and Development committee to foster research in graduate communication support. As the Consortium on Graduate Communication approaches its first decade, we want to support ongoing research into how graduate students learn to communicate and how we can best support them. We invite novice and experienced researchers to come together and discuss potential research projects and researching strategies in graduate communication. We also hope that cross-institutional collaborations and mentorship opportunities will result from our time together. Discussion topics include: 1) Are there things that you'd like to investigate about your own practices? 2) How can we connect our research to ongoing practices of change and adaptation in our services? 3) Are there areas where you would like to explore a research collaboration with other CGC members? 4) What are the most important research gaps in our field right now? ([Return to Schedule](#))

Session Abstracts: Friday

Works-in-Progress Session C
10:30 am - 11:45 am EDT

When the Presentation Gets (Inter)Personal
Leslie Sherwood, University of California - Los Angeles

The presenter will share a proposed redesign of an oral presentation assignment for L2 international graduate students, which embeds interpersonal with presentational skills (ACTFL, 2024). Coupling both skills pedagogically can better prepare students for various speaking tasks. Discussion will center on developing graduate students' speaking and listening skills. (Return to Schedule)

PREsent, preSENT, presenTAtion: The Importance of Word Stress and Syllables for the Understanding of Spoken English in Presentation of Information
Donna McNiff Brown, University of New Hampshire

This workshop will demonstrate a method for working with graduate students who are speakers of first languages other than English. In spoken English, pronunciation rules from first languages can impact the pronunciation and clarity of intended information to listening audiences. My work highlights syllables and sounds that promote listener understanding to English speaking audiences. As an instructor of English as an Additional Language at the U.S. University of New Hampshire, I have worked with many students on their speaking skills including students competing in Three Minute Thesis events. Workshop participants are invited to share video or audio samples of students they work with for demonstrations of this method in real-time. The goal of this workshop is to add to instructors' tool boxes with a method of highlighting speaking patterns that promote listener understanding, which is essential to sharing knowledge, obtaining funding for further research, and instructing higher education students effectively. (Return to Schedule)

Expediting Student Placement into Language Support Classes via AI-driven Standardized Language Testing
Angus Bowers, Duke University

Traditional language proficiency assessment methods for ELL graduate students are often plagued by bias and inter-rater variability. In this presentation, we discuss findings from our pilot of an AI-driven standardized language proficiency test, followed by human assessment validation — a process designed to enhance fairness, accuracy, and efficiency in student placement. ([Return to Schedule](#))

English 401: Graduate Student Edition
Jovana Milosavljevic Ardeljan, University of New Hampshire

Many graduate students (domestic and international) find writing in graduate school to be one of the biggest challenges. Whose responsibility is it to address this issue? While there isn't a consensus on whether it is anyone's responsibility to begin with, the issue remains. This workshop offers a framework for addressing graduate students' needs from the perspective of Graduate School as a unit that can provide higher level writing support, leaving the field specific writing support to the experts in the fields. ([Return to Schedule](#))

Socialization and the Writing Process in Online vs. In-person Dissertation Writing Retreats
Katie Baillargeon, baillargeon@ucsb.edu, University of California - Santa Barbara

With the shift from in-person to online dissertation writing retreats at my institution, I wonder how socialization and writing process experiences differ. To trace this, I will study participants' daily reflections, coding for both social aspects and writing process issues, to compare between the in-person retreats (2016-2019; late 2023) and online (2020-2023) offerings. ([Return to Schedule](#))

Advocating for Multilingual Graduate Writers by Addressing Generative AI
Michelle Crow, Cornell University

Graduate multilingual writers have found innovative ways to use Generative AI, yet many are doing so in secrecy, as few faculty have created policies (Lindberg, 2024). How can graduate communication programs, which are often student-facing,

promote conversation among faculty and graduate students about GAI and the development of clear policies? ([Return to Schedule](#))

Works-in-Progress Session D
1:30 pm – 2:45 pm EDT

Engaging EAP Graduate Students in a Collaborative Design Thinking Project
Megan Siczek, George Washington University

This works-in-progress presentation focuses on a new pedagogical approach in a graduate-level EAP context: a team-based, interdisciplinary Design Thinking project situated within the university. By learning to apply this generative approach to solving a challenge within the university community, students can gain methodological knowledge, develop communication skills, produce a variety of genres — written, oral, and multimodal — and develop their capacity for team-based collaboration in their courses and professional work. ([Return to Schedule](#))

ASU Writing Center's Interactive Writing Strategy Guide
Tristan Rebe, Arizona State University

This presentation will discuss ASU Graduate Writing Center's Writing Strategy Guide, which frames strategies and resources in a way that responds to the writing tasks graduate students are trying to complete. The presentation will seek audience feedback and suggestions to help writers adapt and apply the writing process after graduation. ([Return to Schedule](#))

Camp Jumpstart: Supporting Early Thesis/Dissertation Writers
Ashton Foley-Schramm, University of Oklahoma

This work-in-progress discusses Camp Jumpstart, a 3-day graduate writing camp and social writing support program for beginning thesis and dissertation writers. After the initial 3-day camp, ongoing writing support for participants as a cohort is offered, including check-in meetings and writing retreats each semester. ([Return to Schedule](#))

Write Together, Thrive Together: Peer-support Writing in Graduate School

Alice Dien, University of California - Davis

Our study evaluates the Writing Partner Program and Writing Support Groups, two peer-support writing initiatives at a public R1 university. In this presentation, we highlight the program's impact on student writing productivity and confidence, lessons learned, and challenges faced in integrating these programs for diverse student populations. ([Return to Schedule](#))

Learning to Scale: A Partnership between Graduate Music Students and Writing Center Consultants
Juli Parrish, University of Denver
Ellwood Colahan, University of Denver

For several years, we—music librarian and writing center director at a private research university—have staged conversations about writing and research with graduate music students and writing center consultants. Our presentation briefly describes this work, then asks attendees to help us think about scale: how do we sustainably iterate and scale this model of peer learning? ([Return to Schedule](#))