

Call for Participants:
Naylor Workshop on Undergraduate Research in Writing Studies
“Consequential Publicness”: The Uses and Products of Undergraduate Research
September 30–October 2, 2022

Some Background: Participants in the 2021 Naylor Workshop on Undergraduate Research in Writing Studies explored “Undergraduate Research’s Role in Promoting Social Justice.” As students workshopped and presented their research in progress, they envisioned uses and products of undergraduate research well beyond traditional publishing. They imagined, instead, something closer to what Doug Downs, Laurie McMillan, Megan Schoettler, and Trish Roberts-Miller called “consequential publicness” in Chapter 4 of [The Naylor Report on Undergraduate Research in Writing Studies](#):

This more capacious understanding of UR in Writing Studies requires reframing traditional expectations for dissemination of research findings within, and as an advancement of the knowledge of, a discipline. By understanding the available “ends” of UR more broadly, as circulation of consequential discovered stories and stories of discovering to a variety of relevant publics both academic and non-academic, those fostering UR in Writing Studies can increase the range of what is recognized as UR, decrease the time it takes to bring projects into circulation, and dramatically expand access to and participation in UR projects. In so doing, we can also significantly increase the number of public stakeholders touched by Writing Studies research as well as the production of research, and support for it, in the field.

Our vision for the 2022 Naylor Workshop is to nurture the natural impulses of the newest entrants to the field who see the ends and products of their research as a way to do real good in the world. This year’s workshop will thus continue last year’s goals of promoting social justice and access through undergraduate research, inviting proposals from researchers doing “consequential” research that re-envision publishing as “consequential publicness.”

Naylor Equity and Access Grants: We also remain especially committed to an initiative we began last year to increase applications from those working in the space of Minority Serving Institutions (MSIs) such as HBCUs, HSIs, as well as single-sex colleges and universities and community colleges. As part of our efforts to provide more equitable access to undergraduate research opportunities, and with the support of Sheila Carter-Tod, the Naylor Workshop is pleased to welcome applications for our [Equity and Access grants](#). These grants provide travel funding, accommodations, and meals for attendance at the annual workshop to students ***who have an interest in undergraduate research and show promise as undergraduate researchers, but may not yet have identified a specific topic.*** Attendance will allow them to learn from mentors from across the U.S., and to develop their

areas of interest into possible projects. Our hope is that grantees will return to a future workshop as full participants. Mentors of the awardees will also be invited to attend.

Call for Participants

While we will continue to welcome proposals for research projects in any areas related to literacy and literacy education, this year we especially encourage proposals from undergraduate researchers doing work that has real, public consequence—both for the researcher and the publics served. Work at the intersection between language and social justice issues is especially welcome. The questions below are meant to help you think through your topics, not to limit your areas of research:

- In what ways might community-based research promote racial and social justice through a wider understanding of the role of language and its power structures? What other publics beyond the classroom might our research serve?
- In what ways have our pedagogies and approaches to writing confronted, failed to confront, or even promoted racial inequities? How might we do better? Have we lived up to our 1974 statement on "[Students' Right to Their Own Language?](#)"
- How has writing pedagogy and assessment recognized, or failed to recognize, difference? Who is left out?
- How might your project (and the work of undergraduate research and undergraduate researchers in Writing Studies) help to widen and deepen our attention to social justice issues related to the identities of those we serve (or fail to serve) in writing studies. What consequential results might you hope to bring about and in what venues?
- What experiences in writing classes suggest the need for more equitable practices in how literacy education is provided to both those in college and those who don't have access to higher education?
- How does your research support more inclusive practices that serve, or fail to serve, underrepresented or marginalized students? How do you propose studying these practices in systematic ways? How might our research methods be made more useful for such studies? How might undergraduate research in the field find its way into real-world applications?
- How might writing centers play a role in equitable approaches to race and other identity issues, and how might tutoring be more sensitive to cultural difference?
- What kinds of research methods engage students in matters of equity, inclusion, and access? Which assumptions and practices inhibit conversation about these issues?
- What might discourse analysis reveal about the role of language in promoting, or failing to promote, equity both within and outside of the academy?
- How might our field provide access to undergraduate research to a wider range of students and institutional types?
- How might feminist approaches to writing studies promote equity?

PLEASE NOTE: The Undergraduate Researcher online application will ask you to upload a completed [2022 Proposal Form](#) (fillable PDF). Links to both the proposal form and the application (Google Form) are available at www.ycp.edu/naylor/call-for-proposals.

For full consideration, applications are requested by May 31, 2022.

[Ready to Apply? Click Here!](#)

Plenary Speaker: This year's speaker represents the work of undergraduate research in our field both personally and professionally, and this role creates for her something of a coming home.



Megan Schoettler is an alumna of York College of Pennsylvania, where she pioneered with us both the growth of undergraduate research at our institution and the development of the inaugural Naylor Workshop. In spring 2022, Megan will earn her Ph.D. from Miami University and she has accepted a position as Assistant Professor at West Chester University. In her talk, she will describe the trajectory of her research, beginning from her undergraduate research at York College to her dissertation research on the rhetorical strategies of feminist activists and advocates, with the goal of helping current undergraduate researchers envision their own paths. Megan is also the co-author of Chapter Four of

[The Naylor Report on Undergraduate Research in Writing Studies](#), "Circulation: Undergraduate Research as Consequential Publicness."

About the [Naylor Workshop](#):

In its first five years, the Workshop has attracted over 160 students and mentors from forty states. Its participants have gone on to present at professional conferences, to publish their work, and to have impact on their campuses and communities. We have also featured leaders in the field's undergraduate research work as plenary speakers—*including Sheila Carter-Tod, Jane Greer, Jessie Moore, Joyce Kinkead, Jess Enoch, and Laurie Grobman*—and have had many other national experts serving as mentors to participants.

The Workshop helps undergraduate researchers in Writing Studies to move their project (which can be at any stage of development) ahead in ways that are richer, more valid, and more theoretically informed. Attendees participate in mini-workshop sessions to learn a variety of research methods, and work closely with mentors who help them hone their project's focus. Attendees report that by the end of the workshop they have a much clearer path forward and a much stronger understanding of our discipline's work.

We hope mentors will encourage students engaged with undergraduate research projects in Writing Studies to apply. ***Successful applicants also receive free room, food, registration, and funding to defray travel costs.*** They need not be writing majors—we have had successful applicants from Writing Centers, from disciplinary courses that focused on discourse analysis, from those engaged in community projects, research on creative writing and publishing, and so on. Like our field's research, the Naylor Workshop embraces all facets of writing studies.

We also invite faculty to apply to become mentors at the workshop. Past mentors have reported that it is an intensive, exhausting, but fulfilling experience as they work within an idealized learning space with talented students from across the country. You can join us with students or come on your own. If you have students join you, we will assign them to other mentors for the workshop so that they get multiple perspectives. You may apply to attend as a mentor via the link below:

[Mentor Interest Survey](#)

PLEASE NOTE: The Mentor Interest Survey will ask you to upload a completed [2022 Mentor Form](#) (fillable PDF). Links to both the mentor form and the interest survey (Google Form) are available at www.ycp.edu/naylor/faculty-mentors.

Visit the website at www.ycp.edu/naylor for more details on how to apply as either an undergraduate researcher or a mentor.

[Ready to Apply? Click Here!](#)

Feel free to address any questions to Dominic DelliCarpini, Naylor Endowed Professor of Writing Studies, at dcarpini@ycp.edu.