

**Chat from the CCCC virtual event Extending the CCC Conversation: Reaching Publics and Informing Policies through the Research Center
Wednesday, February 2, 2011**

Moderator (Janet): you are very welcome! it has been a pleasure

Moderator (Kelly Belanger 1): Hello everyone

Moderator (Janet): green check or red x time!

Martine Courant Rife: Hi Jamie! Good to see you too. :)

Jeanne Law Bohannon: actually a large part of my dissertation project seeks to measure the efficacy of creating a specific writing research center for undergraduates.

Moderator (Kelly Belanger 1): For undergraduates--very interesting!

Moderator (Janet): you can make the web cam window smaller or close it!

lindsley: Jeanne, I'd be interested in following up with you on that. I'm curious about how a graduate student can be central to a project like this.

Audrey Bilger: Will we get copies of the slides?

Jeanne Law Bohannon: I'd love to talk:) My e-mail: engjbo@langate.gsu.edu, cell (770) 757-3265.

Moderator (Megan O'Neill): I think we could do that. We'll talk to Janet

lindsley: Great! Thanks.

Moderator (Ashley Patriarca): Jeanne, I'd love to know more about your project as well.

Moderator (Janet): great! we will check your mic at that pt intime or go to tools, audio, audio setup to check your mic

Dickie Selfe 2: WE seem to have an umbrella organization at the CSTW

Jeanne Law Bohannon: unfortunately, I don't have access to a mic where I am now. But I'm happy to type a convo, if you forgive the typos :)

Moderator (Janet): :)

Shanda Guillory: I would also like to learn more about this project. For my thesis, I am developing a particular kind of writing center and i believe it would benefit greatly from information pertaining to or from a rhetoric and writing research center.

Dickie Selfe 2: I'd be interested in hearing how research center projects can inform and be informed by practice: i.e., curricular support/teaching support or community engagement efforts.

Jeanne Law Bohannon: For an urban research university I can see the value of diverse community-based investments and collaboration. Has your research found this to be happening?

Dickie Selfe 2: To Jeanne, Yes they are in constant development but we also see the university as a community partner, probably our primary one.

Janice Showler: I'd be interested to know how research center projects may work at small institutions such as mine. I am writing coordinator at Holy Family University, a small Catholic univeristy in Philadelphia,PA.

Moderator (Brian Gogan): I'm noting these excellent questions--We'll address them in a few moments!

Dickie Selfe 2: To janice: many of our projects grew out of the work in our original writing center, something you can develop in a small university.

Janice Showler: Thanks Dickie I would like to hear more.

Dickie Selfe 2: Or encourage their (the community memembers' expertise

Dickie Selfe 2: Excellent focus on this slide. Very difficult work.

Dickie Selfe 2: yes, very different

Dickie Selfe 2: How about "public" abstracts to accompany all journal articles?

Moderator (Megan O'Neill): very interesting idea Dickie

Moderator (Kelly Belanger 1): That's a great idea--what medium would make them visible do you think?

Moderator (Brian Gogan): Excellent proposal

Moderator (Megan O'Neill): where could we publish that kind of thing

lindsley: Press Releases?

Dickie Selfe 2: Newspapers and local news shows ?

Moderator (Kelly Belanger 1): CCCs initiated something like that--remember when they sent out sample press releases for our talks?

Moderator (Kelly Belanger 1): templates for them, I mean

Moderator (Brian Gogan): Would these be distinguished from the Squire Center "Fact Sheets"?

Dickie Selfe 2: It's very hard writing work. Many folks can't do it well.

lindsley: And what kind of distillation would scholars be comfortable with?

Linda Adler-Kassner: We also can develop talking points for public audiences to accompany publications for academic audiences. These would address the question, "Why should others care about this?" or "What does this have to offer to others?" (and the "others" could be specified...)

Moderator (Kelly Belanger 1): Makes sense

Debbie Snyder: To Megan, you're right on with medical rhetoric; NIH funds a number of grants such as doctor/patient/caregiver comm.

Dickie Selfe 2: Nice Linda

Linda Adler-Kassner: @Lindsley: Say more about your question? Are you thinking of scholars who are reviewing our work for promotion/tenure? Others in the field?

David Beard: Woot! RSA!

Moderator (Megan O'Neill): Thanks Debbie. Other current graduate students in the CSRS have been working hard on those questions

lindsley: I suppose my question came from a worry that imposing certain templates might make some scholars uncomfortable with the level that their work is simplified.

Moderator (Kelly Belanger 1): That is the downside of more public impact--we'll get misrepresented, but what is the alternative (being irrelevant and invisible?)

Moderator (Megan O'Neill): If you could turn your mic off after you ask your questions it will reduce feedback

Moderator (Ashley Patriarca): Even being irrelevant doesn't mean we won't be misrepresented - at least not as a discipline.

Debbie Snyder: Wouldn't linguistics be good associates for Center?

Moderator (Megan O'Neill): absolutely

Moderator (Kelly Belanger 1): This is a common writing center model

lindsley: Is there anyone in the forum who've done center work with medical rhetoric even though your institution is not affiliated with a medical school? How did that relationship develop?

Moderator (Megan O'Neill): feel free to raise your hand as you come up with a questions. I will keep track

lindsley: *who has

Moderator (Megan O'Neill): We are currently not with a research center

Jeanne Law Bohannon: I am interested in hearing more about how you involve undergrads in IRB approved research.

Moderator (Megan O'Neill): instead, a group of faculty came together to discuss ways in which their work overlapped

Dickie Selfe 2: That's what happened at OSU

Dickie Selfe 2: What are the cons?

Moderator (Megan O'Neill): we then looked into grant opportunities that could support a medical rhetoric groups

Dickie Selfe 2: Right

Moderator (Ashley Patriarca): Our university just developed a med school in partnership with a local hospital system

Moderator (Megan O'Neill): Lindsey: Is that the kind of thing you are thinking of?

Moderator (Kelly Belanger 1): Feel free to raise hands

lindsley: Yes. I'm currently researching the diagnostic rhetoric of TBI in combat situations and we have a VA hospital close to us, but there isn't much of an institutional connection at this point.

Moderator (Megan O'Neill): Lindsey: I would be happy to put you in touch with our group members

lindsley: That would be wonderful, Megan. email: lindsley@iastate.edu

Moderator (Janet): Sam - you will be next!

Jeanne Law Bohannon: Dickie, the first instance you described is where GSU is now. I think that involving undergrads in community-based research might help us extend our relationships beyond "providing expertise."

amanda espinosa-aguilar: This is more of a nuts and bolts type of question but are most of the participants students/grad students who are looking to develop a center as part of their studies? I'm not a student and I was more interested in terms of how research ctrs can help mid career folks to further their research (IE almost in the same vein as the RFN at Cs) and or help with T&P. Any comments welcome. Thanks.

Moderator (Kelly Belanger 1): The mid career question is very interesting--it brings up the tension between individual and collaborative research and the role in our careers

Moderator (Ashley Patriarca): Amanda, there are several graduate students, but there are also a number of professors at various levels associated with the center

Linda Adler-Kassner: Thanks for the very smart session, everyone! I have to run to a meeting.

Moderator (Ashley Patriarca): Thanks for coming, Linda!

Cathy Wolf, Dover Business College: Good question, Sam.

Shanda Guillory: I have also enjoyed this session. All of the presented information has been and will be very beneficial. I look forward to learning more about the research centers. Have a nice day.

Moderator (Ashley Patriarca): Thanks for coming, Shanda!

Sam Sharma: Thank you.

alicia: thanks!

Moderator (Megan O'Neill): thank you

Melissa lanetta 2: Thanks so much, y'all. This has been a real treat. But I have to go!

Moderator (Megan O'Neill): thank you for joining us

Moderator (Ashley Patriarca): thanks, Melissa! Have a good afternoon!

Audrey Bilger: Thanks so much for this event! I do hope we can get copies of the slides--the presentations were quite instructive. I must go, too.

Moderator (Ashley Patriarca): thanks, Audrey!

Moderator (Megan O'Neill): I will get informaion on how to share the slides

Moderator (Janet): we will provide a link to the recording and place to find the slides on the cccc's website

Moderator (Megan O'Neill): Thank you Janet

Audrey Bilger: Great! Again, many thanks!

Debbie Snyder: Thanks for session. Funding the center seems key to success. Session has given me a lot to thank about.

Moderator (Ashley Patriarca): thanks for coming, Debbie!

Moderator (Megan O'Neill): Thanks Debbie

amanda espinosa-aguilar: Well and seeing the value of the work as more than service or more than admin but that it really is research. The wpa and Cs statments only go so far.

Moderator (Ashley Patriarca): Excellent point, Amanda.

lindsley: Could the panel talk about their experience negotiating tenure questions with administration when the majority of their academic career has been spent working for a center?

Moderator (Kelly Belanger 1): I think the way to show that it really is research is through deliverables that are clearly recognizable as research.

Cathy Wolf, Dover Business College: Good question...relevant to us.

Cathy Wolf, Dover Business College: Such as what ? Improved test scores ? Published articles ? Other statistics ?

Alexis Hart: Thanks for the thought-provoking conversation. Unfortunately, I have to sign out now.

Moderator (Ashley Patriarca): Thanks for coming, Alexis - have a good afternoon!

Moderator (Megan O'Neill): Thank you Alexis

Moderator (Kelly Belanger 1): articles, grants funded, digital books or creative work

Moderator (Kelly Belanger 1): Actually we can get very distracted by events--which don't really count as research--they have a place, but ...

Moderator (Ashley Patriarca): true.

Cathy Wolf, Dover Business College: Quality over quantity ? Or is there pressure to produce ?

Moderator (Ashley Patriarca): that's why they should never be the sole focus

Moderator (Ashley Patriarca): Hmm...I would say that there is always a pressure to produce in the center, just as there is for the individual

Moderator (Ashley Patriarca): But the level of pressure will vary.

Cathy Wolf, Dover Business College: Administrative pressure ?

Cathy Wolf, Dover Business College: What do you do when you discover conflicting research on a problem ?to

Moderator (Megan O'Neill): I feel as not only is there pressure to produce, but then you have to argue for what you produce in different ways

Moderator (Kelly Belanger 1): Yes--if administrators provide funding, they want research results, understandably. Or research dollars coming in.

Moderator (Brian Gogan): Yes

Cathy Wolf, Dover Business College: I'm not sure I understand how you involve undergrads. Do they help conduct research or do they serve as guinea pigs ?

Moderator (Brian Gogan): They conduct research

Moderator (Megan O'Neill): and we support their own

Moderator (Kelly Belanger 1): Gather and annotate sources on a particular topic has been one of their main functions

Cathy Wolf, Dover Business College: Why should they care if center tasks don't directly benefit them ?

Moderator (Brian Gogan): Not guinea pigs, but students who affiliate with center for credit via independent study.

Moderator (Kelly Belanger 1): The medical rhetoric group undergrads are pre med

Moderator (Megan O'Neill): they also have access to the resources of the center for their own projects, independent of the center work

Moderator (Kelly Belanger 1): So this is a great chance for them to study a medical issue while contributing to the research group

lindsley: How about a "Radiolab" podcast for the humanities :)

lindsley: Radiolab is a science podcast on NPR

lindsley: accessible science for public consumption

Cathy Wolf, Dover Business College: Where do you find such motivated students? Must depend on content area as well as university. I don't see many of my county college or business school students being involved in such work..

Moderator (Megan O'Neill): Cathy, it really requires faculty buy-in

Cathy Wolf, Dover Business College: Ah ha. The most important hurdle..

lindsley: if anyone is interested: <http://www.radiolab.org/>

Moderator (Megan O'Neill): Individual student-faculty relationships is really what brings undergrads in initially

Moderator (Brian Gogan): Cathy, a question that I would have is: Could you build a project into your syllabus?

Moderator (Ashley Patriarca): Cathy, and at times students have come from our professional writing program, and they've received internship credit for their work

Moderator (Brian Gogan): The center then could affiliate with the course and then support the engagement-research efforts.

Jeanne Law Bohannon: In my teaching experience, i have found that first year writers in specialized learning communities seek out presentation and research ops. At GSU, we call these Freshman Learning Communities -- based mostly on majors and social interests.

Moderator (Ashley Patriarca): Lindsley, thanks for the tip on Radiolab. I'm looking forward to checking that out

Cathy Wolf, Dover Business College: Thanks for the syllabus idea....will try that out after I speak to my dean..

Jeanne Law Bohannon: Right! My 1101-1102 course design requires student-scholars to conduct new media research. The entire semester is a bridge- from selection of research topic to research presentation.

Dickie Selfe 2: Perhaps a research review board that would take the best of undergrad. research and suggest revisions for online publishing.

amanda espinosa-aguilar: If your school has a school of communication and or a tel/radio/broadcasting dept. they will often produce these podcasts/shows and show them on local access tv, cable, and pbs stations/radio stations. These students are often not even English majors so that appeals to administrators and their quest for interdisciplinary study.

Jeanne Law Bohannon: dickie -- great idea!

Cathy Wolf, Dover Business College: Super.

Moderator (Megan O'Neill): Jeanne, those types of fieldwork projects work great in a center setting

Moderator (Ashley Patriarca): Amanda, excellent idea! Could give those students concentrating on PR some wonderful experience, too

Moderator (Janet): just lost Brian on audio..

Cathy Wolf, Dover Business College: So did I.

Ashley Patriarca: I'm back!

Cathy Wolf, Dover Business College: His webcam isn't working either...static image.

David Beard: Sorry -- I am juggling teaching and listening at the same time!

Moderator (Megan O'Neill): Wow! David is a much better multi-tasker than I am

Moderator (Ashley Patriarca): Sorry about that! Our campus wireless has been having fits all day

Moderator (Janet): sometimes with the webcam on it can cause problems, as well!

David Beard: I tuned in at the right time...

David Beard: My blogora criticism was mostly that the interdisciplinary centers

David Beard: you looked at were already cross-disciplinary; you just didn't mention it.

David Beard: That's just me.

David Beard: UT; UMN.

Moderator (Megan O'Neill): very good point David

Jeanne Law Bohannon: Thanks to our moderators and participants for such an informative session. I have to run...I would be most interested in talking more about undergrad research and hearing your feedback on my current project. engjbo@langate.gsu.edu. Cheers ☐

Moderator (Ashley Patriarca): thanks for coming today, Jeanne!

Moderator (Megan O'Neill): We were often relying on how centers self-identified

Moderator (Megan O'Neill): goodness

Moderator (Megan O'Neill): often relying on how

Moderator (Brian Gogan): Other questions?

Moderator (Janet): about 9 mins left!

Moderator (Janet): go ahead Cheryl

lindsay: How important is a physical space for the research center?

Moderator (Ashley Patriarca): Lindsay, we will follow up on yours momentarily

lindsay: thank you

Moderator (Ashley Patriarca): Because I do want to address that.

Moderator (Megan O'Neill): good question Lindsay, Kelly has had to think through that considerably

Moderator (Kelly Belanger 1): I think it's important because provides a place to be a nexus for collaborative face-to-face work

Moderator (Brian Gogan): Different centers have very different physical spaces.

lindsay: I guess a follow-up to that is how important is physical space in the birth of a center?

Moderator (Brian Gogan): Large first-floor spaces in prominent lobbies

Moderator (Brian Gogan): To buying space completely dependent upon grants.

Dickie Selfe 2: On the other hand, there is a ton of research that can go on in writing centers, if done carefully

amanda espinosa-aguilar: Does the research center most often reflect WAC theory/methodology at VT, etc. or more along the lines of a CTL?

Janice Showler: Thanks very much for an interesting discussion. Janice from Philadelphia.

Ashley Patriarca: oh, interwebs.

Sam Sharma: This was a great session.

David Beard: I look forward to rewatching to catch the nuances I missed.

Moderator (Kristen, NCTE): We'll post the links here <http://www.ncte.org/cccc/ccs/conversations>

Cathy Wolf, Dover Business College: Ditto. Interesting comments, but appeared so quick in the chat room that they were hard to read in their entirety.

Dickie Selfe 2: The WC is also a great place to involve undergrads. in research

Moderator (Janet): We can also provide a link to the chat area, Cathy.

Dickie Selfe 2: I'd love to hear about "place" of a research center

Moderator (Ashley Patriarca): good point, Dickie! Our own writing center has had a number of undergrads working successfully

Moderator (Janet): or, you can save it right now. File, Save, Chat Conversation

amanda espinosa-aguilar: Thanks to all. Hope to see you at Cs this year Kristen. Thanks for all your hard work. Best, Amanda

Moderator (Ashley Patriarca): Thanks, Amanda! Have a good afternoon!

Moderator (Kristen, NCTE): I'll be there!;

Maureen McBride: Thank you for a great session.

Moderator (Janet): I am thinking we have too many web cams going for too long--that is why we could be having problems

Moderator (Brian Gogan): I've shut mine down.

Moderator (Ashley Patriarca): ok, I will shut mine down too.

Moderator (Brian Gogan): Agreed!

Martine Courant Rife: thanks much for everyone's time i enjoyed the presentation but i need to exit. thanks!!

Moderator (Ashley Patriarca): Thanks, Martine! Have a good afternoon!

Martine Courant Rife: you too! well done!

Cathy Wolf, Dover Business College: Agreed, Kelly, it is important to establish permanence, importance.

Moderator (Ashley Patriarca): Very good point about the informal meetings and conversations, Kelly.

Moderator (Janet): Save chat area at File, Save, Save Chat Conversation

Moderator (Ashley Patriarca): The share working (I'm forgetting the proper term, but Spinuzzi discusses it frequently)

Cathy Wolf, Dover Business College: How does involvement with writing or research centers impact faculty course load assignments ?

Cheryl Duffy: Thanks, all--quite useful and interesting--have to leave now--

Moderator (Ashley Patriarca): Cathy, that will vary depending on the university and program -

Moderator (Ashley Patriarca): Thanks, Cheryl!

Cathy Wolf, Dover Business College: Ah ha. No blanket answer then..

Moderator (Kelly Belanger): I heard about a NSF grant purely to set up a physical work space for computer science researchers, one that doesn't even have computers in it. But for collaboration.

Dickie Selfe 2: Mine is primarily administrative and research

lindsley: Thank you for making time at the end for the space question. Wonderful panel!

Moderator (Ashley Patriarca): www.rhetoric.english.vt.edu

Moderator (Janet):

http://www.ncte.org/library/NCTEFiles/Groups/CCCC/CCC/CCC_Gogan_et_al_Appendix_June2010.pdf

David Beard: Very exciting! Thank you!

Cathy Wolf, Dover Business College: Thank you too.

Left on February 2, 2011 at 4:34 PM