

As distance-based education grows globally (Online Learning Consortium, 2017), so does the need for equitable student support addressing the unique needs of online learners. Online writing tutoring can be a fundamental component of this institutional support, allowing both onsite and online writing centers to increase access and equity for all students seeking writing help online (Bertucci Hamper, 2018). However, the relative absence of specific principles, practices, and training manuals that guide online writing center work and the unique institutional contexts that dictate what this work looks like have created a sizeable gap in the field's understanding of how online writing centers are functioning in 2018.

This gap in scholarship addressing the current state of online writing tutoring leads to numerous questions. For example: What kinds of institutions are engaged in online tutoring? How does institutional context dictate the format, location, and technology platforms institutions use to conduct online tutoring? What training exists for peer consultants, staff, and administrators who conduct tutoring online? How does online tutoring complicate, mitigate, or address issues of access, identity, and inclusion?

**To begin to bridge this gap and collectively think about these questions, we invite projects for submission to a special edition of *ROLE* that examine themes of access, inclusion, identity, training, technology, and institutional context in current online writing tutoring. Projects that advance or critique current research, theory, and practice are of interest.**

Please consider some of the following questions about the current state of online writing tutoring. Also, feel free to explore the issue(s) in other related directions that align with your work and interests. Please be clear about whether you are referencing asynchronous, synchronous, or mixed mode tutoring.

- What is the state of online writing tutoring in 2018?
- Who (students, tutors, and/or administrators) is given access? Who is not?
  - What kinds of access issues arise in online writing tutoring? How are these issues signaled by students or tutors?
  - In what ways should online writing centers/tutoring address inclusion?
- How do the field, faculty, and/or students conceptualize online writing centers without a physical location?
- How do tutors and/or students create their identities of/in online writing tutors/ing?
- Is embodied identity complicated in online writing consultations/reviews? If so, in what ways?
- What roles do racial, ethnic, and/or gender identity play in online writing centers? In online writing tutoring?

- What kind of training does online writing tutoring require?
  - What training currently exists? What training should exist?
  - What does training look like at your online writing center? How does this training align with current online writing center theory and practice? Why or why not?
- What does “successful” online tutoring look like?
  - How and what technology can writing centers use for successful online writing tutoring? How and what technology can hinder online writing tutoring?
  - How does a/synchronicity change the online tutoring experience?
- What strategies do students seem to use for revision post online tutoring?
- What kinds of institutions are engaging with online writing tutoring? How does institutional context influence online writing tutoring format and style?
  - How does online writing tutoring fit within the support services your institution offers students? (e.g., as part of a larger learning commons, as an arm of a f2f writing center, as a separate entity, etc.)
  - Who conducts the online tutoring in your writing center?

#### **Guidelines for Submissions:**

- Both text-based and multi-modal submissions are welcome. Multi-modal elements are particularly useful in a digital journal like *ROLE*. These include, for example, video and audio interviews, training or tutoring role play videos, hyperlinked text, still images (e.g., photo, hand-drawn) and charts. Video and audio submissions require closed captioning or transcripts.
- Cross-over projects to *OLOR* are encouraged, which focuses on praxis.
- We welcome shorter opinion pieces, research reports, theoretical arguments, technology reviews, and institutional histories of 5,000 to 10,000 words.

#### **NOTE: Turn-around dates are close for this special issue.**

1. **ASAP: Send a short email (about 500 words maximum) about your topic/idea to Megan Boeshart, Special Issue Co-editor, at [mboes001@odu.edu](mailto:mboes001@odu.edu) with a CC to Michael Greer, *ROLE* Editor, at [role.gsole@gmail.com](mailto:role.gsole@gmail.com).**
2. Project drafts are due **September 1, 2018**.
3. Author acceptance notifications with feedback will be sent no later than **October 1, 2018**.
4. Complete drafts are due by **December 1, 2018**.
5. They will receive peer feedback by **December 15, 2018**.
6. All accepted projects will need to be revised no later than **January 5, 2019** for late January publication.

Questions about the special edition and CFP can be sent to Megan Boeshart, Special Issue Co-editor, at [mboes001@odu.edu](mailto:mboes001@odu.edu) with a CC to Michael Greer, *ROLE* Editor, at [role.gsole@gmail.com](mailto:role.gsole@gmail.com).

**Please re-distribute this CFP widely.** We look forward to reading your submissions.