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Voices from EATAW: A Narrative of the Organization's First 20 Years

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July 2019 marked the 10th conference and 20th anniversary of the European Association for the Teaching of Academic Writing (EATAW). EATAW's mission, most visible through its bi-annual conference, is to support members as they teach, tutor, research, administer, and develop academic writing and writing programs across Europe. For more than 20 years, EATAW has offered its members a space for support, conversation, and collaboration, which is precisely why the original founders sought to create the organization. Few written records of EATAW's history exist beyond what is found on the EATAW website, in the biennial conference proceedings, and in the special issues of the *Journal of Academic Writing*. Even with these archives, little has been documented about how the organization came into being, who took the lead in various endeavors, and what that work has entailed. This chapter relates the history of the organization through interviews of the stakeholders who played key roles in the creation and continuation of EATAW. Through these conversations, the history of EATAW's early steps, development, and future trajectories are traced as a way to archive the work that has gone before so that we might inform the work that is yet to come.

As the European Association for the Teaching of Academic Writing celebrated its 10th biennial conference at Chalmers University of Technology in Gothenburg, Sweden in July of 2019, many new faces could be seen in the crowd alongside members who have been a part of the organization since its inception. One of the beautiful things about EATAW has been the growth that has occurred while still remaining small enough that attendees get to know a lot of people. In many ways, this balance has allowed the organization to move forward while maintaining close ties to its history. Founding members and members of the board throughout EATAW's years can still be called upon to gain, store, and retrieve organizational memory. Previous conference

websites, edited collections, and issues of the *Journal of Academic Writing* (*JoAW*), among publications elsewhere, house a wide range of information about the work done at EATAW and by its members in the past 20 years.

However, as EATAW moves into its third decade, as more and more new members join, as central figures such as Gabriela Ruhmann pass away, as databases are lost, and as websites disappear, it becomes more necessary for the members of EATAW to actively keep track of its history. This is necessary for its members to know where it came from, why it exists in the form it does, and what its challenges and successes have been so that future decisions and changes may be grounded in the knowledge, visions and actions of those that came before. Plus, as the premier international organization for the teaching of academic writing in higher education in Europe, EATAW's history is filled with a wealth of knowledge and resources useful for all teachers and researchers of academic writing.

This chapter is a humble attempt at providing a narrative that traces the development of writing teaching and research in Europe over the past twenty years and how the organization has provided a network to support those efforts. Because EATAW, like any organization, is an organism made up of a wide variety of people, locations, perspectives, memories, documents, actions, and decisions, it is impossible to craft a completely whole and unbiased picture. However, my goal is to share the voices of members who have been integral during the first 20 years of the organization in order to preserve pieces of its history, identity, and evolution that others may not know about. I also have included a handful of tables throughout the chapter that identify books, websites, and other information denoting key scholarship or moments of EATAW's past.

To create such a history, I conducted interviews with twelve individuals who were founding members, long-time members, board members, and conference organizers, all of whom having served more than one of these roles. The voices that tell this story of EATAW are those of Lawrence Cleary (University of Limerick), Lisa Ganobcsik-Williams (Coventry University), Katrin Girgensohn (SRH Berlin University of Applied Sciences), Magnus Gustafsson (Chalmers University of Technology), John Harbord (Maastricht University), Otto Kruse (Zurich University of Applied Sciences), Djuddah Leijen (University of Tartu), Joan Mullin (University of North Carolina at Charlotte), Lotte Rienecker (University of Copenhagen), David Russell (Iowa State University), Jacqueline van Kruiningen (University of Groningen), and Stuart Wrigley (Royal Holloway, University of London).

This tracing of EATAW's history archives the rich teaching and research exchanges that have taken place as well as the ways and speed to which EAT-

AW's members have tackled challenges that researchers, teachers, and writers have faced over the past two decades. Equally important, is the recognition of how the organization developed alongside the members' work while simultaneously supporting those networks within and across institutional and national borders. My hope is that this chapter can be a step for more historical and archival work to be done to ensure the memories of EATAW and its members are not lost. There has been and continues to be the need for collaboration across borders, and attention to the early steps and trajectories perhaps helps readers find instances where the work that has gone before can now inform the work that is yet to come.

In addition, having joined EATAW in 2013 as a doctoral student from the United States who was interested in learning more about writing across all contexts, I knew little about writing practices and instruction outside of the U.S. educational system. I was overwhelmed and excited by the work being done across Europe and the array of systems, teaching practices, and challenges that existed and were all being talked about in one place. Because I wanted to learn more about this work, I decided to run for the EATAW board in 2017. What I did not realize until my first meeting with other board members was that I actually knew almost nothing about the organization itself. So, a personal hope is that members, like me, who have joined EATAW not fully grasping its context and significance, and possibly having wondered how to contribute to the organization, might become better oriented by finding some of those details in this piece.

The Beginnings

We needed a wider, European perspective on the teaching side of academic writing.

— Otto Kruse

When I asked two historians of writing instruction about the founding of EATAW, Otto Kruse, one of the founding members, and David Russell, a member since 2001, both commented that the decisions in 1999 to create EATAW were impacted by nearly two centuries of history of writing instruction across European educational systems. These scholars recount that beginning in the early 1800s, more empirically based language studies began to replace the position that rhetoric had held within universities through much of Europe. The most significant teaching methods that continued to impact Europe and the United States and introduced writing as a means of teaching and learning were the German seminar method and

the British tutorial model. In German seminars, students were expected to write one paper, which essentially could act as a semester-long writing-to-learn activity but during which students were typically receiving very little writing instruction. In some British universities, students would meet one-on-one, or in small groups, with teaching staff, called tutors, to read and discuss their writing and receive feedback. David reflects that both models could be considered near-ideal instructional processes. And perhaps, at times, they were.

But as the twentieth century progressed, and more and more students began to go to university, meaningful instructional practices within these models could not be sustained. Plus, with more students came more diversity in the challenges they faced with writing. Researchers began to look beyond problems narrowly limited to language. And unlike in the United States, where most students were required to take first-year composition courses, in Europe, students had few places dedicated to teaching about and offering practice for writing skills that they could turn to. Teachers were reading about and were inspired by the American writing across the curriculum movement and writing centers but were having to import and adapt those practices and theories to often very different European contexts. Thus, teachers often struggled to locate useful resources for enacting the support they realized their students needed.

A handful of national movements, international organizations, and networks began to carve out a niche for examining writing and language in higher education. During the late 1980s and 1990s, several organizations were bringing a variety of individuals together to explore issues related to academic writing: for instance, the British Association of Lecturers in English for Academic Purposes (BALEAP), Writing Development in Higher Education (WDHE), EARLI SIG Writing, the International Writing Centers Association (IWCA), and its counterpart, the European Writing Centers Association (EWCA). There was also a well-established academic writing community in Germany that was hosting their own conferences for teachers of academic writing in German. In 1999, Gabriela Ruhmann hosted a writing conference at her home university in Bochum, Germany, and co-edited a book of presentations from that conference. (See Table 1.1). Many of the participants at the conference were Germans interested in academic writing instruction, though a handful of people from across Europe attended. While there, she, Lennart Björk, Lotte Rienecker, Otto Kruse, and Peter Stray Jørgensen came together to create the European Association for the Teaching of Academic Writing.

Table 1.1. The Published Collection of Presentations from the 1999 Conference in Bochum where EATAW was Founded

Title and Publication Information	Editors
<i>Schlüsselkompetenz Schreiben: Konzepte, Methoden, Projekte für Schreibberatung und Schreibdidaktik an der Hochschule.</i> Luchterhand. 1999.	Otto Kruse, Eva-Maria Jakobs, & Gabriela Ruhmann

Lotte remembers conversations with Otto about how such a conference should be held in English and should be made more international. She was traveling from Denmark to various academic writing conferences in England, Germany, Scandinavia, and the United States and noticed so much overlap in conversations being had, yet there was no centralized forum to bring them together. During such conversations, Otto remembers wide agreement on the perspective that there was a need for a Europe-wide organization dedicated to the European perspective of teaching academic writing. Lotte vividly remembers watching a plenary speech about text types in academic writing given by Lennart Björk, a then professor of English Literature at Gothenburg University, Sweden, and an influential figure in the field. Then moments after he finished, she noticed him walking up to several people and whispering to them. He soon approached her and whispered, “In just a second, I am announcing a new organization and I want you to chair it. Please don’t say no.” And she agreed. Though most attendees of the conference were surprised by the announcement because there had not been a visible movement for such an organization, it also felt like a logical step to highlight the important work that was going on in Europe.

Lennart recognized the importance of establishing a democratic process for elections, but to get the organization off the ground he simply appointed those he thought best positioned to do so. Lotte realized that she was not the most obvious selection for the role of chair. Yet, Lennart’s rationale was political: She held the most permanent position within an actual writing program, the writing center in Copenhagen. And Jacqueline van Kruiningen, though not a member of the board, quickly agreed to organize the first conference at her university in Groningen, Netherlands, which was scheduled for two years from then as a joint conference between EATAW and the European Writing Centers Association, which had been created in 1998 by Anna Challenger and Tracy Santa.

Jacqueline recalls being very interested in the idea of organizing the conference because she was doing a significant amount of work at the University of Groningen, running a project designed to create more attention for com-

municative skills at the university. She and her team were holding workshops and meeting with teachers to help with writing assignment design, creating writing intensive courses and writing tasks, and giving feedback on and assessing writing. Because they felt they were a unique program isolated from others doing the same sorts of work elsewhere, they recognized the need for exchange with colleagues, especially with those in Europe and not as far away as the United States.

Jacqueline remembers being in regular contact with Lotte and Peter, making plans for the conference. To publicize the conference, they created an email list based on personal contacts they had both inside and outside Europe, and Lotte made announcements about it at other teaching and writing-related conferences. Everything was done in an informal way and with only a little money coming from sources such as the hosting university and the Hans Böckler Foundation. And yet, 200–250 people attended, and the feedback was overwhelmingly positive: Attendees were pleased to finally have a place to exchange ideas and learn from others, to network with so many people from across Europe, as well as from the United States, for the first time.

Table 1.2. The Published Collection of Presentations from the 2001 EATAW Conference

Title and Publication Information	Editors
<i>Teaching academic writing in European higher education.</i> Springer Science & Business Media, 2003. https://doi.org/10.1007/0-306-48195-2	Lennart Björk, Gerd Bräuer, Lotte Rienecker, & Peter Stray Jörgensen

Lotte remembered that everyone involved expected the conference to be big but also professional, and the organizers took a lot of care to create requirements and review abstracts to ensure the presentations in this new and growing field would be as scholarly as those in other fields. From these presentations, an edited collection was published two years later. (See Table 1.2). The board also wanted to maintain the organization’s European identity. To honor that theme, Olga Dysthe was invited to be a keynote speaker, whom Lisa Ganobcsik-Williams clearly remembers placing writing within the rhetorical tradition of ancient Greece. Concurrently, the board decided that because they were heavily inspired by writings from the US, they would bring only one American keynote speaker. John Bean, invited to be the sole American keynote speaker at this first conference, spoke about the connection between writing and critical thinking, something different than the purely cognitive approach that was dominating many discussions about academic writing. Many, like Otto and Lotte, recall his talk as one of their

fondest memories of EATAW because it provided a strong theoretical basis through which to teach writing and it reinforced the decision to build connections with teachers and researchers in the United States.

Since 2001, the EATAW conference has been held every two years. (See Table 1.3 for conference hosts and locations and Table 1.4 for conference themes and websites). Recent conferences have seen more than 300 attendees. Comments made by EATAW conference attendees all have similar things to say about their experiences. Lisa found it “exciting for me to finally, after many months, find a community of people who were interested in writing development.” And, Djuddah Leijen says, “because we were just starting to get involved with the topic at the university, it was more or less a ‘wow factor’ that so many people are really working on this and have answers to it.”

Table 1.3. EATAW Conference Hosts and Locations

Date	Host University	Location
2001	University of Groningen	Groningen, Netherlands
2003	Central European University	Budapest, Hungary
2005	Hellenic American Union	Athens, Greece
2007	Ruhr Universität	Bochum, Germany
2009	Coventry University	Coventry, England
2011	University of Limerick	Limerick, Ireland
2013	Central European University	Budapest, Hungary
2015	Tallinn University of Technology	Tallinn, Estonia
2017	Royal Holloway, University of London	Egham, England
2019	Chalmers University of Technology	Göteborg, Sweden
2021	VSB-Technical University of Ostrava	Online

Table 1.4. EATAW Conference Themes and Websites

Date	Conference Theme	Conference Website
2001	“Teaching Academic Writing Across Europe” (with EWCA)	none
2003	“Tutoring and Teaching Academic Writing” (with EWCA)	http://web.ceu.hu/eataw/about.htm
2005	“Teaching Writing on Line and Face to Face”	https://eataw2005.hau.gr/index.htm
2007	“Teaching Academic Writing across and in the Disciplines”	http://www.schreibzentrum.de/eataw2007/index.html

Date	Conference Theme	Conference Website
2009	“The Roles of Writing Development in Higher Education and Beyond”	http://www.coventry.ac.uk/eataw2009
2011	“The Role of the Student Experience in Shaping Academic Writing Development in Higher Education”	https://ulsites.ul.ie/eataw2011/mlc/
2013	“Teaching Writing across Languages and Cultures”	https://asszisztencia.hu/eataw2013/
2015	“Academic Writing in Multiple Scholarly, Socio-Cultural, Instructional and Disciplinary Contexts: Challenges and Perspectives”	https://issuu.com/eataw2015/stacks/
2017	“Academic Writing Now: Policy, Pedagogy and Practice”	http://eataw2017.org/
2019	“Academic writing at intersections: Interdisciplinarity, genre hybridization, multilingualism, digitalization, and interculturality”	https://2019.eataw.eu/
2021	“The residence of writing and writing support”	https://www.eataw2021.org/

In the first few years, the board members spent a lot of time and energy constructing the missions and structures of EATAW. Otto remembers a lot of conversations about how the organization should work because there was no model for having a European-wide organization. Specifically, they understood the need for academic writing to be professionalized as its own discipline and recognized that the organization must play a central role in that development. As difficult as that is for any field of study, the diversity of the different cultures and languages, writing traditions, and educational systems was a central facet of conversations for EATAW board members. Unlike American scholars who were used to dealing primarily with English language writers, EATAW wanted to assert that writing instruction in all European languages was important. Lotte in particular noted the emphasis on members “contextualizing, not just emulating, but contextualizing what would be possible to do in very, very different contexts from what we can read about in the WAC journals or the [WAC] Clearinghouse.”

In attempting to carve out its own domain, there was, and continues to be, overlap with writing center practice and scholarship coming out of the EWCA. The first two EATAW conferences were titled as joint conferences with EWCA, but there soon existed concern about the imbalance of support coming from each organization. In addition, EWCA was born directly out of

the American writing center movement, with the first affiliates being American universities in Europe. Many felt that in the early years, EWCA was a home for Americans exporting their model of writing center work; meanwhile, EATAW leaders were searching for formats that fit or could be adapted to European educational systems, and which could very well be inspired by the U.S.-models. Thus, after the 2003 conference, the board members decided that the organizations should run their own conferences. In 2005, both conferences were in Greece a week apart, and later EWCA switched to holding its conferences in even years so that there would be a writing conference offered every year.

While the two organizations did not officially collaborate much over subsequent years, Katrin Girsensohn observed that many of the same individuals were showing up at both conferences and have sometimes been known to serve on both organizations' boards. In fact, she recalls that EATAW had a peer writing tutor panel and a peer tutor keynote before the EWCA did, and Lawrence Cleary recalls specific conversations with scholars in TESOL, EAP, first-language writing, genre studies, and more that impacted how members of his writing center team conceptualized their center's work. Thus, even in separation the two organizations were developing in ways that were often parallel to one another and relevant to each other's members.

Inclusivity was also a major topic of discussion during the first few years. Several early board members remember John Harbord, who was working at the Central European University at the time, as especially vocal about making decisions that allowed individuals from every European nation to have access to all aspects of EATAW. A favorable idea with persuasive arguments established EATAW as an open organization: no member would have to pay fees, and no university hosting a biannual conference should make any profit from the event. Scholarships were created for scholars in need of financial support to attend conferences, and decisions on the conference locations have at times included discussion of ease and cost of travel. As a result, founding and long-time members of EATAW have observed a growth in participation from southern and eastern European nations that were not initially represented at conferences.

The Only Major Conflict

A stormy two years.

— John Harbord

In 2005, a surprising turn of events at the Athens conference caused members to reconsider the status of Europe and European languages within EATAW.

Some members and conference attendees voiced their concern that EATAW in name was excluding people from the Americas, Africa, the Middle East, and Asia, and that because academic writing in English dominated real-life practice, it should likewise be at the center of the organization. Others, however, were concerned that a focus on one language would reduce the support EATAW could offer to writing teachers of other European languages. In addition, the argument was made that EATAW needed a permanent home, with a recommendation to locate it in Athens. Some board members remember receiving phone calls a few days before the conference requesting support on these issues, and others later found that they were left out of the loop. Then when the general assembly was set to vote at the end of the conference, attendees who were not technically members were casting votes in order to sway the outcome of the board elections.

By the end of the conference, this newly elected board found themselves split almost down the middle between the two sides of the issue. John recalls eight of the nine board members being evenly split, and one more neutral individual who at the end of the debate told John that she initially was not partisan and after weighing both sides carefully, came down on the side of the European group. And the general membership was often just as divided. Joan Mullin witnessed a number of nationalistic and territorial opinions presented during general meetings and conversations at meals that at times gave the impression that many were ready to give up on any kind of enterprise for working together and moving forward. Otto remembers some pointing out that they were not prepared to have an international organization: Researching writing in Europe was already a large enough task.

Perhaps surprisingly for an association that is 20 years old, this instance was the only major divisive conflict in EATAW's history. While several of the individuals on the side of expanding borders to become a world-wide organization and centralizing EATAW in Athens are no longer affiliated with EATAW, this event resulted in an organization that remains primarily European, with a shared focus on language other than English, and also open to everyone. Yet, more neutral and positive perspectives also exist. For instance, from hindsight, Otto finds that the event was not important for the overall development of EATAW. Joan thinks of it positively because she witnessed how the debates could have destroyed the organization and permanently split apart many more people than it did, and as a result, the experience forced everyone to look at the bylaws and constitution and think about what the organization is.

Though perhaps this incident did not alter the vision and missions of EATAW, it did significantly impact the structures of the organization. There

was a push to ensure that EATAW would exist as a fully-fledged, legally recognized organization. A handful of clauses were voted into the constitution; for instance, the clarification of procedures for adding items to the agenda of the general assembly, a decrease of board size from nine to seven members, and limitations on how many members could be elected from a certain country as well as from countries outside of Europe. John comments on these types of “peculiar clauses” that were there simply because the board elected in 2007 wanted to prevent any future faction from gaining control of EATAW.

Language used to describe the “chaos” of the potential “takeover” in Athens range from “exciting” to “hostile” to “suspicious.” Such negative perspectives were influential to the work that continued over the next few years, as Magnus Gustafsson reflects that the fear of a recurrence of such an event meant that the constitution was still being revised as far into the future as 2014. Joan considers EATAW a stronger organization because of the work done during and following this event: “It did make them look at their bylaws. It did make them look at their constitution. It did make them think about what the organization is.” And John recognizes that fifteen years after the Athens conference, EATAW has matured enough as an organization that threats like these are no longer concerning.

A Journal is Launched

[This journal] should provide a platform, a venue for people all over to be able to access academic writing scholarship.

— Lisa Ganobcsik-Williams

Another act that many interviewees claim has helped to strengthen the organization is the *Journal of Academic Writing*. For many years, the conference and the listserv were the only methods for EATAW members to interact. And though two edited collections had come out of the organization—one in German, *Schlüsselkompetenz Schreiben: Konzepte, Methoden, Projekte für Schreibberatung und Schreibdidaktik an der Hochschule*, and one in English, *Teaching Academic Writing in European Higher Education*—research contributions were mainly only occurring at the conferences themselves.

The board had continuously talked about creating a journal, though Otto states that they never had a discussion about the need for such a journal; they all knew it was essential. Lisa remembers that initially the conversations were centered on the idea of publishing a print journal; but as online, open-source journals started becoming more mainstream, that discussion shifted. John and others felt strongly that the journal should be easily accessible to anyone, es-

pecially since so many EATAW members were at institutions that might not have the funding to purchase a subscription to a paper-based journal. With that in mind, board members Esther van der Voort and Lisa researched a variety of publishers, but they soon realized that without EATAW collecting membership fees, paying a publisher was not feasible. Thus, they turned their attention to the Open Journal Systems (OJS) software, a free journal platform developed by the Public Knowledge Project and housed at Simon Fraser University.

Lotte contacted Gert Rijlaarsdam, an editor of *Journal of Writing Research*, to learn about the roles of the staff as well as the workflow and production process of such a journal. Meanwhile, Lisa began a collaboration with Joanne Marsh at Coventry University's Lanchester Library who had worked with OJS previously and could share her expertise. Over time, with the support of the IT team and the Centre for Academic Writing at Coventry, Lisa was able to set up OJS to have the first issue of *JoAW* released in 2011 with submissions from the 2009 conference on "the Roles of Writing Development in Higher Education and Beyond" in Coventry. During these nine years, there have been ten issues completed with a further two in the pipeline. Five of these have been guest-edited issues containing scholarly articles, presentations, and other pieces from the bi-annual conferences, as well as one issue exploring topics related to an integrating content and language in higher education colloquium held in Gothenburg in 2012. (See Table 1.5 for the full list of special issues). Lisa particularly credits Magnus Gustafsson who has contributed greatly as a Guest Editor on a number of issues. Other Guest Editors include Lawrence Cleary, John Harbord, Stuart Wrigley, Íde O'Sullivan, Bojana Petrič, Laryssa Whittaker, and Andreas Eriksson. Lisa has sourced support with statistics-checking, proofreading, copy-editing, and layout largely from her own university and occasionally from Guest Editors' universities, while the EATAW board and a growing database of EATAW colleagues have served as Peer Reviewers.

Lisa Ganobcsik-Williams, the founding Editor of *JoAW*, affirms that the journal has provided a platform for people to access academic writing scholarship, and to make contributions that will be widely read. As such, nearly every person interviewed commented on the impact the journal has had on helping to establish EATAW and the discipline of academic writing within Europe as a legitimate field of study and practice. In keeping with the value of the organization's founders to encourage research in one's own language, *JoAW* accepts submissions written in English, French, Spanish, and other European languages. Additionally, Stuart Wrigley commented on debates his editorial team with Laryssa Whittaker had in 2017 about maintaining high levels of academic rigor while simultaneously trying to open up venues for all voices to contribute. Though they primarily accepted traditional research pa-

pers, he remembers a couple of the articles were more polemical or ideas-led rather than evidence-led, and three short lightning talk submissions designed to allow writers to contribute short learning interventions. Lisa notes that what she is most proud of is assisting in setting up a journal that helps EATAW members and beyond “engage in dialogue with other writing teachers and researchers and make contributions themselves—for their contributions to be read by the wider world and to have value.” She, Stuart, and Magnus all observed the significance that papers coming in for review often cite other people’s papers from previous issues, and they would be interested to find out how widely *JoAW* articles are being cited elsewhere too.

Table 1.5. *Journal of Academic Writing* Special Issues

Publication Information	Volume Title
Vol. 1 No. 1 2011	The Roles of Writing Development in Higher Education and Beyond
Vol. 2 No. 1 2012	The Role of the Student Experience in Shaping Academic Writing Development in Higher Education
Vol. 3 No. 1 2013	Student Learning and ICLHE – Frameworks and Contexts
Vol. 5 No. 1 2015	EATAW 2013: Teaching Writing across Languages and Cultures – The Wealth of Diversity in European Context
Vol. 6 No. 1 2016	Selected Papers from the 8 th Conference of the European Association for the Teaching of Academic Writing, Tallinn University of Technology, Estonia, June 2015
Vol. 8 No. 2 2018	Selected Papers from the 9 th Conference of the European Association for the Teaching of Academic Writing, Royal Holloway, University of London, UK, June 2017
Vol. 10 No. 1 2020	Selected papers from the 10 th Conference of the European Association for the Teaching of Academic Writing, Chalmers University of Technology, Gothenburg, Sweden, July, 2019

Since the start of the journal, OJS has been updated, and Coventry University has continued to upgrade their systems and add IT support to ensure the success of *JoAW* and the other journals housed there. Lisa has been able to slowly grow the staff, bringing on George Ttoouli as managing editor and Niall Curry as an assistant editor from Coventry, Jonathan Potter as an assistant editor from Birmingham City University, and initially Íde O’Sullivan from the University of Limerick and then Mark Carver from the University of St. Andrews as book reviews editor. Together, they are working to expand the editorial board further, and aim to work with the EATAW board towards *JoAW* having its own domain or moving its hosting to the EATAW website. And EATAW members are interested to see how that growth will occur and

contribute to it. Magnus imagines that as technology continues to change, additional publication venues might emerge. Stuart wonders how scholarly genres might be pushed even further to allow for both empirical research projects, as well as teaching interventions or practical submissions. And Jacqueline hopes for a larger journal staff so that with increased time and energy could come more frequent publication.

The Importance of a Network

People are exchanging information, links, resources, and that's exactly what we've always wanted with it: this exchange of resources.

— Lotte Rienecker

At the end of the first conference in Groningen, Jacqueline remembers good evaluations and a lot of enthusiastic people. She says, "I realized what I needed was what all those people needed: They needed a network, a place to exchange and to learn from each other." This theme of gathering, talking, and learning is the one that came up most often in the interviews as individuals reminisced on conversations, keynotes, workshops, and presentations that impacted their work and ways of thinking. Writing center growth in Germany, assessing the effectiveness of writing retreats, processes for teaching proofreading, and working with students with disabilities are just a few topics that the individuals interviewed expressed as ones that left them with tangible inspiration for their own work.

John recalls his fascination at suddenly being in a room with people from various disciplinary backgrounds who were all talking about academic writing. He mentions learning so much from people with backgrounds in psychology and communication studies:

If somebody is suffering from depression and stress and writer's block, then the first thought was "Who do we need to help somebody who has psychological problems with writing? A psychologist." So those people were bringing the tools of psychology in a very professional way to the teaching of writing.

Magnus also notes, "We are not always good at describing what it is in our context and history when doing things the way we do." So conference attendees identify this sharing of various approaches as essential for informing their own work.

Stuart and Lisa share similar feelings of awe and excitement being at their first EATAW conference because they were meeting people who were interested in academic writing and writing development. Magnus recognizes that

EATAW is a significant venue for introducing people. He has seen many teachers, writing developers, and academic support faculty who feel isolated in their workplaces and are frustrated at having to reinvent the wheel arrive at an EATAW conference and receive help or evidence that what they are doing is meaningful. Also, he has gotten to know several colleagues from his home country of Sweden at EATAW. He finds it a shame that nationally they are doing a poor job of setting up networks, but he accedes that for that reason, EATAW is an asset.

At the same time EATAW succeeds in bringing teachers and researchers together to share perspectives, large numbers and diverse populations also bring challenges. One broad shift that occurred over time was that John saw the contingent of presentations and conversations about writing in English increasing at the conferences. With so much scholarship on academic writing coming from the United States, Britain, and Australia, and with more universities in Scandinavia and elsewhere in Europe creating English-language programs, he observes that it would be impossible to prevent English from dominating.

However, EATAW has always tried hard to keep a space for those who have things to say about teaching writing in Dutch or Swedish or other languages. As someone teaching in the United States, Joan recalls a moment when a Dutch colleague told her, “I publish in Dutch. Who’s going to read Dutch? Nobody cares about what I say.” And Joan immediately had to disagree. She sees that as a crucial component of EATAW: Others need to know that there are rich research traditions and practices in languages beyond English, and EATAW is one of few organizations that is trying to make these accessible and promote them. In fact, John notes that because the conference moves locations,

we can go to different parts of Europe and involve new people and find that we can have similar conversations and that we have similar interests, and yet there are also different problems and different concerns in different places—that not every place is the same.

Yet another central challenge that Jacqueline has observed is how EATAW can establish academic writing as a discipline, to combine good practices with research and empirical evidence. This is not always a simple task because of the diversity of cultures, writing traditions, and educational systems in Europe. Additionally, as Stuart recognizes, many of those who are teaching or tutoring academic writing are not always in faculty positions where that research is supported or contributes to an individual’s promotion. Yet, EATAW provides a forum for members to learn about what others are doing in various institutional and national contexts. Stuart appreciates the range of perspec-

tives, being exposed to realities that he did not know existed, but that broaden his horizons and influence his work. Some individuals even attribute specific moments at EATAW conferences as impacting their professional trajectories. For instance, Djuddah identifies Christian Schunn's keynote address at the 2009 conference in Coventry as giving him direction for conducting his own research. Katrin notes that after her keynote at the 2017 Royal Holloway conference, a colleague from Sweden approached her, and that one informal conversation led to an ongoing collaborative research project.

The topics covered at the conferences also signal changes over time within teaching, writing, and the research being done on these issues. Lotte has seen conversations over topics such as the rise of e-learning transform and become a more central subject. Founding members could not have imagined this when preparing for the 2001 conference, and yet e-learning has become so prominent that it has warranted keynote addresses, most recently, Karen Head and Chris Anson's presentation, "Technological Gains and Losses" in Gothenburg. With this adjustment in the instructional landscape comes the question of how to maximize e-learning as a tool for teaching academic writing without falling into the trap of teaching more popular or journalistic genres. Yet even that question leads to others, such as Lawrence arguing that the term "academic writing" needs to be un-simplified, that even academic writing is context-specific with diverse conventions, languages, and situations that impact ways of online and paper-based thinking and communicating.

Despite these competing approaches to new questions and through the majority of its history, Lotte explains, "people are not trying to find hairs in the soup." Instead, she and the others interviewed agree that EATAW's atmosphere is exceedingly positive and supportive. David agrees that he has never seen posturing or a competitive ethic; he muses, "People don't really have time for that at EATAW because you're making connections, and people might be really helpful to you and the future of what you're doing." Lotte is proud of this, identifying that "this intention was shared by the first board; this is what we should do, share resources."

An American Perspective

They have this incredible research going on in Europe that we are not even accessing in the US.

— Joan Mullin

Otto recalls three main issues that the founding members wanted the first conference as well as the organization to consider: The relationship among

teaching, research, and writing; the relationship between teaching writing in classrooms and tutoring writing in writing centers; and how cultural or intercultural writing is. Because the discipline of rhetoric and composition was burgeoning in the United States, all these issues were being studied within the American national context, but many were not looking abroad. For EATAW, however, the international context was always a central factor. Otto recalls how much David Russell's and David Foster's book, *Writing and Learning in Cross-national Perspective*, was an important eye opener, tying the differences in writing not only to cultures and languages but to the traditions in higher education and the uses of writing for such issues as learning, selection, disciplinary specialization and the transition from secondary to tertiary education. So, he specifically posed the questions "Do we all write in the same way in Europe? And what's the American way of writing? And what is the best way of writing?" as ones that EATAW was designed to explore. And because of this, Americans were necessary to add those perspectives to the conversation.

In fact, a handful of Americans were very much considering these types of intercultural questions, which is what brought many of them to EATAW. Of course, as both American and European interviewees joke, for many Americans the locations of the EATAW conferences was enough to be a draw. Yet some, like David Russell, were already conducting research on international writing traditions or working on both continents. And others, like Joan Mullen, learned about EATAW through colleagues and their work through other international organizations in which they were involved. David observed the ethic of research that permeated EATAW from the beginning and believed this combination of research and teaching was a direction that he and others from the US wanted to go. Thus, these two Americans, as well as many others, have returned year after year.

On the whole, EATAW members have valued the exchange between Europe and the US. Otto clarifies, "Even if the United States had started much earlier with explicit writing pedagogy, it's a two-way conversation. There are some things that go back to the US, and on the other hand, we got a lot of help from American colleagues." These conversations are also useful on more individual levels, as Lisa explains, "I transplanted from one country where there is a long history of writing development to a place where there wasn't a formal tradition of writing development. And I have had to seek it out and try to understand." Lotte, when recalling a variety of collaborations that have occurred, even between Americans and Europeans, states, "This is how ideas travel. This is where they come from. This is where they go. This is how they come back again. And this is how they get transformed. [EATAW] is

a long-lasting community for those who want to take home elements and transform them into what is useful there.”

Yet, comments were made that some Americans came to EATAW with false notions about what is occurring with writing instruction in Europe. Joan and David agree. David recalls witnessing an American colleague approach a European one and ask, “Do your senior faculty teach first-year composition?” David laughs, saying, “Those seven words are just full of so many disconnects. It would take a long time to untangle it.” But what he noticed in the first decade of EATAW was that Americans were bringing to Europe ideas for programmatic initiatives, such as writing strategies and heuristics, technical communication instructional practices, or staff development activities. Meanwhile, they were learning from Europeans a strong ethic of research. He comments that at the Conference on College Composition and Communication (CCCC), there were a lot of “what I did Monday” types of presentations; whereas, at EATAW, even individuals studying their own programs or teaching were expected to do that work in systematic, empirical, and theoretical ways. And he regrets that since the 1980s the United States has not had any large government-funded research projects devoted to writing as has been the case in Europe.

Joan recalls how conversations had at EATAW conferences surpassed those at CCCC in the US, especially how writing was first imagined back in the 1970s by James Britton. In fact, after a few years, the research coming out of European writing centers was very much ahead of what was being done in American spaces; she tried to get other US-based researchers to pay attention, arguing that “it could infuse how we are thinking about language in ways we can’t even imagine because we aren’t even paying attention.” And even now, she sees that many presenters at CCCC focus on writing as if it is separate from everything else, and they are largely concentrating on genre, activity theory, and first-year composition courses as a gateway to university-level writing. David sees EATAW as much more of a disciplinary melting pot, where he is excited, like Otto and Lawrence, to be able to learn from individuals thinking about writing and writing instruction through psychological, programmatic, rhetorical, sociological, linguistic, and so many other lenses.

Now, Joan considers everyone she sees at EATAW family. She says, “I go to those conferences as much as possible because it’s so intellectually rich. Plus, I have known these people for 20 years.” In similar ways, some of their fondest memories have been more social than intellectual. “It’s personal. No question,” Joan immediately answers. “A lot of it is centered on the meals and bars,” David says, only half-jokingly. Joan recalls a conversation she had about the role of English in academic writing instruction and research as she

was walking up a hill in Athens. She says, “That’s what I mean about physically being there where people have these conversations. I would have never realized all those layers of colonialism and ethnocentrism that exist in our academic and scholarly traditions.” And all of those interviewed have noted that they look forward to the biennial conferences to see people and reconnect after two long years because this is where they learn and exchange ideas on very specific issues.

Challenges of the Board

The running of the organization is a challenge, absolutely, for everyone who is in the board.

— Djuddah Leijen

Over the years, the size, make-up, duties, and challenges of the board have evolved. The board members during the two years leading up to the 2001 conference were nominated in order to get the association running. At the Groningen conference, the first board election took place; however, so few individuals agreed to be nominated that the process essentially comprised one vote either for or against the five members who put themselves forward. Lotte agreed to stand again to keep continuity, but everyone else were new members.

John Harbord was one of those elected, and during the initial board meetings, a discussion of where to hold the second conference came up. John and his colleague, Bojana Petrič, left the conference so impressed that they quickly met with their team at the Central European University (CEU) and offered to host the second conference in Budapest, Hungary. The CEU has since become the only university to host the EATAW conference twice, in 2003 and 2013. John very clearly is pleased at having been able to host the conference two times, noting the importance of that endeavor by quoting someone else who once said to him, “EATAW *is* the conference.”

Yet, over the years, the board has at times had difficulty securing host universities for the conference. John recollects that in 2015 four bids came in, the most that had ever happened. Having options allowed the board to reflect on rationales and processes for selecting a host. In 2015, the board opted to hold the conference in Tallinn because it was relatively inexpensive and accessible, and they felt it was a good time to bring stimulus to a place where people were starting to come together to really work on academic writing issues. John discloses that one of the benefits of hosting the conference is that people within the host university, country, and surrounding countries get to learn a lot about EATAW and the teaching and research of academic writing.

In fact, when looking at the numbers at the 2019 Gothenburg conference, the country with the highest number of attendees was Sweden. It is likely that some of those individuals had not previously known about EATAW and were now able to come into contact with it.

In other years, though, members of the board had to rally to find a host location. At times, weak or no proposals came in, so board members themselves had to undertake the task of hosting the conference in order for it to happen. This was actually the case at the most recent conference in Gothenburg. Magnus admits that his university has been the plan B for a few years, and while he would have preferred to wait another conference or two, without any other option it needed to happen in 2019. Even though the timing was not ideal, he concurs that hosting the conference was something the department wanted to do and could learn from. At the same time, it offered a possibility of setting an agenda as well as placing the department on the EATAW map. Between hosting the conference and editing the 2019 conference edition of the *Journal of Academic Writing* as well as a WAC Clearinghouse collection, he believes that will be achieved.

While organizing the conferences is a large undertaking that every iteration of the board must manage, there are a variety of other behind-the-scenes tasks that make up the running of an international organization. Several boards have drafted and revised documentation for the organization, such as the constitution and a code of ethics. Determining where to locate and how to access and move the organization's funds has been a challenge for some boards, a rather difficult task since EATAW is not permanently housed in any one European nation. Still other board members' knowledge, skills, and patience have been tested as they attempt to manage technologies, such as the website, the membership database, and the listserv. For an organization that does not collect fees, the lack of financial resources can limit this work despite good ideas.

Djuddah Leijen, the current board Chair, mentions spending a lot of time over the course of his three years on the board deliberating how to maintain member engagement in between conferences. Many potential opportunities have been discussed, including creating committees, national chapters, and special interest groups. EATAW members like Magnus, Stuart, and David agree that these sorts of activities might help people stay active and connected during the many months from one conference to the next. Djuddah and Stuart have also observed that even though topics researched and presented at the conferences and in *JoAW* have changed over time, some questions and considerations that were discussed a decade or more ago are still relevant for certain individuals. Djuddah believes that

the board needs to contemplate the organization's accommodation of new members who might have basic questions about teaching writing alongside long-standing members who are looking for ways to move forward or dig in deeper. More specifically, Stuart wonders whether there might be ways of creating official channels for inviting communication and support among members in between conferences.

In Djuddah's mind, though, the question is how to balance engagement with guarding individuals' time and energy. Because all of the board members are volunteers, Djuddah finds simply that "the running of the organization is a challenge, absolutely, for everyone who is in the board." Djuddah sees a need for the organization members to know that there is a board standing for them and supporting their needs; but at the same time, the work being done should not be overly demanding. So even when good ideas arise, anyone asked to plan or oversee a new activity would also have to volunteer their time. This reality makes adding opportunities a challenge.

The size of the board has fluctuated at times, with there being five, nine, and now seven members. Those elected to the board have ranged in their demographics: years of experience with EATAW, national and institutional locales, linguistic backgrounds, research interests, and more. Many interviewed would agree with David who has seen how with each iteration of the EATAW board, a balance has been struck between returning and new members. And even with the wide range of wishes, duties and challenges, current and previous board members who were interviewed all agreed that by being on the board they have had the opportunity to work with outstanding people.

Because there have been moments in EATAW's history when nominees were not lining up to join the board, it is worth mentioning that several of those interviewed ran for the board because they were encouraged to by others. As a Ph.D. student, Katrin thought joining the board might be interesting, but felt unqualified and uncertain of her ability to contribute until Werner Fiedler from the Hans Böckler Foundation pushed her to run. Djuddah also recalls both Magnus and Lisa suggesting to him that he should put his name forward, and he was at a stage in his career where he wanted to be involved in more activities outside his university. The need for such encouragement is significant because it highlights that some members might feel unsure about what being a board member entails, question whether they have the qualifications necessary to join the board, or are even uncertain if they are eligible to run for the board. As the board continues to strategize and improve communication, it might look to ways for new leaders to find systems for contributing.

Looking toward the Future

We must continue because EATAW is needed.

— Magnus Gustafsson

Though not strictly a part of the organization's history, because my interviewees have participated in central ways to the first 20 years of EATAW, I asked all twelve what their hopes are for the next 20 years of EATAW. While the responses stem out of each individual's areas of expertise and interests, both within EATAW and out in their home institutions and lives, everyone interviewed had thoughts on why the organization is vital: Some comments overlap with others' remarks, and many reflect original goals or sustained missions and visions of the organization, its board, and its members.

Some individuals want to see EATAW continue in the ways it has been running. For instance, several of those interviewed commented how they have seen EATAW become more professional over the years, in terms of having more formalized documents and procedures and drawing high quality contributions to the conferences and journal. Joan hopes that the organization will continue to invite new scholars in and not create, as she observes, what "has happened in so many places, a cadre of stars that lead everything. Because that's what is exciting about EATAW: So many exciting new voices." John, likewise, hopes that EATAW "can continue to be a platform for anyone who wants to explore issues of academic writing practices, whether on a personal level or an institutional policy level, can do so."

Meanwhile some would like to see EATAW extend its activities and involvement. At the most basic level, Magnus says, "First of all, we must continue because EATAW is needed . . . and second, [we must] find more appropriate ways to communicate with the community." Building on that, Djuddah has witnessed people who attend the conferences, get inspired, but then return to their home institutions and run up against hurdles. He worries that they then have to either try to solve the problem on their own or wait until the next conference to locate support. He sees this difficulty of sustained interaction between conferences as a "missing link." And some have ideas for how to fill that gap. For instance, David would like to see an ongoing, active committee structure that helps recruit members and set goals. Magnus agrees, imagining the possibility of national EATAW chapters. And Stuart envisions the possibility of special interest groups that could continue to meet after conferences.

Though many networks and initiatives have tangentially grown out of EATAW work or through the work of EATAW members, some would like to see EATAW itself getting involved on external issues. Specifically, Stuart

would like to see the organization working alongside European institutions to better professionalize the staff who teach and tutor academic writing, potentially helping to create more academic lines and promotion opportunities for members of the field. Lotte sees this as important too, articulating that many EATAW members are in small facilities that are often threatened with funding cuts or even closure. Additionally, in light of Brexit and the removal of the Central European University from Hungary, David would be interested in seeing EATAW work toward creating position papers to identify its stances within these changing political contexts. Likewise, Katrin would like to see EATAW join conversations occurring about EU curriculum decisions to consider how to make teaching and facilitating academic writing a more central component of those mandates.

Others spoke to specific research topics and types of publications they hope to see broadened. For example, Otto would like to see continued work on the digitalization of educational and writing technologies. He is glad to see that it is a topic already being discussed, but with the acceleration of technological advancement, it is difficult for individual teachers and researchers to gain more than a limited view of what is happening. So he hopes for more collaboration in order to broaden that scope. Along those lines, Stuart would be interested to see a wider variety of genres appearing in publications about academic writing. He sees EATAW as an ideal space where Western-centric traditions have already been and may continue to be challenged.

And still others spoke to goals that have been harder to achieve as fully as some would have liked. Even though EATAW has been marketing itself in a way that has promoted growth, Djuddah would like to see EATAW's outreach expand to the point that it becomes the first place anyone who is teaching academic writing would think to turn to for support. Many of those interviewed commented that the majority of the organization's members come out of Northern European countries. So there is the desire for more participation from individuals further east and south. And with that comes the objective to keep expanding awareness of the role of writing within educational systems in various national contexts.

Attention to context will always be of significance to EATAW members. Lotte expresses that she would like to see presenters at the conferences better considering their international audiences: Speaking more slowly, defining terms, and using fewer abbreviations. Not everyone has the same amount and types of experience, and attendees have a wide range of disciplinary backgrounds. So inclusivity even at this level is important. And when it comes to the variety of languages present in EATAW, John remains hopeful that writing will continue to be supported in languages other than English, and

that more conference presentations and *Journal of Academic Writing* articles will be produced in other languages. Likewise, because writing in English or writing in English as a Second Language are such prominent topics of research, Jacqueline would like to see more publications on students writing in their mother language and the instruction related to that.

Some would like to see the maintaining of a strong reconnection to conversations about teaching. Lotte observes that in many scholarly contexts, the focus on research methodology has become a central topic of discussion, and she would like EATAW to remain firmly connected with teaching methodology, praxis, and pedagogical implications instead. Djuddah agrees, stating, “EATAW should not become a research conference, but we should be using research, putting it into practice and to make clear that [pedagogies] are not just based in observations, but they are grounded in research and theory.” He hopes EATAW can continue to be a central hub for that work.

More specifically, Katrin would like to see more conversations, and perhaps even conference collaboration, between EATAW and EWCA to bring together discussions of teaching and tutoring, perhaps focusing on the potentials of and the power that writing gives to European citizens. Joan and Lawrence hope for EATAW to create more conversations among all types of writing teachers and tutors at universities, primary and secondary schools, and other consultancies. Lawrence points to a need for collaborative learning, for members of EWCA and EATAW, teachers at all education levels, and anyone else interested in writing instruction need to keep holding conversations on writing because “we have a lot of the same agendas, and we have to recognize that. And whatever the separate things are, I think we are going to learn from each other.”

Magnus, Lisa, and Djuddah would like to see the board better able to locate and adapt to sustainable communication methods. In practical terms, there should be a dynamic and easily-searchable membership database. And, even though Magnus views the conference as a secure venue for teachers of academic writing in the short term, he poses the questions, “How will academics involved in writing development in Europe know of each other and connect in 20 years? Is the conference still the most important element? What additional publication venues will be available to EATAW members, and should EATAW be proactive and a part of that?” And Djuddah wants to see the members come together to think about “Who are we as an organization, and where do we want to grow to? Does growth mean getting more members to attend conferences, or how else should we define growth?” These questions, along with the other hopes are crucial for the organization’s membership considering how to move forward so that EATAW can continue to meet the needs of teachers of academic writing as the educational landscape in Europe alters and flourishes.

Twenty Years Young

EATAW is a scholarly forum which seeks to promote the scholarship and practice of teaching and learning in higher education by bringing together those involved or interested in the teaching, tutoring, re-research, administration and development of academic writing in higher education in Europe.

— EATAW Constitution

Inevitably, over the course of twenty years, much of EATAW has changed; however, much of the original goals and guiding ideals have remained the same. The 2001 conference set many of the expectations that still exist in EATAW today. Otto mentioned the organizers' desire from the start to have a good mix between research, teaching, and conceptualizations. Lotte describes the conversations the original board members had as they labored to create the first conference. She recalls everyone being in agreement that the utmost goal should be to bring people together to exchange ideas that help to answer the questions, "How do we teach? How do we research? What are our possible practices? How can we inspire each other?"

The exchange of good teaching practices was the main focus of that first conference because the organizers recognized that not a lot of research was being done yet on the teaching of academic writing in Europe. While teaching tools, technology, and practices have changed significantly since 2001, members today still come to the conferences to discuss what they do in their classrooms. Most recently, the 2019 conference included Teaching practice presentations, which, according to the conference website, were "10-minute presentations on teaching-related designs, development or experience." And between the conferences and *JoAW*, members today are getting clearer glimpses into research being done on teaching and writing across Europe. We continue to see researchers examining topics related to language, assessment, and supporting writers at all levels and across disciplines, alongside scholarship discussing methods to acclimate to changes in institutional and national policies and identifying how new and adapted technologies can support and expand teaching and research.

JoAW, in particular, has made access to this work available to all. According to the interviewees, the challenges that EATAW will likely continue to face center on continuing to broaden access and maintain diversity: How can EATAW ensure that its conferences are not only available to those at the best funded universities? How can EATAW encourage researchers who are not confident in their English-language presentation skills? How can new opportunities be created for members to get involved and sustained connec-

tions be made with other organizations when EATAW has limited funding and staff? How can EATAW support individuals and institutions that might want to host a future conference? None of these questions are new, but they have perhaps shifted to the forefront as other concerns, such as revising the constitution, overhauling the website, and establishing an academic journal for research output have been resolved over time.

In hearing the interviewees' stories, it becomes clear that the challenges that EATAW has faced, whether ones created by external forces, like the debate in Athens over a focus on English-language writing instruction, or ones agreed up by members to improve the organization's efficacy, such as constructing *JoAW* to be freely available to everyone, have helped to form the EATAW we now are a part of. The difficulties in certain years of finding a host location for the conference, of addressing some of the technological issues with the website and member database, and of finding venues that engage members in valuable ways have, at times, stymied board members and taken a lot of effort to settle. Yet, long-time members, like Joan and John, see that EATAW is stronger and more mature because of the time and energy put in to overcome those difficulties: Inevitably, a host institution is always found because the conference is the lynch pin of the organization; a new website exists to inform and promote the organization while also storing portions of its history; a newsletter for keeping members engaged has had seven issues over four years. And, the board and other members continue to bring new ideas that will push EATAW forward into the next 20 years.

The founders saw the need for this forum that would bring diverse teachers and researchers of academic writing together for a long time into the future. We should all be grateful that they took the opportunity to begin that work. The fact that most of those original members contributed for many years after the 2001 conference—some even in attendance at our most recent conferences—speaks to their devotion to EATAW and its members, and also to the sustained significance of this space for teachers and researchers of academic writing in Europe. Additionally, many others over the past 20 years have joined the organization, coming back to the conferences every two years and voicing their hopes and plans for EATAW at the general assemblies. The conference in Gothenburg boasted 229 presenters and attendees from 41 countries. The need for this venue is obvious, and the original goals still sit at the core of the organization even as it moves into its third decade. John possibly said it best when he identified that those who have been attending the conference since 2001 are pleased to find that one thing has sustained over the past 20 years: Attendees get “to see and exchange ideas again with colleagues that you haven't seen in two years, and to see that those colleagues

are still active in the profession and have done new things that they have to share with you.”

Acknowledgments

I would like to thank all twelve of the EATAW members interviewed for this project: Lawrence Cleary, Lisa Ganobcsik-Williams, Katrin Girgensohn, Magnus Gustafsson, John Harbord, Otto Kruse, Djuddah Leijen, Joan Mullen, Lotte Rienecker, David Russell, Jacqueline van Kruiningen, and Stuart Wrigley. They graciously gave me their time, knowledge, and perspectives on EATAW and the contexts in which European teachers and researchers of academic writing work.

And though the interviewees named several people who impacted EATAW and their growth as academic writing teachers and researchers than could be acknowledged in one chapter, the name that came up most often was Gabriela Ruhmann. She is remembered as “the person best at connecting writing and thinking,” as someone who gave unforgettable presentations, and as a teacher who all of her colleagues learned from. She was important not only in the development of EATAW but also of writing centers in Germany as well as across Europe. She was a founding member of EATAW, a member of the board for many years, and an advocate for inclusivity within the organization. I wish I had had the chance to meet her.

Where to Find EATAW Online

To learn more about EATAW, its members, and their research, Table 1.6 identifies the online spaces with digitally archived organization business, scholarship, ongoing conversations, announcements, and events.

Table 1.6. EATAW’s Online Resources

Resource	Website
EATAW official website	https://eataw.eu
EATAW Wikipedia page	https://en.wikipedia.org/wiki/European_Association_for_the_Teaching_of_Academic_Writing
EATAW listserv	https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=EATAW
<i>Journal of Academic Writing</i>	https://publications.coventry.ac.uk/index.php/joaw/index