Responding to Disruption with Feminist Hospitality

Tara Knight and Sarah Stanley

ABSTRACT: This article explores the connection between disruption and hospitality in accelerated writing programs (AWPs), tracing their association to the 1992 Conference on Basic Writing when AWPs were first conceived. Similar to the programmatic disruption AWPs posed to BW, the disruption of the COVID-19 pandemic disrupted traditional teaching approaches and placement practices, inviting teachers to experiment and eliciting their hospitality in a time of hardship and unintended student acceleration due to placement changes. In the context of a small public state university in the far north, Sarah, the Director of University Writing, was already experimenting with programmatic structure to address the unsustainable labor and graduate teaching training patterns she had previously noticed through a pilot she called the "Hub," a FYC model that uses team teaching, labor-based grading contracts, and open educational resources. After a previously failed iteration of the Hub, the authors highlight how they embraced a feminist, disruptive hospitality that encouraged collaboration and decentralized teaching models. The article offers insights into future hospitable possibilities, emphasizing the importance of attention to material conditions and collaborative resourcing.

KEYWORDS: belonging; disruption; first-year writing; hospitality; team teaching

Subject: Fall 2021 and beyond: Do you see yourself teaching 111X for UAF online? Invitation to collaborate
Sarah Stanley to Jody, Jaclyn, Tara, Zoe, Kendalyn, Kendell, Megan

Hi, there,

Are you at all craving a more supportive community when it comes to teaching online during the pandemic and perhaps (dare I write…) post?

I'm committed to using resources differently. I don't want to add time to your balancing act between teaching and your other responsibilities. I want to ensure the best possible learning

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Sarah Stanley *is Associate Professor of English and the Director of University Writing at the University of Alaska Fairbanks. Her teacher research scholarship learning from student writing in sentence workshops has been previously published in* JBW. *Her current writing project is a collaborative article on the Writing Hub as a hybrid learning space for students and teachers with Elle Fournier and Zeke Shomler.*

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experience for our UAF writers, no matter if they experience 111X online or in a face-to-face classroom.

The big idea is that teachers work in team-based sections called "hubs." A hub is 60 students. Students maybe asynchronous online or/and signed up for more traditional classrooms taught on campus. Each hub has three teachers. Did you catch that the student-teacher ratio has just been lowered? (it's a HUGE incentive I think)

Some ideas I have include:

- All teachers committing to expert level feedback weekly to all students in a hub section
- Shared office hours
- A networked curriculum (open-source; no textbooks!)
- A labor-based value system

Each teaching team would, of course, be able to make adaptations but generally, the curriculum is the same. And, we would also need to agree to move toward an un-grading/or labor-based value system too.

The collaborative work involves networking assignments, the benefit being that writers are exposed to a more diverse audience. Teachers would be ready to support another teacher at any time that needs it bc life got hard, a child or you got sick, etc. We can provide this community support because we are working together.

What do you think? At this point, I want to know if you would be interested in pursuing the idea. I want to be ready in the fall with an adaptive system. Happy to discuss too. I didn't clear this with the department chair because I think it should just start here—with us—a group of like-minded badass writing teachers.

Thanks for reading, and hope you are well, Sarah

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Tara Knight to Sarah

Hi Sarah,

Thanks for your email. I love the idea of collaborating with a community of teachers. Count me in.

Best,Tara

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Subject: Still Interested?

Sarah Stanley to Tara

Let me know! Could use the help—

Sent from Gmail Mobile

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Tara Knight to Sarah

Hi Sarah,

Sorry I didn't get back to you sooner. Yes, I can help with the WRTG F111X hub this fall. What do I need to do to get started?

Best, Tara

Figure 1. An email exchange about the 2021 Hub.

The initial email invitation, excerpted above, arrived on April 30, 2021 during the COVID-19 pandemic's second spring, a season in Alaska when snow melt is gradual, skies are gray, and the sun sets after 10pm. By then, most Alaskans are past plotting their garden and, depending on where they live, may be setting seed starts outside to adapt to the sunlight gradually. Perhaps a few of the message recipients were in the midst of organizing small social

gatherings; after about one year of isolation and quarantines, vaccines were available to adults. The spring semester was concluding, and the beginning of a new normal and summer fun were on people's minds.

Sarah's email put all that April anticipation to the side, asking instead for more collaboration, to continue thinking differently about teaching writing, and promoting the idea that a community of teachers could improve conditions for students and teachers alike. This experimental structure was known around the department as "the Hub." The "Hub" is a metaphor for the course design, wherein the spokes (multiple writing sections and campus resources) feed into hub (hybrid teaching and learning environments). She asked these teachers for a willingness to be disrupted in their priorities at work, including how they thought of instructional time with students and their relationships to a writing curriculum, their authority, and their personal boundaries. Sarah posed to these teachers this disruption without engulfing the differences between their institutional positions (Barrett; Bay; Bennett). Nonetheless, a hierarchical difference is present: Sarah is the writing program administrator (WPA), and each recipient is a past graduate student, all of whom were supervised by Sarah at one point. Sarah reifies the disruptive, isolating context of pandemic era teaching in her opening, as she invites negotiation on how these contracted writing teachers relate to their work. Importantly, since Sarah's responsibility is to train new graduate student teachers, her invitation is also an opportunity for the recipients to influence and support the current program.

By August, a couple of months later, the message had received some enthusiastic response, but most of the teachers did not have the capacity to work with the idea at that time. Tara Knight, working as an academic advisor and adjunct writing instructor, was the only instructor able to engage more fully. Responding to both the April and August messages, Tara demonstrated a willingness to experiment and embrace a disruptive and still developing idea—a disposition we will argue we need more of in accelerated writing program (AWP) and first-year composition (FYC) program development post pandemic life. Tara's unique position in the institution and her welcoming, "count me in" willingness to experiment with programmatic structure immediately sparked praxis at multiple levels. Tara's reply and our subsequent dialogue helped bring about: scaling labor-based grading commitments and quality feedback for student writing, working together in an empowering networked curriculum, providing tiered mentoring for new graduate students, increasing exchange between student affairs and writing faculty,

and, given the generous willingness to collaborate, a renewed commitment on Sarah's part to be vigilant toward recognizing the efforts of all involved.

We choose to open with our email exchanges because they took place in the midst of the COVID-19 pandemic, and while Sarah's email invitation builds from a pre-pandemic, strategic foundation, the response from Tara enacts a feminist hospitality that allowed for growth in a disruptive time. In our contribution to this special issue, we connect the disruption of a worldwide pandemic with ongoing opportunities for hospitality in university writing programs. We trace hospitality to the origins of accelerated learning and provide a data-driven story about a commitment to hospitality across the pandemic experience from our institutional context––that is, how the more hospitable placement changes caused by the pandemic unintentionally mainstreamed a significant population of students at our institution into regular FYC courses and how pre-pandemic disruptions to course structure were exacerbated by pandemic learning conditions affecting delivery modes. Ultimately, however, our commitment to hospitality widened the gate and increased student success. This story offers readers a chance to reflect on: 1) the challenge of hospitality given its inviting but threatening nature because it requires such openness and 2) the possibility of hospitality given how it becomes established and maintained in practice. Considering our results, we end the article by evoking an image of a messy entranceway rather than a "tidy house" of basic writing. We share this story to highlight the possibilities of hospitality that are readily available to WPAs and writing programs, invitations that can lead to accelerated learning for more students while also providing support to instructors.

ACCELERATION AS DISRUPTION: WIDENING THE GATE FURTHER

Acceleration as a disruptive model to basic writing and as an opportunity for hospitality can be traced back to AWP's origins; coming to the idea separately, David Bartholomae and Peter Adams first proposed mainstreaming students who were placed into basic writing courses at the 1992 Conference on Basic Writing (Adams et al., "Accelerated Learning"). Adams and his coauthors recall how he had to engage in quick thinking to frame his data analysis in a manner that would invite conference goers into possibility. We note how the question engages collaborative creative thinking: "What would happen [...] if instead of isolating basic writers in developmental courses, we could mainstream them directly into first-year composition, while also

providing appropriate support to help them succeed?" (53). Yet inviting approaches are not without reflective, honest critiques. In his keynote address at that same conference, Bartholomae evokes the image of a "tidy house," a metaphor that highlights the interior spaces which basic writing occupies. A year after the conference, *JBW* publishes Bartholomae's argument as a four-part thought experiment, furthering the conversation,

> There was much talk at the Maryland conference about abolishing basic writing and folding its students into the mainstream curriculum, providing other forms of support (tutorials, additional time, a different form of final evaluation). Karen Greenberg and I argued this point at the open session. I am suspicious, as I said then, of the desire to preserve "basic writing" as a key term simply because it is the one we have learned to think with or because it has allowed us our jobs or professional identities. (20-21)

Bartholomae invites us to engage in social material practices that disrupt the fixed, and comfortable, subject position of *teaching* basic writing, when basic writing becomes itself an institutional certainty (21).

Years later, we are noticing these metaphors of hospitality: the "tidy" nature of the house becoming less "tidy," as disruptive ideas about acceleration begin to circulate, and plans to renovate the house, as Tom Fox points out, spark a "flurry of soul-searching and innovation" (Fox 7). In fact, the 1992 conference disrupted the whole field of basic writing. Similarly, as editors Jennifer Maloy, Leah Anderst, and Cheryl Comeau-Kirschner write as context for this special issue, "the move back to in-person classes has brought with it the need to rethink the effectiveness of pre-pandemic pedagogies, curricula, policies and program structures." In this way, the story of the 1992 conference and its ripples continue to where we find ourselves now––another moment of "soul-searching and innovation" as the COVID-19 disruption challenges us to rethink our pre-pandemic placement and programmatic structures.

Similar to Adams questioning the effects of an unintended, isolating programmatic structure prior to the conference, prior to the COVID-19 disruption Sarah had already been noticing the labor conditions in FYC course delivery and teacher preparation in her role as the WPA. For example, adjunct teachers were the last to be given scheduling preference for FYC courses, and prior to the pandemic adjuncts delivered 100% of online asynchronous writing classes. Meanwhile, graduate students who were teachers, under

Sarah's supervision, seemed to overwhelmingly prefer in-person courses using pre-internet teaching approaches, including regular use of photocopies for reading and paper-based exchanges––preferences that we believe did not prepare them for a quickly changing higher education landscape. While regular FYC courses are primarily taught by adjunct writing instructors and graduate teaching assistants and overseen by Sarah, the basic writing (BW) courses were taught by both tenured professors in Developmental Education as well as a handful of adjunct writing instructors. Also, BW and AWP courses were generally offered in person. Approximately a quarter of the student writing population at our institution started in writing courses through the Developmental Education Department prior to the pandemic, with approximately 22% of the student writing population starting in BW courses and about 1-3% of the student writing population beginning in AWP courses that required a corequisite course. In these ways, the labor conditions were inhospitable to new and experienced writing teachers across departments and faculty ranks.

In response to this inhospitable environment, just prior to the disruption in Spring 2020, Sarah and a first-year TA cohort began to experiment with linked, team-taught online and face-to-face course sections, through which students enrolled in these sections would share a curriculum, teachers would share office hours, and both students and teachers would share labor-based grading contracts. The Hub concept was originally designed to address the inverted labor patterns and insufficient training graduate instructors were receiving in online teaching methods. Looking back, the Hub's pre-pandemic foundation emerged from a commitment to program hospitality, as its design featured intentional disruption of a "tidy house" of FYC requirements and teacher professional development and graduate teacher training. That is, the Fall 2019 decision to assign linked, team-taught online and in-person courses to beginning teachers was strategic, as it encouraged new instructors to not only hold each other accountable to providing their students with a positive learning experience but also to have more capacity for supporting their students due to the additional support team teaching offered them.

The Hub strategy reflected teacher preferences for delivery mode, leading to a complex and continually evolving structure. In the Fall 2021 iteration, teaching teams networked students with students in the other course sections they taught––whether asynchronous or in-person––through a shared online classroom space. By networking students across sections, teaching teams provide students with the opportunity to connect to a larger community and flexibility in how they participate (online or face-to-face)

regardless of the section students initially register for, while maintaining a 20 to 1 student to faculty ratio and multiple opportunities for student to teacher contact. This hybrid structure enables students' course completion because courses are linked by team teaching. One student, for example, moved to Florida with their military family months into an in-person course section and was able to complete the course asynchronously thanks to the hybrid design. In this way, the Hub strategy was informed by successful AWP structures that welcome students with varying circumstances and writing needs into the FYC classroom and provide them with meaningful learning experiences and intentional, targeted support.

In the next narrative section, after providing some institutional context and recalling the significant challenges that came with the early days of the pandemic, we highlight how hospitality as praxis was *also* foundational to our experiment with a pandemic and post-pandemic programmatic structure, the FYC Hub. Although the Hub was not designed with acceleration in mind, our goal is to establish how this fluid concept of Hub teaching is consistent with the larger disciplinary concept of an "accelerated writing program" in pandemic teaching and learning conditions. We make this argument by reviewing our institution's pre- and post-pandemic placement patterns which reveal that the pandemic disruption––in our context where the Hub model was already developing––led to not only more students enrolling directly into FYC, but also to more student belonging and to higher pass rates in the Hub courses than in the non-Hub courses.

Collaborative Tactics in Pandemic Disruption

At the far north public state university where we both worked in 2020, signs displaying "you belong here" hang down from lamp posts, greeting you as you enter the Troth Yeddha' campus. The university's belonging campaign started around the same time as the Hub's inception and shortly before the pandemic forced our institution to pivot to online learning in March 2020. As an open admissions university that attracts a diverse student population, developmental writing and math courses are offered through the Developmental Education Department, which is independent (and located in a different college/funding structure) from the Mathematics & Statistics and English Departments. Our institution's small AWP, which requires enrollment in a 1-credit corequisite course with only 1-2 sections a semester, is also taught by writing faculty in the Developmental Education Department. In contrast to the supplementary support course model, like AWPs, the Hub

instead focuses on facilitating student connections and belonging within the FYC course structure.

The Hub's intention to facilitate student connections and belonging was put to the test, when in March 2020, place-based declarative signs of belonging were no longer relevant, as writing courses, like most other college courses, were mandated to finish the semester virtually. The pivot to online instruction, a disruption to our familiar routines of in-person learning, meant that we had to improvise how we extended hospitality in a virtual location in order to facilitate student belonging. Our improvisations built on the foundation of what we know as committed teachers––build community––and one way we attempted to do this, like so many other instructors and higher education professionals at that time, was by showing warmth and being responsive to our students and colleagues in the virtual spaces through which we connected with them.

This foundational aspect of hospitality––creating welcoming and responsive spaces for students––was a challenge during these times since many location-based resources tied to the course delivery system were unprepared, including the University Writing Center, Student Support Services, Health and Counseling, the Undergraduate Research office, and Testing Services, all of which primarily offered in-person delivery of events and support. While our institution has long offered asynchronous writing courses, and while a handful of teachers were part of the Hub pilot in Fall 2019 and were still undergoing training in asynchronous teaching, the majority of graduate student teachers and their students were unprepared for the shift to an entirely asynchronous teaching model. Exacerbating all of this was the need for internet connectivity, which our institution provided by allowing students to connect to the internet from their cars in the various parking lots around campus. Yet, this required that students had their own personal transportation, which posed another access issue. This whole system, and the severe limitations to our response, isolated teachers and students even further. How could we continue our experimentation with Hub relationships when faced with these access issues?

These access issues forced us to adopt an alternative, more accommodating placement method for students. Since standardized placement tests were unavailable, an in-house placement method had to be improvised. The process connected developmental faculty with Sarah and the Writing Program through collaborative service in the reading and scoring of student writing. The placement method we adopted during the pandemic was a Google Form published on the university's website and privileged

accommodating the needs of the student and the reader doing the labor of the placement (see appendix). That is, the writing was untimed and could be completed at any point leading up to course registration, just as the collaborative scoring process was as timely as possible. Both Sarah and her developmental colleagues agreed to score any writer that addressed the requirements of the prompt as FYC-ready.

The result of this in-house, *messy*, placement system led to an additional opportunity in hospitality, as the number of students enrolling directly into regular FYC courses rather than AWP or developmental courses increased. In this period, Sarah also recalls the in-depth discussions she had with developmental colleagues on how to create the most straightforward experience for students and how the decisions needed to be tracked so that they could hold the new placement system accountable to the results. This more accommodating placement method that we adopted during the pandemic teaches us two things: disruption is an invitation to rebuild more welcoming spaces collaboratively, and embracing hospitality is generative of more hospitality.

The hospitality extended to students, then, resulted in a higher percentage of students being placed directly into FYC than before the pandemic. We noticed this increase in the number of FYC students by comparing the overall enrollment trends in BW, AWP, and FYC courses from Fall 2017 to

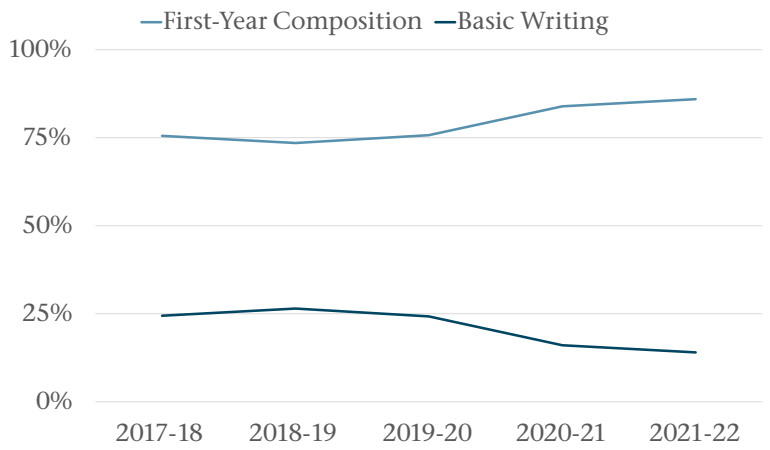

Figure 2. FirstYear Composition and Basic Writing Enrollment Trends from 2017-2022

Spring 2022. From Fall 2017 to Spring 2020, prior to the pandemic and the placement changes it necessitated, enrollment in BW, AWP, and FYC courses remained consistent. However, beginning in Fall 2020, after the pandemic forced placement methods to change, enrollment in BW decreased by almost 10% and increased in FYC by almost 10%, while our institution's AWP's enrollment remained relatively consistent between 1-3% of the overall student writing population. The trend of dwindling enrollment in BW courses and increasing enrollment in regular FYC courses continued during the 2021-2022 academic year when the placement system we adapted during the pandemic was still in place. From the 2020-2021 to 2021-2022 academic year, enrollment in our AWP increased by 3%, while BW decreased by another 5%, and regular FYC increased by another 2%. And in Fall 2021, approximately 29% of the FYC student population enrolled in a Hub course.

Although it is possible that other factors could have contributed to the number of students enrolling into AWP and regular FYC courses, we believe it was a result of the more accommodating in-house writing placement method and the partnership between the Developmental Education Program and the Writing Program since the increase in FYC enrollment immediately followed these changes (see fig. 2). What is most notable about this increase in regular FYC enrollment is that it resulted in acceleration that did not place additional conditions on students, as students were suddenly––and not necessarily intentionally–– mainstreamed into regular FYC

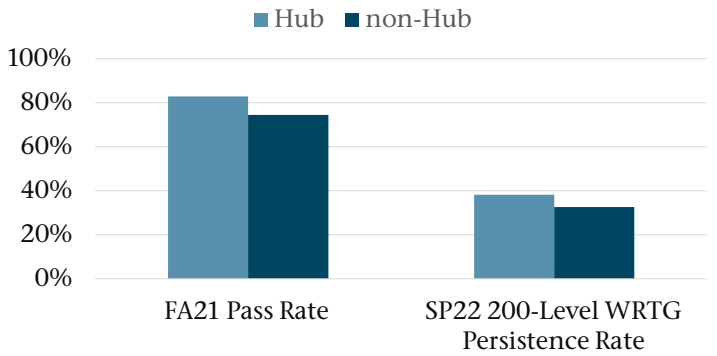

Figure 3. Fall 2021 FYC Pass Rates and Spring 2022 200-Level Writing Persistence Rates

classes rather than being placed into BW or AWP courses, both of which would have required students to take an additional course. As such, we read pandemic disruptions and the unintended acceleration that resulted as leading to both tactical (*improvisational*) collaboration and also to a more hospitable encounter for students who may have otherwise experienced a non-credit bearing writing course sequence––an additional hurdle that can lead to the development of "deficit perspectives," questions of belonging, and othering (Parisi and Fogelman 53).

Indeed, Adams and his coauthors note that non-credit bearing writing courses give students the "sense that they are excluded from the real college, that they are stigmatized as weak writers, and that they may not be 'college material'" ("Accelerated Learning" 60). They indicate how these perspectives and the need to take non-credit bearing courses can lead to higher attrition rates, stating that "the longer the pipeline, the more likely there will be 'leakage' from it––in other words, the more likely students will drop out before passing first-year composition" ("Accelerated Learning" 53). Many writing scholars have raised concern that this "leakage" has a greater impact on students from traditionally underprivileged backgrounds, pointing to equity and access issues associated with placement, traditional grading, and non-credit bearing, sequenced writing courses (Ihara; Inoue, "Writing Ecologies"; Inoue, "Grading Contracts"; Parisi and Fogelman). Considering the underrepresented student population that basic writing typically serves, we believe that the collaboration between developmental and writing faculty and the placement method changes implemented during the pandemic widened the gate at our institution for students who are often multiply marginalized in higher education. This "gate widening" can be seen in the data we pulled in figure 2, as the funnel begins to open up after placement changes were implemented for Fall 2020. More notably, this may have also increased accessibility to higher education beyond FYC for underprivileged students, as our data in figure 3 shows Hub students having higher pass rates in their FYC courses compared to their non-Hub peers in the Fall 2021 semester. It is also worth noting that more Hub students persisted in their requisite, 200-level writing course the semester immediately following their Hub experience, as this could suggest that a positive FYC experience correlates with higher college persistence rates (see fig. 3).

By embracing the experimentation and hospitality at the foundation of the acceleration movement, we were able to respond to pandemic disruptions with an improvisational willingness to experiment further in order to demonstrate to students and teachers that they "belong here." In the next

section, we offer a theoretical framework for program hospitality, followed by the story of how Sarah and Tara put this hospitality into practice. We hope to show how the experience was the beginning of what would become a successful semester for Sarah, for the graduate students learning to teach, for Tara, a willing collaborator, and most importantly, for our FYC students, some of whom were successfully accelerated as a result of our institution's pandemic-era placement changes and the more supportive Hub model.

PANDEMIC HOSPITALITY AS FEMINIST AND TEMPORAL

> The guest must cross the threshold and trust the host's good intentions. Hospitality––this temporary, shared residence of stranger insider and stranger outsider.
>
> ––Haswell, Haswell, and Blalock, 712

The concept of hospitality as a double-edged tool has shown up very recently in this journal, as Amy D. Williams, Sarah Kate Johnson, Anika Shumway, and Dennis L. Eggett have drawn from Dale Jacobs and Matthew Heard's discussion in *JAC* about the relationship between openness and hospitality. These researchers connect openness to hospitality when an educational experience feels "enriching. . . when it welcomes another" (37). Hospitality evokes social-material practices, and practicing hospitality with each other depends on "the affective dimensions of 'being' open and the affective risks and rewards of openness" (40).

Haswell, Haswell, and Blalock similarly discuss the dual nature of hospitality when they mention that it can "turn on the wielder like a double-edged knife," challenging conventional understandings of the term that usually connote welcome and transaction (711). This latent threat is also found in the Derridean understanding of hospitality. Examining the term's etymology, Derrida points to the paradox of hospitality, whose root, "hostis," means both host and guest, friend and enemy (Derrida and Dufourmantelle 45). Etymologically speaking, hospitality simultaneously suggests warm reception and danger, and in this way, can potentially be hostile and disruptive to guest and host alike. From this observation, Derrida outlines two contradictory understandings of hospitality: conditional hospitality and absolute hospitality. He describes conditional hospitality as inflicting "violence," since the guest must "ask for hospitality in a language which by definition is not his own, the one imposed on him by the master of the house" (Derrida

and Dufourmantelle 15). Absolute hospitality, on the other hand, requires that the host "open[s] up [their] home and that [they] give not only to the foreigner…but to the absolute, unknown, anonymous other" (Derrida and Dufourmantelle 25). According to Derrida, then, hospitality evokes two contradictory understandings in which host or guest must relinquish too much of the self to the other.

Because of the dual risks associated with hospitality that others have pointed out, we want to be transparent about the potential benefits and risks of adopting hospitality in teaching first-year composition and in training new graduate teaching assistants, to urge caution when implementing it into program development. For example, the Fall 2020 semester experienced these challenges, and Sarah was impacted by the personal cost of not fully recognizing these risks. To be brief, Sarah overextended her labor in training beginning teachers in Fall 2020, and the result was a failed collaboration. Sarah's experience calls attention to the risks WPAs may experience when offering collaboration and shared labor through team teaching (see Haswell, Haswell, and Blalock's Scenario 3, 710). Nevertheless, Sarah's vision for improved teaching and learning conditions by being accountable to labor and valuing process persisted, evidenced by this article's email inviting more collaboration and support into delivering the Hub mission the spring that followed the failed Hub iteration.

Building from this failure, and faced with the continuing isolation teachers and their students were experiencing as a result of the pandemic, Tara and Sarah improvised a new iteration of the "Hub" together in Fall 2021. Our plan was to divide into smaller decentralized Hubs, allowing for not only more intentional experimentation, but also for more opportunities to practice hospitality. Sarah and Tara's intentional decentering of the Hub enabled a proliferation of shared authority. Yet, this first required that Sarah recognize the importance of framing and transparency with Tara and the new graduate teachers on the first day of orientation. Sarah named how a single entity's position and authority over the entirety of collaboration was a problem in previous iterations, and how in their work together, they could try to solve this challenge with a tiered-mentoring system, smaller teaching teams, and mentors embedded into each team. Second, Sarah had to imagine how existing structures could support the decentralized model. This strategic thinking led her to use the shared time of the corequisite graduate course *Teaching College Composition* to enable team collaboration: each week, one hour of a three hour block of time was turned over to teams, asking them to apply theory to immediate practice. By sharing her own instructional

time *with* teachers, more spaces could emerge where feelings of collective ownership and belonging for students could take place. While the concept of hospitality typically invokes place-based associations, Clive Barnett invites us to consider the temporal aspects of hospitality, writing, "temporality is significant because it emphasizes the degree to which responsibility is motivated in response to the activity of others" (6). Through her responsiveness to the failed Hub iteration, Sarah demonstrated temporal hospitality by inviting Tara to help implement a decentralized, collaborative teaching community.

While responsiveness was key to creating a more hospitable space for beginning teachers, creating a space where a proliferation of shared authority and new tactics could emerge also exemplified a disruptive hospitality that is feminist in nature. Indeed, Hamington describes feminist hospitality as "[exploring] the antimony between disruption and connection. . . and] [reflecting] a performative extension of care ethics that seeks to knit together and strengthen social bonds through psychic and material sharing" (24). Working with existing structures enables response and creativity (knitting together) and also repurposing and remixing—sharing ideas and being open to how they get taken up and used and reused. Reflecting on the challenges posed by a larger, more diverse FYC population and new graduate instructors navigating the intricacies of pandemic era teaching, Sarah and Tara embraced hospitality with a feminist orientation, anticipating needs by offering teachers a more intimate space for collaboration with a personal mentor. Moreover, Sarah's decision to leave the space where the collaboration occurred enabled more hospitable practices, giving over to the teaching teams. As both Sarah and Tara created room in relinquishing power, teachers were able to show up with their own designs.

In these ways, Sarah and Tara embraced a strategic, feminist hospitality when they chose to collaborate on the Fall 2021 Hub iteration despite the potential risks in doing so, and they enabled the decentralized Hubs to practice temporal hospitality. By recognizing how a centralized Hub was not conducive to the graduate instructors feeling empowered to share their ideas, Sarah and Tara curtailed the potential risks of hospitality in the Fall 2021 Hub iteration by creating more intimate spaces wherein community building, negotiation, and change were more likely to take place. One of the spaces where remixable materials were shared and changed was on an asynchronous teaching team, who referred to themselves as Team Aspen Grove. On this team was an embedded mentor-teacher––who Sarah referred to in her training design *as a lead teacher*—Tara. The Aspen Grove teaching team was made up of four beginning graduate students and Tara. In this

next section, we share further details about Aspen Grove's decision making, which was one of three teaching Hubs in the Fall 2021 semester, the same semester we share student success results.

Aspen Grove Tactics in Fall 2021

Coming from a background in academic advising and teaching, Tara was familiar with the unique challenges that the pandemic had posed for students, teachers, and administrators, and in this sense, was an ideal collaborator as she was able to offer the Hub an outside, tactical perspective. Despite her title as "lead teacher," Tara didn't feel like she had any sanctioned authority over her fellow teachers since she had a regular contract as an adjunct instructor and there was no clear organizational structure that placed her in a supervisory role or in a position of power over the graduate teaching assistants––only Sarah's title "lead teacher." Her rejection of the title "lead teacher" is, in fact, one way that Tara performed feminist hospitality. In this way, the revised Hub structure and Tara's disposition toward collaboration enabled her to show up holistically to the more intimate space offered in Fall 2021 to graduate teachers. Tara, having been trained by Sarah, illustrated her willingness and intent to collaborate by facilitating. Tara decided to prioritize listening to the ideas her fellow teachers proposed and to help them brainstorm ways to implement those ideas rather than trying to control how her teaching team adapted the Hub curriculum and activities for their course. This commitment to facilitation rather than leadership enabled a turn in direction from the other teams.

Tara's role on the team did differ from the other lead teachers' roles since she was working full-time and unable to attend all of the sessions and team-building exercises during orientation. So, on the Friday before classes started, when Tara's coteachers shared their plan for the class with her for the first time, Tara was surprised and a little uncomfortable by how much their plan stressed frequent peer interaction. This included using Slack as a discussion platform, wherein students were expected to take ownership of that space by posting digital postcards, sharing memes, connecting with five peers, and participating in both the problem-posing and problem-solving processes *weekly*. By requiring so much student interaction each week, Tara was worried it put too much demand on FYC students. However, noticing her intention to facilitate rather than lead, Tara decided to put aside her misgivings and to experiment with her coteachers in building community by encouraging students to engage with one another in these ways. By requir-

ing frequent interaction among students, Tara and her coteachers created an online space that invited students to further invent spaces of warmth and welcome. Although they didn't name it at the time, the Aspen Grove teaching team was practicing feminist hospitality by creating together this collaborative and networked online FYC space. Moreover, by "recognizing students' lives and experiences as essential components of their learning," Aspen Grove aimed to create meaningful learning experiences through activities that were simultaneously intended to build community, foster belonging, and facilitate learning in their online students (Eodice et al. 324).

Responsiveness was key to sustaining the hospitality that the Aspen Grove teaching team hoped would cultivate belonging and community among their students. And, because the disruption caused by the pandemic imposed hardships on students *and* teachers, the Aspen Grove teachers extended the same hospitality they demonstrated to their students to each other. In addition to actively responding to students in the Hub Slack space, the Aspen Grove teachers were in constant communication with each other in a private faculty Slack space. In this private faculty Slack space, Aspen Grove discussed possible readings, student concerns, and equitable labor division. Checking it regularly throughout the day, they often coached each other through challenging student issues, providing feedback and affirming the emotional labor these situations required, often offering to step in to share that labor. In their responsiveness, Aspen Grove showed care, compassion, and respect for each other and their students, setting the tone for the course. The Aspen Grove's temporal hospitality was mirrored by their students in the Hub Slack space, as students would likewise reach out to each other to provide encouragement and support (see Aspen Grove Collective). In this way, community care manifested in the FYC course and on the Aspen Grove teaching team, helping to facilitate belonging in both spaces.

By showing up as a facilitator, Tara built trust with her teaching team so that when a student concern arose, the Aspen Grove teachers were confident in their ability to address it collectively rather than responding in isolation. Tara initiated this practice by modeling her intention to collaborate with her coteachers as soon as the semester started. For instance, when one of their students only reached out to Tara with a concern during the first week of the semester, Tara made sure to relay the message to her coteachers in their private faculty Slack space and to ask for their input before responding, making sure to include her coteachers in her response to the student. In recognizing and valuing the insight her coteachers brought to the teaching team and by regularly asking for their input and advice about particular

student concerns, Tara demonstrated that it was okay to not always have all of the answers. Tara's coteachers, who were similarly willing collaborators, likewise understood the importance of being in agreement with one another and responding to students cohesively. From these inclinations, collaboration genuinely emerged, as the Aspen Grove teachers frequently sought each other out for guidance and just as readily provided each other with recommendations when requested. Yet, within this collaborative dynamic, tiered-mentoring also emerged, as Sarah mentored Tara in facilitating collaborative teaching tactics as lead teacher and as Tara mentored her team by sharing her institutional knowledge and teaching experiences when appropriate.

Initially a response to the unsustainable labor patterns and to the graduate teachers' preferences for pre-internet teaching approaches, the Hub became a responsive and hospitable solution to the disruption the pandemic would cause for students and instructors alike. The Hub increased capacity for community care so that when a member of a teaching team became ill, had travel needs, experienced loss or another personal difficulty, a shared curricular experience meant that teachers could help each other out, and students were never without a mentor or help. Sarah and her lead teachers' creative thinking about using contracted time more strategically, including shared office hours, automation of administrative tasks, and shared leadership, opened up space for community and belonging while encouraging tiered mentoring to take place. By disrupting standard approaches to writing curricula and discussion boards and inviting students to make personal connections to their work and the work of others, the sense of belonging Hub teachers facilitated in students through their hospitality may have helped bridge the traditionally siloed nature between students' academic and social lives, which was critical due to the continued hardships caused by the ongoing pandemic. Indeed, by choosing not to work in isolation and by choosing to work together, instructors had more capacity to support their students because of the support they provided to each other.

The correlation between Hub teachers' increased capacity to support their students and the Hub cohort's higher pass rate in FYC suggests that it might be possible to accelerate students in a FYC classroom that provides students with additional support through team-teaching rather than requiring AWP students to take an additional course. For example, basic and accelerated writing scholarship has long identified the need to provide students who are being accelerated as needing more support and time to write (Nicholes and Reimer). This has resulted in acceleration methods defaulting to the corequisite, studio, and stretch models. The corequisite ("inside and

alongside") and studio ("outside but alongside") models require concurrent enrollment in a supplementary support course, demanding more time from students in a single semester, and the stretch model requires students to take FYC over the course of two semesters (Adams et al., "Accelerated Learning" 54-55; Ritola et al. 65). Although AWPs remove the barrier of a non-credit bearing preparatory writing course, AWP students are still required to spend more of their own time and money on the acceleration.

As such, by experimenting with models that do not require students to take the additional course that is typically required by AWPs, we can save students the additional time and money associated with AWPs, embracing Reichert Powell's call for absolute hospitality in the FYC classroom. More data from different Hub cohorts and over a longer time period is needed to determine whether the Hub successfully accelerates students. However, the substantially higher pass rates of Hub students from Fall 2021 and their higher persistence and retention rates than their non-Hub peers, indicate that the hospitality Hub teachers extended to their students in Fall 2021 created a more welcoming space for students. Because standardized placement assessments have consistently placed historically underrepresented student groups into BW and AWP courses, the unintended acceleration that happened and the hospitality that Hub teachers met their students with may have helped us retain a diverse student population that makes our institution more representative.

FUTURE HOSPITABLE POSSIBILITIES AND WORKING TOGETHER

> In other words, should the movement to mainstream students previously classified as 'developmental' result in a composition program that is more like the dissolved 'basic writing' program––with its strengths, such as faculty collaboration around assessment, and its failings, with regard to equity and access––or might it lead us to imagine alternative approaches to curriculum and assessment that retain the communal spirit of 'basic writing' without it importing its more damaging elements?
>
> ––Rachel Ihara (101)

The alternative approaches Ihara prompts us to imagine are for us experiments in hospitality. In this article, we have shared how these experi-

ments affected teaching conditions in our context, but zooming out further to a programmatic, even disciplinary, scale, we are taking away how *disruption* functions as an invitation to experiment with the structure of the FYC course to help undergraduates belong.

While our experiment in Fall 2021 shows that an asynchronous, open door, large course can be successful, it is nevertheless reflecting on our commitment to feminist hospitality that has also led to us becoming more willing to adapt and respond in structural ways to the ongoing disruption of our times. Therefore, we are attuned, alongside Ihara, to the fact that this ongoing disruption "unsettles the distinction between 'basic' and 'regular' student writer," and will require more from individual instructors to support students with varying resources and needs (101). Given this reality, we are resolute in experimenting with how we can practice feminist hospitality alongside our students and our fellow teachers. As composition scholarship has long shown, this attention to material teaching and learning conditions is key to the production, distribution, reception, and circulation of knowledge. For example, in Fall 2023, the "Hub" once again expanded, where nine sections of FYC designed an emergent but remixed writing curriculum. In the words of one Hub writer, Martha, who grants us written permission to cite from a Hub archive analysis assignment, this structure helps writers and their teachers feel less alone:

> Anxiety is a common thing for most people here within the Hub to an extent. Not everyone has crippling social anxiety, and others may. Regardless, anxiety is something that is common for people to deal with. If it's left unchecked it may ruin opportunities that you could've taken being more confident. Or it may make it very difficult to connect with peers in class, but it's much easier within the Hub since it's a connected group of people that isn't just one class. Social anxiety is especially difficult to deal with since groups are a major part of school and education, but it doesn't have to affect our choices so much if we can figure out ways to try to help expose us to new experiences once we get the confidence to do so.

We appreciate Martha's invitation to "figure out ways to try to help expose us to new experiences" while still providing a nurturing timeline. We also read this as attesting to the Hub's hospitality and how this hospitality not only helps students establish a sense of belonging, but also makes students feel more confident to experiment, take risks, make connections, and persist.

The concept of hospitality necessitates material structures and relationships; that is, it requires negotiating the space within and against the walls of a small entranceway, organizing the mess where the coats and shoes, the personal belongings, are kept for a short while, so that all of us are more comfortable as we venture further inside the house.

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APPENDIX: WRITING PLACEMENT ASSESSMENT DURING COVID PANDEMIC

Students responded to the questions below through a Google form. Questions 4, 8, 9, and 10 provided scorers/administrators with context about students' academic histories and their familiarity with technologies, but Question 11 contains the prompt used for assessment.

1. What is the current date and time?
2. What is your email address?
3. What is your full name?
4. What was your high school GPA or the date of your GED? (Write N/A if unavailable.)
5. Please enter your name again.
6. What is your contact phone number?
7. Who is your UAF advisor, if you have one?
8. Which applications are you comfortable using?
9. What was your most recent writing class?
10. Is there anything else you would like us to know? Do you have any questions?
11. Please write an organized response (approximately 250 words), explaining success to someone who is unfamiliar with your community. What does success mean to you and/or your community? (Your response can be personal, and you may use "I.") Be sure to proofread before submission.
12. What is your student ID, if you have one?
13. If you prefer, you can upload your writing sample here instead of typing it.

§

Scorers and administrators used a Google sheet for tracking submitted assessments and for scoring purposes, which tracked the following information:

1. Status: The current status of the student's submission or application process.
2. Placement: The recommended placement level for the student based on their responses or writing sample.
3. Notes: Any additional comments or observations made by the scorers during the evaluation process.
4. Follow-Up: Does this student require a follow-up? If so, what steps will be taken?

5. Class Taken: The course(s) the student has taken, if applicable, for tracking their progress.
6. Grade Earned: The grade(s) the student received in relevant courses, if applicable.
7. Nanook Navigator Tag: Any internal tagging or tracking notes for future reference, related to advising or other university systems.

Disclaimer: We used a generative AI to recreate the survey and the tracking system. The survey is no longer available and this was generated by copying the header row of the data spreadsheet generated through the Google Form (since deleted).