

**Presenter:**

Dr. Kelsie Endicott

**Title:**

*Entering the Multiverse of a Graduate Writing Center Directorship: Finding My Selves in the Midst of Navigating Shifting Contexts*

**Abstract of Session (70-100 words):**

This multimodal gallery presentation is about the presenter's experience of developing a graduate writing center from the ground up—a topic that is under-represented in much of the scholarly literature within writing center studies. By creating a "digital scrapbook,"—a collection of various genres of writing and multimodal media to document the first year of her journey as a new director and as primary developer of this new position at her university—she hopes viewers will find her presentation accessible, relatable, and enlightening while serving as a resource for those who find themselves in similar situations.

**Description of Session (300 words max):**

This proposed multimodal gallery presentation is about the presenter's new experience of directing a graduate writing center. To represent her experience, she has created what she calls a "digital scrapbook"—a collection of various genres of writing and multimodal media to document the first year of her journey in her new position. Importantly, the presenter's digital scrapbook functions as more than just a way to archive her thoughts, feelings, reflections, and overall experiences during the first year of her new role. In fact, this digital scrapbook will be used as participant data in her three-year long action research (Cresswell & Poth, 2018) study about developing a graduate writing center. This study began in January 2023, and she (along with users of her graduate writing center) is a participant in this study. What makes this digital scrapbook especially unique is not only its multimodality, but also the context in which the content takes place—a rural, STEM-focused HBCU. Themes to be explored include: how the presenter considered and negotiated her identity as a White, cis-het-female in a leadership position at an HBCU working with diverse writers; the challenges and successes she faced and continues to face in a newly created position within the university; her attempts to network, identify, and understand important stakeholders' influence upon the operation and effectiveness of the GWC; and the tensions that exist in promoting the value of writing instruction in a university where it has historically been undervalued amongst other themes. It is the presenter's hope that viewers find her digital scrapbook easily accessible, relatable, enlightening, and novel in its approach to cover the complexity of the situation being explored.

**Rationale for Session Format (100 words max):**

The presenter has chosen to use a multimodal gallery presentation because she believes that it will more holistically and accurately represent her journey as a new director of a graduate writing center. Using concepts and analytical strategies purported in an a/r/tography approach (Irwin & de Cosson, 2004; Kind, de Cosson, Irwin, & Grauer, 2007; Leggo & Irwin, 2014; Prendergast, Gouzouasis, Leggo, & Irwin, 2009; Wiebe et al., 2007), where researchers engage in arts-based research and/or analysis, the

**Commented [EKJ1]:** To begin, I follow the basic instructions by having all of the submission components and by meeting the word length requirements.

**Commented [EKJ2]:** Using the conference theme in my title to make the connection.

**Commented [EKJ3]:** Using language found in the CFP.

**Commented [EKJ4]:** Applies to the variety of contexts that the CFP mentioned.

**Commented [EKJ5]:** This piece of writing can be viewed by all conference goers and so it needs to be very clearly written and easily understood by a broad audience.

**Commented [EKJ6]:** I identify the session type. It's good to do this as early as possible in the abstract so that reviewers know how to assess it and the audience knows where to go for the session type.

**Commented [EKJ7]:** Usually, we write proposal submissions in a very formal, detached tone. Also, this is how abstracts tend to appear in conference programs, so doing this is following a genre convention.

**Commented [EKJ8]:** Here I identify what makes my topic unique and additive to the field.

**Commented [EKJ9]:** Identify what it is that you are presenting.

**Commented [EKJ10]:** A rationale for why I think this presentation/topic is important.

**Commented [EKJ11]:** This is usually writing meant only for proposal evaluators.

**Commented [EKJ12]:** Here I state what I am submitting and the type of submission.

**Commented [EKJ13]:** I'm trying to convey that even though the work of making a scrapbook of one's experience is important, mine is even more special because I have the added element of a research component as well.

**Commented [EKJ14]:** Here's where I explicitly call out why my submission should be accepted. It's totally okay to

**Commented [EKJ15]:** I used another buzzword from the CFP.

**Commented [EKJ16]:** This was mentioned later on in the CFP as a context they are interested in hearing from/about.

**Commented [EKJ17]:** Basically, here's where I talk more concretely about my actual presentation. Notice I'm

**Commented [EKJ18]:** My expected outcomes for my audience—what I hope to convey, or a reason for

**Commented [EKJ19]:** Again, this piece of writing is meant more for the proposal reviewers, and so I was especially

**Commented [EKJ20]:** Here I state clearly why I opted for this particular session type.

presenter saw this digital scrapbook as an appropriate fit to better understand herself as a participant in her research study.

**Commented [EKJ21]:** I am making the move to support my choice with relevant scholarship and scholarship that is rooted in an artistic approach, which is both a good fit and something they are looking for in proposals this year.