Developing Faculty Resources for Meeting Graduate Writing Needs

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Developing Faculty Resources for Meeting Graduate Writing Needs

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Consortium on Graduate Communication, June 2019
Overview

- Introduction & Rationale

  - Activity:
    - Clarifying Terms & Stakeholders

- Methods

  - Activity:
    - Contextual Needs Analysis

- Activity:
  - Create a Survey

- Results

  - Activity:
    - Collect Ideas
Why Develop Faculty Resources?
Why Develop Faculty Resources?

Student 1

Student 2

Student 3

Student 4

Student 5

Student 6

Student 7
Necessary Prologue to Faculty Resource Development

Global Differences:
- Organization
- Hedging
- Causal Language

Local Differences:
- Verb tenses
- Use of Passive
- Pronoun Choices

Style Differences:
- MLA vs. APA, IEEE, etc.

Genre Differences:
- Humanities Lit Review vs. STEM Lit Review
Introductory Activity

- In assigned groups, go clockwise through the Post-its.
- To each Post-it add thoughts about the topic listed

Goal: To clarify the terms and stakeholders associated with faculty resource development
Getting Started with Faculty Resource Development

- Collect faculty input
  - Surveys
  - Casual Conversations
  - Program evaluations

- Research
  - Other institutions’ programs
  - Published literature

- Collect student input
  - Surveys
  - Interviews
  - Word of mouth
  - Program evaluations
Methods

● How we worked together
  ○ Informal, given the urgency
  ○ Brainstorm, write, revise
  ....REPEAT
  ○ Post-its for organizing

● How we shaped material
  ○ Stand-alone sections
  ○ Graduate student quotes
  ○ Scholarship in the field

● How we decided what to include
  ○ Michelle’s close ties to graduate students
  ○ What we were hearing in the Intensive Writing Experience
  ○ Personal knowledge base from years of experience
Conduct a Needs Analysis

● Using the provided question list, conduct a needs analysis of your institutional context.

● If there are questions to which you do not know the answer, flag them and consider how you might go about answering them.
Sample SWOT Analysis

**Strengths**
- High interest in grad writing support
- Initial Writing Lab/faculty contacts in place

**Weaknesses**
- Little/no formal support for grad writing
- Lack of STEM background among Writing Lab staff

**Opportunities**
- Expand IWE program
- Further collaboration w/Graduate School

**Threats**
- Territorial faculty
- Instability of pre-tenure faculty
Create a Survey

- In groups, generate questions that could be used for a survey of faculty.
- List all questions in the appropriate document in the Google folder

What would you need to know in order to best support faculty efforts to help their graduate student writers?
Results

A completed faculty guide for working with graduate writers!

https://owl.purdue.edu/writinglab/faculty/faculty_guides.html
Collect Ideas

● What is the rhetorical situation for faculty resources (audience, purpose, genre)?
● What kinds of resources would be effective for faculty? What would be ineffective?
● What resources do you currently offer faculty at your institution and how effective have they been?
Questions?

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