Consortium on Graduate Communication

Summer Institute
June 11-13, 2025
University of Michigan, Ann Arbor

Full Program

Connecting and Collaborating as Leaders in Graduate Communication

LSA ENGLISH LANGUAGE INSTITUTE
UNIVERSITY OF MICHIGAN

Table of Contents

(Each heading is also hyperlinked to the accompanying section)

Welcome to the 2025 CGC Summer Institute

Welcome to Ann Arbor, Michigan. On behalf of the CGC Board of Directors and our dynamic team of local hosts at the University of Michigan, we invite you to spend the next couple of days with us. As with previous Summer Institutes, this year's Institute will feature thought-provoking keynote and plenary addresses, research presentations, workshops, and special interest networking sessions. We also have a lineup of works-in-progress sessions where we can share and respond to each other's work on pedagogy, research-in-progress, material and/or program design and more.

Connecting and Collaborating as Leaders in Graduate Communication

The 2025 theme of Connecting and Collaborating as Leaders in Graduate Communication speaks to the breadth and variety of our work with graduate students as emerging professional communicators. Our theme also recognizes our annual gathering as a site of ongoing and potential collaborations where we share and learn of new research findings, optimal pedagogical approaches, and seasoned strategies for program development. In the 2025 Call for Proposals, we offered the following themes - related to connections and collaborations in graduate communication - as a starting point:

- Creating and Sustaining Connections in Graduate Communication
- Collaboration in Graduate Communication
- Emerging Technologies and Modalities in Graduate Communication
- Positioning as Leaders in Graduation Communication

2025 SI Committee & CGC Board

Angelo Pitillo, University of Michigan, English Language Institute, Local Host
Kristina Quynn, Colorado State University, Chair
Heather Boldt, Emory University, Program Chair
Melissa Myers, Cornell University
Brad Teague, Duke University

About the CGC

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 gathered over 500 members in 27 countries. You can find information about meetings, resources, and programs offering graduate communication support on our website: gradconsortium.org.

CGC Board Members: https://www.gradconsortium.org/board-of-directors/

Getting around Ann Arbor & Campus

Parking

If you will be driving to campus, we suggest you use the [Forest Avenue Parking Structure](#), 650 S. Forest Ave, Ann Arbor, MI 48104. There is limited street parking, but this requires some vigilance as there is a 2-hour limit for parking sessions.

Maps and Local Transportation

- The University of Michigan's Central Campus is located in the heart of downtown Ann Arbor. Here is [an interactive campus map](#).
- The U-M Campus provides a free bus service around campus. See this [downloadable bus route guide](#) (ltp.umich.edu) or view the [real-time bus locations and routes.](#)
- Ann Arbor's city bus service "[The Ride](#)" (theride.org) offers extensive service to destinations in town and the surrounding areas.

Conference Location

The Summer Institute will take place in two buildings on U-M's Central Campus: registration, meals, plenaries, and keynotes will be held in **The Kraus Auditorium (BSB 1060) in the Biological Sciences Building**. Smaller breakout sessions will happen in the high-rise building **Weiser Hall**. The two buildings are circled in red and highlighted in yellow on the map below. They are about a three-minute walk from each other. Both are accessible.

A link to a static campus map that you can print is here: **[Campus Map | University of Michigan Online Visitor's Guide](#)** (https://campusvisitorguides.com/umich/campus-map/) See p. 5 for a campus map with both BSB and Weiser Hall circled for easy reference.

Rideshare/Shuttle Drop-Off + Pickup Location:
University of Michigan Dental School - 1011 N University Ave, Ann Arbor, MI 48104
(Next to Biological Sciences Building

WiFi Access for SI Attendees:

- Eduroam for those from participating institutions
- [MGuest](#) - Open access for everyone else (more limited)

The locations of the Kraus Auditorium (BSB 1060) in the Biological Sciences Building and

Weiser Hall are circled in red below.

An interactive campus map is available online here: https://maps.studentlife.umich.edu/

Biological Sciences Building

Note: The Kraus Auditorium (BSB 1060) is to the left of the main entrance of the building (in the large glass central element in the photo below)

Weiser Hall

Note: Elevators to the breakout rooms are at the **east** entrance of the building (on the **right** in the photo below)

Hotels

The official conference hotel is the Hyatt Place Ann Arbor (3223 S. State Street, Ann Arbor, MI). Other Hotels Within Walking Distance to Campus:

- Inn at the Michigan League
- Bell Tower Hotel
- Graduate Ann Arbor
- Residence Inn Ann Arbor Downtown
- A list of other hotel options

Things to Do around Town

Looking for other things to do while you are visiting? We hope your travel plans will allow some time to get out and wander around town: "A2" is consistently rated one of the 'best college towns' and 'best places to live' in the US, based on its walkability, cultural offerings, and many top-notch restaurants and bars (https://detroit.eater.com/maps/best-new-ann-arbor-restaurants-bars)

A couple of interesting spots on or near campus include:
- University of Michigan Art Museum (UMMA) -525 S State St, Ann Arbor, MI 48109
- Nickel's Arcade – 328 S State St, Ann Arbor, Michigan 48104

Here are some popular food options within walking distance:
- Zingerman's Deli – 422 Detroit Street, Ann Arbor, MI 48104 (They will be catering one of our lunches, but this world-famous Deli is an experience in itself - Oprah and Barack Obama are fans.)
- Blank Slate Creamery – 300 W Liberty Rd, Ann Arbor, MI 48103 (Gourmet ice cream that has 'em lining up every evening)
- Detroit Filling Station – 300 Detroit Street, Ann Arbor, MI 48104 (Haute vegan cuisine, down the block from Zingerman's)

Michigan summers are gorgeous, and Ann Arbor lives up to its name when it comes to leafy green loveliness. A couple of nearby outdoor fun options include:
- The Ann Arbor Cascades - A mini-white water tubing experience right in the heart of town
- The Border to Border Trail - 42 miles of accessible walking and biking trails, many along the beautiful Huron River, connecting Ann Arbor with the rest of Washtenaw County

For more ideas, check out these resources:
- U-M Campus Events Calendar
- VisitAnnArbor.org
- Ann Arbor Summer Festival (The Summer Institute's final day coincides with the start of this annual celebration featuring indoor and outdoor music, performance, food, drink and

fun. The stage in front of U-M's Rackham Graduate School is just around the corner from the BSB, so you can check out up-and-coming acts or grab a cold one in the beer garden if you're hanging around after the SI ends.

And Don't Forget Detroit! And if you have some extra time, we STRONGLY encourage you to check out nearby Detroit, which has come roaring back since it emerged from bankruptcy a decade ago. Detroit is home to the world-class Detroit Institute of Art and a hot foodie scene. The recently reopened Michigan Central Station is a wonder to behold - Ford spent $1 Billion on the renovations to make it the centerpiece of a new tech and culture hub! Architecture buffs should not miss the Guardian and Fisher Buildings - Both are open to the public for free during daytime hours. Be sure to ask Angelo for more Detroit sightseeing tips!

Reception Location

This year's reception will be held on Thursday from 5:30-6:30 pm at The York's venue "On Packard," part events hall, part wine store, and all kinds of Ann Arbor local food and fun! The York's story page explains that "The shop specializes in food and drink produced by artisans- the people who make the wine are usually growing their own fruit. The people who make the cheese are typically making it from the milk of their own herds."

We have requested a selection of local light fare that will appeal to a variety of culinary interests and account for most dietary restrictions. Wine, beer, and non-alcoholic beverages will be served.

After the reception, feel free to explore the Yard of York and stay for dinner. No need to make a reservation. If you stay for dinner, note that CGC and UMP are covering only the reception costs, and dinner is on your own.

The York
1928 Packard St, Ann Arbor, MI 48104
Phone: (734) 662-0798
Website: https://www.yorka2.com/

Thank you, University of Michigan Press, for your sponsorship!
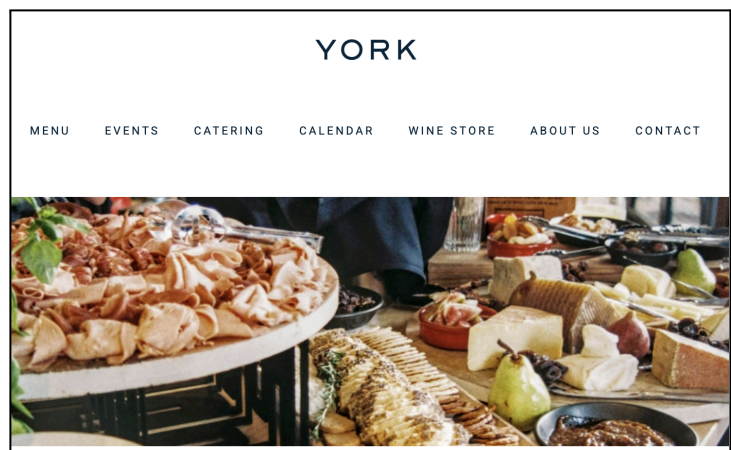
Sponsors

We thank the sponsors who have contributed to the 2025 CGC Summer Institute.

Many thanks to the local host -- Angelo Pitillo – the English Language Institute, and all the ELI staff members who helped with logistics, especially Neal McKenna, ELI's Administrative Specialist. Please make sure to thank the University of Michigan's team when you see them for helping make this year's Summer Institute happen.

We are grateful to the University of Michigan Press for sponsoring the Thursday evening reception at The York and for supporting the work and teaching of graduate communication scholars and practitioners.

Make sure to stop by the MICHIGAN ELT booth between sessions! The press table will offer information on graduate communication UMP publications. You can also talk about publishing with Michigan Press.

Attend the Wednesday evening plenary for the chance to win a copy of the recent *Write Together* book, which will be donated and raffled by Michigan Press.

Thank you also to U-M's Sweetland Center for Writing for generously underwriting Wednesday's lunch.

Feak and Swales Travel Scholarship Awardees

This CGC award was created to honor two pioneering scholars in the field of graduate communication, Christine B. Feak and John M. Swales of the University of Michigan. The award provides $500 to each awardee toward the costs of attendance at the Summer Institute. This year, the Feak and Swales scholarship was granted to two applicants, Ingrid Bowman and Maren Nield, based on both a commitment to or strong interest in graduate communication and demonstrated financial need for the travel scholarship. Please congratulate our Feak and Swales awardees when you see them, and ask about their projects:

Ingrid Bowman
Continuing Lecturer, Linguistics
English for Multilingual Students Program
University of California, Santa Barbara

Maren Nield
Assistant Coordinator for the Graduate Writing Center
Utah Valley University

Next year's Summer Institute will be virtual, with awards available to cover any registration costs. Stay tuned to the CGC website and listserv for announcements about travel awards for the **2027 In-Person Summer Institute.**

CGC Enduring Impact Award

The Consortium on Graduate Communication *Enduring Impact Award for Research & Program Administration in Graduate Communications* recognizes an established scholar whose research and leadership have made a significant and lasting impact on graduate student communications, mentorship, and program administration. This award honors individuals (or collaborative teams) who have contributed to establishing the field of Graduate Communications through impactful scholarship, recognized programs, and their overall commitment to advancing graduate student development through written and/or oral communications.

The Enduring Impact Award is to be conferred at the discretion of the Board of the Consortium on Graduate Communications (i.e., not annually nor at another regular interval) to a scholar whose work has greatly influenced CGC's members. In recognizing the legacy of enduring impacts on the niche field of Graduate Communications, the CGC also seeks to clarify and define the very field of Graduate Communications Studies and Program Administration.

This inaugural Enduring Impact Award posthumously recognizes the contributions of Dr. John Swales, who revolutionized our understanding of genre and academic discourse. His book Genre Analysis: English in Academic and Research Settings introduced the now-iconic "Create-a-Research-Space" (CaRS) model, which fundamentally changed how academic writing—especially introductions—is taught to graduate students. This model remains foundational in graduate-level writing instruction worldwide.

As Director of the English Language Institute (ELI) at the University of Michigan, Dr. Swales reimagined graduate academic communication support. Under his leadership, the ELI became a globally recognized model for English for Academic Purposes programming. He led the development of MICASE and MICUSP, two groundbreaking academic corpora that remain essential tools in graduate-level writing research and instruction.

In recognition of Dr. John Swales' enduring impact on the community and scholarly field of graduate communications, the CGC has made a donation to the Legacy Land Conservancy.

Using this Program

Plan Ahead

We recommend taking a quiet moment in advance of the busyness of the Institute to review the program in advance and mark the sessions you're interested in.

Schedule at a Glance (Pages 14-15)

Overview Tables (Pages 19–25)
- Session Type
- Strand Themes (where applicable)
- Presenter Names
- Session Titles

Full Session Descriptions (Pages 26–40)
- Detailed descriptions of each breakout session, expanding on the titles and themes listed in the overview tables.

Using the Document Outline

You can navigate the program with the document outline on the left side of your screen.
- If you don't see it, click **"View"** in the toolbar, then select **"Show document outline."**
- You can then click on any heading in the outline to jump directly to that section.

Bookmarks for Easy Navigation
- In each overview table, you can click on the strand theme/session title to go straight to its full description.
- You can also refer to the **page #s** provided at bottom of the table, which point you to the full session descriptions.
- You can also use links within full session descriptions to return to the daily overview tables.

Searching the Document

- Use the search function (Ctrl+F) to find keywords, names, or presentation titles.
- **Page #s** are also provided in the schedule at a glance and on the session overviews if you prefer to find information that way.

Need a Different Format or Other Assistance?

For an accessible Microsoft Word version or a printed copy of the program, email us at **summerinstitute@gradconsortium.org**. Once we are in Ann Arbor, ask any board member for help.

Information for Presenters

All Presenters

Your assigned room is provided on the overview table for your time slot (see pages 19-25). Please arrive at your session location 5-10 minutes before the start of the session.

Venues and Technology: All presentation rooms have podiums with internet-connected PC computers and projection. You are welcome to bring your presentation on a laptop (Mac adapters are available in all rooms), on a flash drive, and/or have a way to access it online. Wifi for presenters and attendees is available campus-wide via Eduroam for those from participating institutions and the more limited MGuest for everyone else.

Sharing materials: You are encouraged to share presentation materials via Google Drive. Please click on this link: W CGC SI 2025 Shared Materials.docx for access and instructions on how to upload materials.

Please upload your materials to share by Fri., June 13 at 5pm.

Work-in-Progress Presenters

Each Works-in-Progress session is 90 minutes; each of the 3 presentations is allotted 10 minutes maximum for presenting followed by about 15 minutes of discussion. A session moderator who will introduce the session and keep time.

Special Interest Networking Session Presenters

Each Networking Session includes 60 minutes of guided conversation about a topic of special interest. No moderators are present at Special Interest Networking Sessions.

Workshop Presenters

Each regular workshop session is 90 minutes. The emphasis of this format is on discussion and interactive components. No moderators are present at Workshops.

Research Presenters

Each Research Presentation session will have a session moderator who will introduce the session and keep time. Please remember that each of the 2 presentations is allocated 20-25 minutes maximum followed by about 15 minutes of Q&A; session chairs will enforce the time limits during sessions.

Schedule at a Glance - Wednesday & Thursday

Day	Time	Session/Event	Location
WED. June 11	8:30-9:30	Registration & Breakfast	BSB 1060 (Kraus Auditorium)
	9:30-10:00	**Welcome & Opening Remarks** featuring Emily Swafford, Assistant Dean, Rackham Graduate School, University of Michigan	BSB 1060 (Kraus Auditorium)
	10:00-11:00 Keynote	*Disagreeing is a Research Skill* **Jane Freeman** - University of Toronto	BSB 1060 (Kraus Auditorium)
	11:15-12:45	Works in Progress Strand A & Workshop 1	See overview* p.19
	1:00-2:00	**Lunch & Recognition of John Swales** sponsored by UM Sweetland Center for Writing	BSB 1060 (Kraus Auditorium)
	2:15-3:45	Research Strand 1 & Workshop 2	See overview p. 20
	3:45-4:15	Coffee/Tea/Water Break	BSB 1060 (Kraus Auditorium)
	4:30-5:30 Plenary	*Peer Learning, Practice, and Publishing* **Rachael Cayley, Fiona Coll, and Daniel Aureliano Newman** - University of Toronto	BSB 1060 (Kraus Auditorium)
THURS. June 12	8:30-9:30	Breakfast	BSB 1060 (Kraus Auditorium)
	9:30-11:00	Works in Progress Strand B & Workshop 3	See overview p. 21
	11:15-12:45	Research Strand 2 & Workshop 4	See overview p. 22
	1:00-2:00	**Lunch and Business Meeting** sponsored by UM English Language Institute	BSB 1060 (Kraus Auditorium)
	2:15-3:45	Works in Progress Strand C	See overview p. 23
	3:45-4:15	Coffee/Tea/Water Break	BSB 1060 (Kraus Auditorium)
	4:15-5:15	Special Interest Networking Sessions	See overview p. 24
	5:30-6:30	**Reception at York** sponsored by UM Press	The York 1928 Packard St.

To see overviews, see page #s or click on hyperlink for easy navigation.

Schedule at a Glance - Friday

Day	Time	Session/Event	Location
FRI. June 13	8:30-9:30	Breakfast	BSB 1060 (Kraus Auditorium)
	9:30-10:30 Chair Plenary	Leading Grad Communication Initiatives during Uncertain and Disruptive Times **Kristina Quynn**, Colorado State University	BSB 1060 (Kraus Auditorium)
	10:45-12:15	Works in Progress Strand D	See overview p. 25
	12:30-1:30	Lunch	BSB 1060 (Kraus Auditorium)

Wed., June 11, 10:00 - 11:00 am

Keynote: *Disagreeing is a Research Skill*

Jane Freeman
Director
School of Graduate Studies' Graduate Centre
for Academic Communication
University of Toronto

Discovery and innovation often begin with disagreement: questioning what is allows us to consider – alone and together – what could be. Graduate students inevitably encounter disagreements as researchers and TAs, and yet many students lack the confidence and communication skills needed to disagree in the service of a shared goal. Disagreeing constructively is far more difficult than agreeing, and yet the personal and professional rewards may be greater. In this session we will explore the potential value of constructive disagreement in pushing the boundaries of what is known/accepted in a field, the tacit, culturally shaped assumptions that influence styles of disagreement, and practical strategies for helping our graduate students to disagree effectively. As leaders in graduate communication, we have the ability to help our students deepen their collaborations by encouraging them to pay attention to how they disagree in the contexts in which they work and learn and to the ways in which constructive disagreement can help to create safer and more creative research teams.

Biographical Information:
Professor Jane Freeman is the founding Director of the School of Graduate Studies' Graduate Centre for Academic Communication (GCAC), University of Toronto. She envisioned and built the program's modular curricula of non-credit courses, workshops, and the Writing Centre. Her development of GCAC is described in *Supporting Graduate Student Writers: Research, Curriculum & Program Design* (UMP, 2016). Jane completed a BA and BEd at Queen's University, an MA at the University of Warwick, and a PhD at the University of Toronto. A Professor in the Teaching Stream, she is a Senior Fellow of Massey College and a member of the Stratford Festival's Senate, with expertise in Shakespeare, classical rhetoric, and oral and written communication. She co-authored *Ursula Franklin Speaks: Thoughts and Afterthoughts*, 1986–2012 with Prof. Ursula Franklin. An original CGC Board member, she hosted the CGC Summer Institute in 2017 and now co-hosts CGC's Mentoring Mondays and Community of Practice for Teachers of Oral Communication. In 2023, she received the University of Toronto's highest teaching honour, the President's Teaching Award.

Wed., June 11, 4:30 - 5:30 pm

***Plenary:** Peer Learning, Practice, and Publishing**

Rachael Cayley, Assistant Professor, Teaching Stream at the Graduate Centre for Academic Communication, University of Toronto

Fiona Coll, Assistant Professor, Teaching Stream at the Graduate Centre for Academic Communication, University of Toronto

Daniel Aureliano Newman, Assistant Professor, Teaching Stream Department of English; Director of Graduate Writing Support, University of Toronto
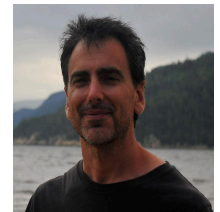
Early in 2025, we had the pleasure of publishing the first volume in a partnership between the Consortium on Graduate Communication and the University of Michigan Press on the topic of social writing initiatives for graduate students. Composed of fourteen short chapters and an editors' intro, this volume draws upon the practical expertise of graduate communication professionals to offer a unique form of peer learning. In this talk, we will build on our experience co-editing this volume to further explore the way scholarship can be rooted in practice. We will discuss the dynamics of this type of scholarship, advocating for 'how we' accounts as a form of data/evidence. Then we'll offer a thematic analysis of the fourteen chapters that goes beyond what we were able to offer in the book. We'll end with a practical discussion of how we put this book together in order to encourage others to envision possible volumes for this series as a way to embrace their role as leaders in graduate communication.

*copies of *Write Together* will be raffled by Haley Winkler, Michigan Press Acquisitions Editor during the session

Biographical Information:

Rachael Cayley is the Director of the Centre for Graduate Professional Development and an Associate Professor, Teaching Stream in the Graduate Centre for Academic Communication at the University of Toronto. She is the author of *Thriving as a Graduate Writer* (U Michigan Press, 2023) and co-editor of *Writing Together: Building Social Writing Opportunities for Graduate Students* (U Michigan Press, 2025).

Fiona Coll is an Assistant Professor, Teaching Stream at the University of Toronto's Institute for Studies in Transdisciplinary Engineering Education and Practice (ISTEP) and Graduate Centre for Academic Communication (GCAC). She is co-editor of *Writing Together*.

Daniel Aureliano Newman is an Assistant Professor (Teaching Stream) in the Department of English at the University of Toronto, where he also acts as Director of Graduate Writing Support in the Faculty of Arts & Science. He is the author of *Modernist Life Histories: Biological Theory and the Experimental Bildungsroman* (Edinburgh UP, 2019) and co-editor of *Writing Together*.

Fri., June 13, 9:30 - 10:30 am

Plenary: Leading Graduate Student Communication Initiatives during Uncertain and Disruptive Times

Kristina Quynn
Associate Professor
Founding Director of CSU Writes
Office of the Vice President for Research
Colorado State University

> *In nova fert animus mutatas dicere formas / corpora*
> I intend to speak of forms changed into new entities
>
> > - Ovid, *Metamorphoses*

At a time when words often fail me, I find renewed purpose in giving voice to the work we do: directing programs, teaching courses, and conducting original research in the eclectic and evolving field of graduate communications. To sustain our work in today's challenging climate, we need more than persuasive arguments (although, those do help). We need community, relatability, and communication savvy. This talk invites us to consider how we name and share the value of our programs in ways that resonate with both faculty allies and institutional decision-makers. Together, we will take a moment to reflect on what we each want to protect, amplify, or let go of in our work this year. No strategic plan required; instead, I intend to speak of the reasons your leadership in graduate communication matters now more than ever.

Biographical information:
Kristina Quynn is the founding director of CSU Writes at Colorado State University-Fort Collins, where she now specializes in developing sustainable and productive writing support for researchers, faculty, and graduate students across the career span. Once a literary critic, her work in writing studies can be found in publications such as the *Journal of Further & Higher Education*, *About Campus*, *Composition Forum*, and the UMP edited collection *Writing Together: Building Social Writing Opportunities for Graduate Students*. Her essay on "Leading through Precarity" is part of the edited collection *Transforming Leadership Pathways for Humanities Professionals in Higher Education* (Purdue 2023).

Kristina has served as Chair of the Consortium on Graduate Communication, the Chair of GradCO, and Vice-Chair of the Board of the Colorado and Wyoming Network of Women Leaders (a regional affiliate of the ACE: American Council on Education). Central to her leadership philosophy is the belief that meaningful contributions stem from wholehearted engagement, intentional mentorship, and the willingness to lead authentically (thus, imperfectly) from wherever you are.

Works-in-Progress Strand A & Workshop 1: Overview

WED June 11	A1: Use of Artificial Intelligence Weiser Hall 955	A2: Teacher Preparation (Research in Progress) Weiser Hall 855	A3: Pedagogy - Oral Communication in English for Academic Purposes Weiser Hall 755	Workshop 1 Weiser Hall 747
11:15 am -12:45 pm	**Engaging AI in the 1–1 Writing Consultation: Principles and Practices** Ryan Wepler Yale University	**A Balancing Act: Oral and Pedagogical Communication Skills for ITAs** Fernanda Capraro Bowling Green State University	**Centering Spoken English in EAP: A Practical Approach** E. Julia Kim University of Notre Dame	**Building Sustainable Graduate Writing Communities: A Discipline-Specific Approach** Kyung Hee Bae and Jacob Herrmann Rice University
	Re-envisioning Pedagogical Choices in the AI-Informed Classroom Meredith Bricker University of Michigan	**Learning to teach and learning to teach teachers as graduate communication** Betsy Gilliland University of Hawaii Manoa	**Navigating Changing Realities: Revising a Speaking and Listening Course** Angela Garner University of Michigan	
	cancelled	**n/a**	**n/a**	

Click on strand theme (A1, A2, A3) or Workshop 1 for session descriptions (pp. 26-27).

Research Strand 1 & Workshop 2: Overview			
WED June 11	A: Using Technology to Support Writing Weiser Hall 955	B: Institutional & Programmatic Support Weiser Hall 855	*Workshop 2* Weiser Hall 755
2:15 - 3:45 pm	**The Use of Generative AI Tools in an English for Academic Purposes Class: Students' Perspective** Dmitri Stanchevici George Washington University **An Infrastructure Model for Supporting Graduate Student Writers at a Distance** Julia Romberger Old Dominion University Megan Boeshart Burelle Old Dominion University	**Designing Micro-Credential Programs for Graduate Students: Institutional Insights and Best Practices** Ashton Foley-Schramm University of Oklahoma Amanda Cornwall MIT Julia Istomina Yale University Elena Kallestinova MIT *Note:* This presentation will cover 4 separate badge and certificate programs offered at the above institutions	**Strategies for Writing with GenAI** Nathan Lindberg Cornell University

Click on the strand theme (A, B) or Workshop 2 for session descriptions (or see pp. 28-29).

Works-in-Progress Strand B & Workshop 3: Overview

THUR June 12	B1: Intercultural Communication Weiser Hall 955	B2:Rethinking Writing Support for International Students Weiser Hall 855	B3: Collaborations within & across campus units Weiser Hall 755	Workshop 3 Weiser Hall 747
9:30 - 11 am	**"I sometimes wonder: 'Am I the problem or are they the problem?'": Rethinking power distance in the EAL classroom** Matt Jones University of Toronto	**Connecting Graduate Students to Writing Support: Rethinking & Redesigning Our Approach** Olexandra Kostenko. Heather Boldt and Grace Song Emory University	**Collaboratively Redeveloping Assessment and Oral Communication Support for Multilingual International Graduate Assistants** Megan Siczek and Natalia Dolgova George Washington University	**Re-imagining Our Work through the Ecological Systems Theory** Elena Kallestinova Michigan Institute of Technology Lisa Russell-Pinson University of North CarolinaCharlotte Linda Macri University of Maryland College Park
	A Transcultural Approach to Oral Communication Skills Erin Kelly and Ben Tam Rutgers University	**Scaffolding the Literature Review: Experimentation with a Lower-Level Writing Class** Stacy Sabraw Duke University	**Bringing International Grad Student Voices to the Table** Sarah Kegley Georgia Institute of Technology	
	Connecting Across Cultures: Intercultural Communication Course in the U.S. Trisha Dowling and Judy Dyer University of Michigan	**From a Semester to a Session: Compressing an Advanced Writing Course** Andrew Davis Duke University	**cancelled**	

Click on *strand theme* (B1, B2, B3) or *Workshop 3* for session descriptions (or see pp. 30-32).

Research Strand 2 & Workshop 4: Overview			
THUR June 12	*A: Graduate Student Wellbeing & Writing Support* Weiser Hall 955	*B: The State of Graduate Communication Support* Weiser Hall 855	*Workshop 4* Weiser Hall 747
11:15 am -12:45 pm	**Supporting Graduate Student Writers' Cognitive and Emotional Wellbeing** Katharine H. Brown and Huan Liu Auburn University **A Special Connection?: Perspectives from a Graduate Writing Center's High-Frequency, Long-Term Users** David Hershinow, Daniel Hengel, and Kristie Schlauraff CUNY	**Findings of the Survey on Graduate Communication Support** Marilyn Gray UCLA Michelle Crow Cornell University Talinn Phillips Ohio University	**Beyond the Center - Impacting Your University's Culture of Graduate Writing** Ryan Wepler, Lauren Lauren Gonzalez, Julia Istomina, and Patricia Trainor Yale University

Works-in-Progress C Strand: Overview

THUR June 12	C1: Program Policies & Growth Weiser Hall 955	C2: Supporting Writers through Workshops and Consultations Weiser Hall 855	C3: Creating Opportunities for Peer Support Weiser Hall 755
2:15 - 3:45 pm	**Decolonizing an EAP Department to Provide Equitable Teaching for All Students** Trisha Dowling and Angelo Pitillo University of Michigan	**How to Grad Student: Workshop series for First-Year Graduate Writers** Louis Cicciarelli University of Michigan	**A community of graduate readers: Leveraging asynchronous flexibility** Pamela Bogart University of Michigan
	Implementing a Graduate Writing Program Advisory Board Mark DiGiacomo Rutgers University	**Writing Through Resistance: A Three-Part Workshop to Transform Anxiety into Action** Hosna Sheikholeslami UC Irvine	**Co-Creating Success: Empowering Graduate Students in Collaborative Writing** Jin Pennell University of Illinois at Urbana-Champaign
	Leveraging a peer comparative framework to inform program growth & advocate for investment in writing support for graduate students Catherine Filardi University of Montana	**Addressing co-authorship issues in writing center consultations** Romana Hinton Augusta University	**cancelled**

Click on strand theme (C1, C2, C3) for session descriptions (or see pp. 35-36)

Special Interest Networking Sessions: Overview

THURSDAY, June 12, 4:15 - 5:15 pm

Room	Session Title	Facilitators
Weiser Hall 955	1. Meet Mentoring Mondays	**Jane Freeman,** University of Toronto **Melissa Myers,** Cornell University **Nate Lindbergh,** Cornell University **Angelo Pitillo,** University of Michigan
Weiser Hall 855	2, Linking Theory and Practice in Graduate Communications	**James Tierney,** Yale University
Weiser Hall 755	3. Plotting Our Course: Considering New Directions for ITA Professionals	**Sarah Emory,** Harvard University **Cynthia Zocca DeRoma,** Yale University
Weiser Hall 747	4. Working Together to Build an Archive of Practical Training Resources for Graduate Writing Support	**Jennifer Marciniak,** Texas Tech **Becky Bruning,** Texas Tech
Weiser Hall 455	5. So You Always Wanted to Host a Virtual Summer Institute…	**Vicki Kennell,** Purdue University **Noah Patterson,** Purdue University

Click on the session title for the session description or see pages 37-38.

RECEPTION - Thursday, 5:30-6:30pm

After the Special Interest Networking Sessions, we hope you will join us for a reception:
The York
1928 Packard St, Ann Arbor, MI 48104
Phone: (734) 662-0798 | Website: https://www.yorka2.com/
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Works-in-Progress D Strand: Overview

FRI June 13	D1: Graduate Communication (Research in Progress) Weiser Hall 955	D2: Materials Development Weiser Hall 855	D3: Enhancing Oral Communication Skills Weiser Hall 755
10:45 am- 12:15 pm	**Investigating Graduate Student Perceptions of Writing (Center) Spaces** Natalie Thompson Georgia Institute of Technology	**AI-Use Agreement for Co-Authors** Kristina Quynn Colorado State University	**An Activity for Teaching Best Practices in Slide Design** A.C. Kemp MIT
	The Discourse and Socio- dynamic Features of Architectural Reviews in a Master's Program in Architecture Becky Kato University of Michigan	**Making More with Less: Scalability and Sustainability in a Graduate Writing Center** Maren Nield Utah Valley University	**Enhancing Graduate Students' Speaking Skills through a Poster Presentation Module** Jaime Perry and Anna Moldawa-Shetty Yale University
	cancelled	**Teaching Idioms Functionally** Cynthia Zocca DeRoma Yale University	**n/a**

Click on

Works-in-Progress A & Workshop 1: Descriptions
Wed., June 11, 11:15 am - 12:45 pm

A1: Use of Artificial Intelligence

Engaging AI in the 1–1 Writing Consultation: Principles and Practices
Ryan Wepler, Yale University

By proposing principles and practices for working with AI writers during a 1–1 consultation, this presentation aims to inspire a conversation around graduate writing centers' collective work in progress: establishing a set of best practices writing consultants can use to support the growth of graduate students writing with AI tools.

Re-envisioning Pedagogical Choices in the AI-Informed Classroom

Merideth Bricker, University of Michigan

While AI tools have not superseded the teacher's role in the English language classroom, instructors are noticing resulting changes in students' instructional needs. By sharing one instructor's attempts to adapt to this shift, this presentation aims to generate discussion around re-envisioning pedagogical choices for success in an AI-informed classroom.

n/a - no 3rd presentation due to cancellation

A2: Teacher Preparation (Research in Progress)

A Balancing Act: Oral and Pedagogical Communication Skills for ITAs
Fernanda Capraro, Bowling Green State University

How do we balance international teaching assistants' (ITAs) needs for oral and pedagogical communication? As I prepare to teach ESOL 5050: English for International Graduate Assistants II in Fall 2025, this session will provide the Fall 2024 course overview and learning objectives and ask the audience for course design feedback.

Learning to teach and learning to teach teachers as graduate communication
Betsy Gilliland, University of Hawaii Manoa

This WIP presents preliminary analysis of data collected during a 2-month graduate-level teaching practicum in Thailand. Teacher-learners (TLs) designed and taught EFL classes to Thai

university learners. Three doctoral students supported TLs as assistant supervisors. Findings suggest that communication played important roles for both TLs and doctoral students.

n/a (no 3rd presentation in this strand)

A3: Pedagogy - Oral Communication in English for Academic Purposes

Centering Spoken English in EAP: A Practical Approach
E. Julia Kim, University of Notre Dame

    This presentation argues for prioritizing spoken English in EAP, particularly pronunciation, often neglected despite its importance. A course design utilizing authentic materials and student-generated content, focusing on autonomy and confidence, is presented. Student and instructor perspectives are shared, highlighting the increasing need for spoken English development in the age of AI.

Navigating Changing Realities: Revising a Speaking and Listening Course
Angela Garner, University of Michigan

    This session explores how one EAP speaking/listening class with a DEI focus might respond to the changing national, political, and educational landscapes. Attendees will be invited to discuss how explicit DEI themes might be re-examined in light of the current context and students' goals.

n/a (no third presentation in this strand)

<div align="center">

Workshop 1
Wed., June 11, 11:15 am-12:45 pm

</div>

W1. Building Sustainable Graduate Writing Communities: A Discipline-Specific Approach
Kyung Hee Bae and Jacob Herrmann, Rice University

Graduate writing groups can help students develop as researchers and writers, but their success depends on thoughtful design and facilitation. This interactive workshop explores how discipline-based writing groups, informed by the Communities of Practice framework, can provide meaningful support to graduate students across Humanities, Social Sciences, and STEM fields. Participants will examine disciplinary writing needs, discuss challenges in writing group facilitation, and engage in hands-on activities to develop tailored writing group models. Through case studies and collaborative planning, attendees will leave with concrete strategies for structuring and sustaining graduate writing communities in their own institutional contexts.

Research Strand 1 & Workshop 2: Descriptions
Wed., June 11, 2:15 - 3:45 pm

A: Using Technology to Support Writing *(2 presentations)*

The Use of Generative AI Tools in an English for Academic Purposes Class: Students' Perspective
Dmitri Stanchevici, George Washington University

This presentation reports a thematic analysis of 38 oral presentations focusing on the usefulness of ChatGPT for university writing assignments. These presentations were created by international graduate students in English for Academic Purposes (EAP) classes at a private US university. This thematic analysis reveals what aspects of ChatGPT these students find useful and what harmful. It also suggests that in approaching writing assignments and in evaluating the role of ChatGPT in these assignments, EAP students value product over process. The presenter concludes by arguing that given the significant impact of AI on writing pedagogy, writing curricula should emphasize writing as process over writing as product. The attendees will have a chance to reflect on their ChatGPT-related policies and assignments and on ways to measure students' attitudes to ChatGPT.

An Infrastructure Model for Supporting Graduate Student Writers at a Distance
Julia Romberger, Old Dominion University
Megan Boeshart Burelle, Old Dominion University

This presentation reports on a graduate student-led writing group initiative targeting distance learners in an English Studies PhD. The presenters report on a study conducted over AY 23-24 of 6 participants in zoom-based, student-led, bi-weekly writing workgroups facilitated by the department and writing center. Results will be shared and implications for supporting graduate students at all levels discussed.

B: Institutional & Programmatic Support *(2 presentations)*

Designing Micro-Credential Programs for Graduate Students: Institutional Insights and Best Practices
Ashton Foley-Schramm, University of Oklahoma
Amanda Cornwall, MIT
Julia Istomina, Yale University

Elena Kallestinova, MIT
Jodie Salter, University of Guelph

Micro-credentials (certificates, badges, mini-badges, etc.) have become a popular way for graduates to demonstrate targeted skills to potential employers (UNESCO 2022). This session offers case studies of established and emerging programs. The program directors have conducted "applied" research to understand the needs of their graduate student population and to identify the most effective ways to support students while navigating available resources and institutional constraints. This session will offer a range of considerations when creating micro-credentialing programs. Each presenter will offer a brief overview of their program, addressing its design, the skills that it develops, and the requirements for earning this certificate or badge. The presenters will also expand on the resources needed to develop this program, the challenges that they have encountered, and success stories.

Note: This session has 4 presenters that have combined their research presentations around 1 theme.

Workshop 2
Wednesday, June 11, 2:15 -3:45 pm

W2. Strategies for Writing with GenAI

Nathan Lindberg, Cornell University

How can academic writing teachers enable their students to use generative artificial intelligence (GenAI) writing tools (e.g., ChatGPT, Copilot) to write more efficiently and effectively while still working ethically and also learning? We'll address this question through discussion and idea sharing. Then I will lead the group in a series of exercises developed by me and my students. The exercises are meant to be collaborative, provoking thoughts and discussion, with the goal of developing new pedagogical approaches. The first exercise will be focused on introductions to GenAI writing tools. Subsequent exercises will shift to more advanced techniques and strategies. My expertise is with English as additional language students, and if the group wants, we can spend time investigating approaches suitable for their specific situation. Attendees would benefit the most by bringing a laptop with a subscription to a GenAI chatbot (e.g., ChatGPT, Copilot, Claude).

Works-in-Progress Strand B & Workshop 3: Descriptions
Thurs., June 12, 9:30 am - 11:00 am

B1: Intercultural Communication

"I sometimes wonder: 'Am I the problem or are they the problem?'": Rethinking power distance in the EAL classroom
Matt Jones, University of Toronto

A central concept in teaching academic conversation to EAL graduate students is "Power Distance Preference," the idea that how we manage the differences in power between individuals is culturally shaped. How should instructors relate to this theory today as we prepare students for the culturally diverse global English-language research environment? [Theory]

A Transcultural Approach to Oral Communication Skills
Erin Kelly, Rutgers University
Ben Tam, Rutgers University

Our class-based approach to oral communication support addresses the culturally-embedded nature of communication and the "American listener problem," thereby raising questions about how to serve multilingual students without minoritizing them, and how an online synchronous studio like ours can prepare international graduate students for success by using authentic materials that do not overburden them. [Research in Progress]

Connecting Across Cultures: Intercultural Communication Course in the U.S.
Trisha Dowling, University of Michigan
Judy Dyer, University of Michigan

This course, "Intercultural Communication in the U.S.," equips students to navigate diverse environments by acquiring intercultural communication strategies, and through self-exploration and reflection. To foster inclusive dialog and cultural awareness, students learn how to engage with and discuss topics of personal and cultural relevance. [Pedagogy]

B2: Rethinking Writing Support for International Students

Connecting Graduate Students to Writing Support: Rethinking & Redesigning Our Approach
Olexandra Kostenko, Emory University

Heather Boldt, Emory University
Grace Song, Emory University

Emory's English Language Support Program recently transitioned to an elective model, impacting enrollment in writing support. In this session, we'll share how we are rethinking and redesigning our offerings to better support English as an Additional Language graduate writers. Attendees will reflect on challenges and successes in their own contexts.

Scaffolding the Literature Review: Experimentation with a Lower-Level Writing Class
Stacy Sabraw, Duke University

This presentation covers revisions to a literature review module for a lower-level graduate writing course, including activities and materials, some examples of student products, and possible next steps. Attendees are invited to offer their recommendations for both revisions and their own activities/materials, which I will compile and offer as a resource.

From a Semester to a Session: Compressing an Advanced Writing Course
Andrew Davis, Duke University

This session will present the parameters, progress, and challenges of modifying a semester-long advanced graduate writing class for international students to fit within a shortened summer session. Challenges and opportunities will be shared, along with comparisons to the original course, and participants are invited to provide feedback from similar experiences.

B3: Collaboration across and within campus units

Collaboratively Redeveloping Assessment and Oral Communication Support for Multilingual International Graduate Assistants
Megan Siczek, George Washington University
Natalia Dolgova, George Washington University

In line with the Summer Institute's theme of connecting and collaborating, this works-in-progress presentation describes a new institutional collaboration in which an English for Academic Purposes (EAP) program re-envisioned and redesigned a university's approach to assessing language proficiency and providing oral communication support for multilingual international graduate assistants.

Bringing International Grad Student Voices to the Table
Sarah Kegley, Georgia Institute of Technology

International TA Liaisons to the Center for Teaching and Learning is an initiative designed to foster ITA leadership development and to empower ITAs to communicate the unique value they bring to campus. Through their own stories, ITA Liaisons raise awareness of international student contributions to the campus community.

Workshop 3
Thurs., June 12, 9:30-11:00

W3. Re-imagining Our Work through the Ecological Systems Theory

Elena Kallestinova, Michigan Institute of Technology
Lisa Russell-Pinson, University of North CarolinaCharlotte
Linda Macri, University of Maryland College Park

One challenge often faced by graduate communication specialists is that others with a role in graduate student education (advisors, faculty, PIs) are often more focused on the written products of graduate students than their writerly development. Another challenge is having tools to promote inclusivity and belonging in writing center spaces. This workshop introduces Ecological Systems Theory (EST) as one way to address these challenges. We will share the application of EST, which envisions individuals functioning in five interconnected layers or systems that are adaptive and dynamic and encompasses multiple layers of interactions among people, activities, and environments. We will demonstrate the ways this theory allows for a comprehensive understanding of how writing is produced and supported. Participants will leave with an understanding of EST, their own renderings of EST applied to their individual contexts, and a sense of how EST can be applied in different settings.

Research Strand 2 & Workshop 4: Descriptions
Thurs., June 12, 11:15 am - 12:45 pm

A: Graduate Student Wellbeing & Writing Support (2 presentations)

Supporting Graduate Student Writers' Cognitive and Emotional Wellbeing
Katharine H. Brown, Auburn University
Huan Liu, Auburn University

Cognitive Behavioral Therapy (CBT) and embodied contemplative pedagogies can be combined to effectively support graduate student writers' wellbeing. This session presents five case studies of graduate students' experiences in WriteFest, a Writing Across the Curriculum program that helps students practice mindfulness, cognitive reframing, and self-compassion to experience joy in writing. It concludes with recommendations for grounding graduate student writing pedagogies in mindfulness-based practices that enhance wellbeing.

A Special Connection?: Perspectives from a Graduate Writing Center's High-Frequency, Long-Term Users
David Hershinow, CUNY
Daniel Hengel,, CUNY
Kristie Schlauraff, CUNY

All writing centers have students who discover the value of making appointments and who accordingly become high frequency 'regulars,' but graduate writing centers experience this phenomenon in ways that warrant distinct attention and research. This presentation shares findings based on a survey of high-frequency, long-term (hf/lt) users of The Writing Center at The Graduate Center, CUNY. Our study seeks answers to the following questions: (1) How do hf/lt users understand the role that consultants play in their writing process, and how do they understand the relationships they develop with those consultants? (2) How do hf/lt users understand the function of The Writing Center in relation to their larger network of writing support (e.g., advisors, faculty, peers)? (3) How has their understanding of both writing centers and the writing process changed through their frequent interactions with writing consultants?

B: Findings of the Survey on Graduate Communication Support
Marilyn Gray, UCLA
Michelle Crow, Cornell University
Talinn Phillips, Ohio University

This presentation shares initial findings from the 2025 International Survey on Graduate Communication Support. Modeled on Caplan & Cox's survey of the field in 2014-2015, the 2025 survey has been updated to assess the field 10 years later. Presenters will share the survey instrument and emerging insights on the current state of the field, changes and trends over the last 10 years, characteristics of professionals working in this field, program profiles, and program sustainability. The study is supported by the Consortium on Graduate Communication, which provided funding for participation incentives.

Workshop 4
Thursday, June 12, 11:15 - 12:45

W4. Beyond the Center - Impacting Your University's Culture of Graduate Writing

Ryan Wepler, Julia Istomina, Lauren Gonzalez, and Patricia Trainor
Yale University

This workshop considers how graduate writing centers' mission to support graduate students extends "beyond the center" into the broader spaces that shape their writing development. Drawing on the workshop leaders' experience administering a survey on their university's graduate writing culture and insights they gained developing a strategic plan to impact that culture, this workshop will engage participants in two primary areas. First, participants will develop, share, and exchange feedback on frameworks for assessing the culture of graduate writing at their institution. We will then consider how participants can draw on a deeper understanding of their institution's graduate writing culture to identify opportunities for impact. Participants will propose strategies for engaging and influencing the many sites—faculty, departments, administrators, other graduate students—that shape how graduate students' grow as writers.

Works-in-Progress Strand C: Descriptions

Thurs., June 12, 2:15 - 3:45 pm

C1: Program Policies and Growth

Decolonizing an EAP Department to Provide Equitable Teaching for All Students
Trisha Dowling, University of Michigan
Angelo Pitillo, University of Michigan

This session describes how an EAP program is attempting to decolonize its curriculum in order to provide equitable teaching for students from all linguistic backgrounds, and at the same time promote a campus climate that celebrates linguistic diversity and embraces a capacious view of what constitutes "correct" academic English.

Implementing a Graduate Writing Program Advisory Board
Mark DiGiacomo, Rutgers University

Inspired by Michelle Crow's keynote at the 2023 CGC Summer Institute, the Rutgers Graduate Writing Program convened a new advisory board in 2024. This presentation will discuss the affordances and challenges of this approach, which has involved gathering a range of stakeholders including students, faculty, support deans, and senior administrators.

Leveraging a peer comparative framework to inform program growth and advocate for investment in writing support for graduate students
Catherine Filardi, University of Montana

This talk will describe efforts to compare our university's graduate writing support with two groupings of institutional peers (R1 institutions and regional peers), and how we can use these comparisons to identify opportunities for program growth and advocate for graduate writing support to varied administrative audiences.

C2: Supporting Writers in Workshops and Consultations

How to Grad Student: Workshop series for First-Year Graduate Writers
Louis Cicciarelli, University of Michigan

This work in progress will discuss Sweetland Center for Writing's three-year pilot workshop series to support first-year graduate writers, How To Grad Student: Becoming an Effective

Writer in Graduate School, a series of four fifty-minute workshops we offer in the Fall term, designed in collaboration with the Rackham Graduate School.

Writing Through Resistance: A Three-Part Workshop to Transform Anxiety into Action
Hosna Sheikholeslami, UC Irvine

This three-part workshop helps graduate students overcome writing resistance and anxiety. Sessions include understanding resistance, uncovering personal writing metaphors (inspired by Michelle R. Boyd), and experimenting with embodied practices and alternative technologies.

Addressing co-authorship issues in writing center consultations
Romana Hinton, Augusta University

My mixed-method study identifies the practices of co-authorship among STEMM faculty, graduate students, and post-graduate fellows. Particularly, in the context of writing centers, the understanding of these practices will help writing consultants to employ more effective consulting/tutoring strategies during revising of co-authored manuscripts.

C3: Creating Opportunities for Peer Support

A community of graduate readers: Leveraging asynchronous flexibility
Pamela Bogart, University of Michigan

This presentation describes the design of an online, asynchronous graduate student seminar that pairs individualized journeys in disciplinary reading with community learning. Students focus on reading as writers and speakers in an academic discipline. The presenter and attendees will explore solutions to the tension between asynchronous delivery and collaborative learning.

Co-Creating Success: Empowering Graduate Students in Collaborative Writing
Jin Pennell, University of Illinois at Urbana-Champaign

This session addresses the lack of guidance on collaborative writing (CW) in graduate curricula by presenting a lesson plan that teaches students to establish effective CW workflows and create Team Charters to prevent and manage conflicts. I will share the lessons learned with student samples and invite input on future implementation.

n/a (no 3rd presentation due to cancellation)

Special Interest Networking Sessions: Descriptions
Thurs., June 12, 4:15 - 5:15 pm

Click on any session title to go back to the SIN overview table (p.24)

1. Meet Mentoring Mondays
Jane Freeman, University of Toronto
Melissa Myers, Cornell University
Nathan Lindberg, Cornell University
Angelo Pitillo, University of MIchigan

Since October 2024, we have held monthly online "Mentoring Monday" sessions that function as informal, "mutual office hours." CGC members – whether starting a new role in graduate communication, feeling isolated in their work, or facing a specific curricular or administrative challenge – are invited to drop in with questions/topics on which they'd like the group's input. The goal of this session is to allow regular Mentoring Monday participants to meet each other in person and to welcome warmly new potential participants. We invite participants to come with questions/topics for discussion. We will also share a few topics that have arisen in online meetings for group consideration and seek feedback on how we might improve Mentoring Mondays. Our monthly sessions have helped us to create and sustain connections. We hope our first in-person gathering will enable us to expand and strengthen the Mentoring Monday community even further.

2. Linking Theory and Practice in Graduate Communications
James Tierney, Yale University

A defining feature of the CGC is the intellectual diversity of its practitioners. While we share much at a practical level, we come from a wide range of disciplines and begin from rather different theoretical starting points. Most of us are focused on the practical--whether teaching or running programs--leaving theoretical considerations in the background, unexamined. This session aims to give practitioners a chance to reflect on how their professional training / theoretical orientation shapes their current practice, and to hear how others see this relationship.

3. Plotting Our Course: Considering New Directions for ITA Professionals
Sarah Emory, Harvard University
Cynthia Zocca DeRoma, Yale University

This special interest networking group is for those of us who assess, train, and provide programming for graduate students with teaching responsibilities. We will discuss professional development for ITA practitioners including how we build networks, collaborate, learn about best practices, and engage in training. ITA practitioners are often "lone wolves" or have other responsibilities and may lack opportunities to collaborate. Our aim is to have a space for us to find one another and springboard initiatives we can follow up on throughout the year. We hope to engage with people who work on graduate oral communication for international or multilingual speakers of English, either with an intersection of pedagogy training or without.

4. Working Together to Build an Archive of Practical Training Resources for Graduate Writing Support

Jennifer Marciniak, Texas Tech
Becky Bruning, Texas Tech

Join us for a discussion on tutor training and teaching practices aimed at supporting graduate writers and postdocs. We encourage attendees to bring materials and perspectives to discuss and share with the group. We will also discuss ideas for a special issue of Center Moves that will focus on supporting graduate writers. Center Moves is a peer-reviewed, open-access journal in writing center studies that focuses on tutor training materials. This discussion will ultimately help shape the drafting process of the special issue CFP. In addition, participants will learn about the journal's practical publication format, as well as how they can participate as a reviewer or co-editor of the special issue. Regardless of their interest in the CFP, students, faculty, and staff who work with graduate writers are invited to participate and gain practical insights and encouragement for their graduate support roles.

5. So You Always Wanted to Host a Virtual Summer Institute…

Vicki Kennell, Purdue University
Noah Patterson, Purdue University

If you enjoy the CGC Summer Institutes, the hosts of the 2024 virtual conference invite you to think about hosting a virtual CGC Summer Institute next year or in the near future. Join us for a chance to discuss what hosting a virtual SI involves. We plan to discuss topics such as your experiences with virtual events in general (what made them good, bad, or meh), explore and share resources necessary for virtual hosting (what do you already have available and what would you need to acquire), introduce components of a conference that virtual hosting might require attending to, and respond to any hesitations you have about virtual hosting. Anyone who has ever attended or hosted a virtual event on their campus is invited to come and help us hash out the particulars of the task as it relates to hosting a virtual Summer Institute.

Works-in-Progress Strand D: Descriptions
Fri., June 13, 10:45 am - 12:15 pm

D1: Research in Progress - Graduate Communication

Investigating Graduate Student Perceptions of Writing (Center) Spaces
Natalie Thompson, Georgia Institute of Technology

Can the metaphor of the harbor serve as a constructive way for graduate students to perceive writing centers? This session seeks feedback on survey design for a project asking about user perceptions of the Naugle Communication Center as one among a variety of writing spaces students navigate during graduate training.

The Discourse and Socio-dynamic Features of Architectural Reviews in a Master's Program in Architecture
Becky Kato, University of Michigan

This research project examines the discourse and socio-cultural aspects of architectural reviews. Through collecting and analyzing 41 student final reviews, this study aims to assess students' communicative competence and map interaction patterns with reviewers to improve future pedagogical materials and add to the existing literature in this area.

n/a (no 3rd presentation in this strand due to cancellation)

D2: Materials Development

AI-Use Agreement for Co-Authors
Kristina Quynn, Colorado State University

Like it or not, graduate student writers are using various AI programs, yet they risk transgressing academic integrity policies. An "AI-Use Agreement for Co-Authors" can help us guide our graduate students in the ethical use of AI and provide a natural means for discussing and disclosing AI use.

Making More with Less: Scalability and Sustainability in a Graduate Writing Center
Maren Nield, Utah Valley University

This presentation explores how the UVU Graduate Writing Center has expanded to support a rapidly growing graduate program, including collaborations with campus partners and discipline-specific initiatives. We will discuss sustainable models for graduate writing support and strategies for scaling services without overburdening staff or requiring extensive additional tutor training.

Teaching Idioms Functionally
Cynthia Zocca DeRoma, Yale University

Using a functional, genre-based pedagogy, the presenter shares the process of creating open beyond educational resources (OER) to help L2 graduate students learn and use idioms relevant to different contexts of their academic lives.

[D3: Enhancing Oral Communication Skills](#)

An Activity for Teaching Best Practices in Slide Design
A.C. Kemp, Michigan Institute of Technology

As slides outpace board work for disseminating information, knowing how to make effective ones is more important than ever. Unfortunately, graduate students rarely get training in this from their departments. This session describes a novel team activity to practice making slides using the assertion-evidence style championed by Michael Alley.

Enhancing Graduate Students' Speaking Skills through a Poster Presentation Module
Jaime Parry, Yale University
Anna Moldawa-Shetty, Yale University

This work-in-progress highlights a poster presentation course module that integrates poster design, presenting to different audiences, posing and fielding questions, audience engagement, and small talk. Participants will be invited to discuss ways spoken communication courses can best equip graduate students for academic and professional success beyond the classroom.

n/a   (no 3rd presentation in this strand due to cancellation)

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