6-13-2019

Developing Faculty Resources for Meeting Graduate Writing Needs

Vicki Kennell
Purdue University, vkennell@purdue.edu

Michelle Campbell
Duke University

Follow this and additional works at: https://docs.lib.purdue.edu/writinglabgradpubs

Developing Faculty Resources for Meeting Graduate Writing Needs

Michelle M. Campbell, Duke University
Vicki R. Kennell, Purdue University
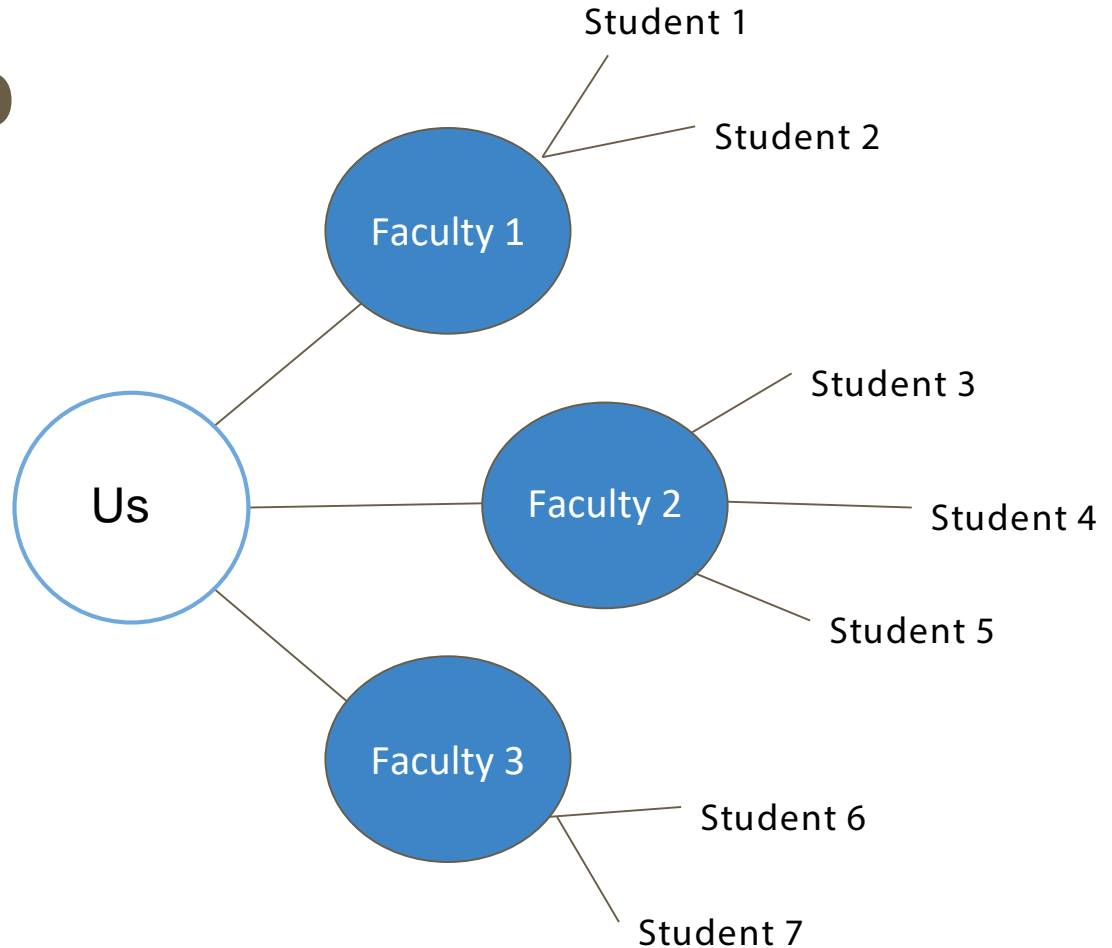
Consortium on Graduate Communication, June 2019

Overview

- Introduction & Rationale
- *Activity*:
  - Clarifying Terms & Stakeholders
- Methods
- *Activity*:
  - Contextual Needs Analysis
- *Activity*:
  - Create a Survey
- Results
- *Activity*:
  - Collect Ideas

Why Develop Faculty Resources?
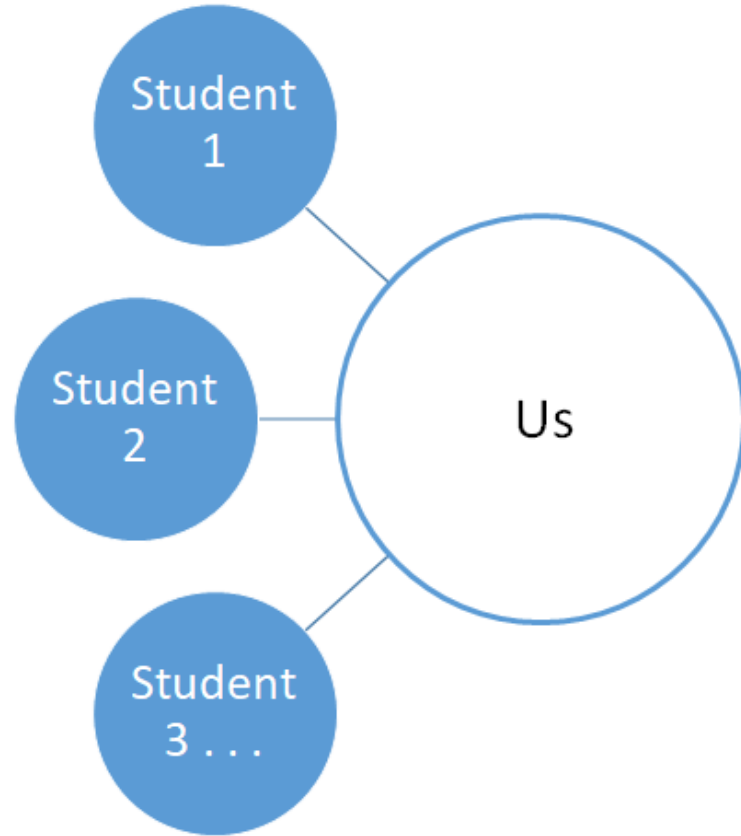
Why Develop Faculty Resources?

Necessary Prologue to Faculty Resource Development

Global Differences:
Organization,
Hedging,
Causal Language

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

Literature & Composition

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

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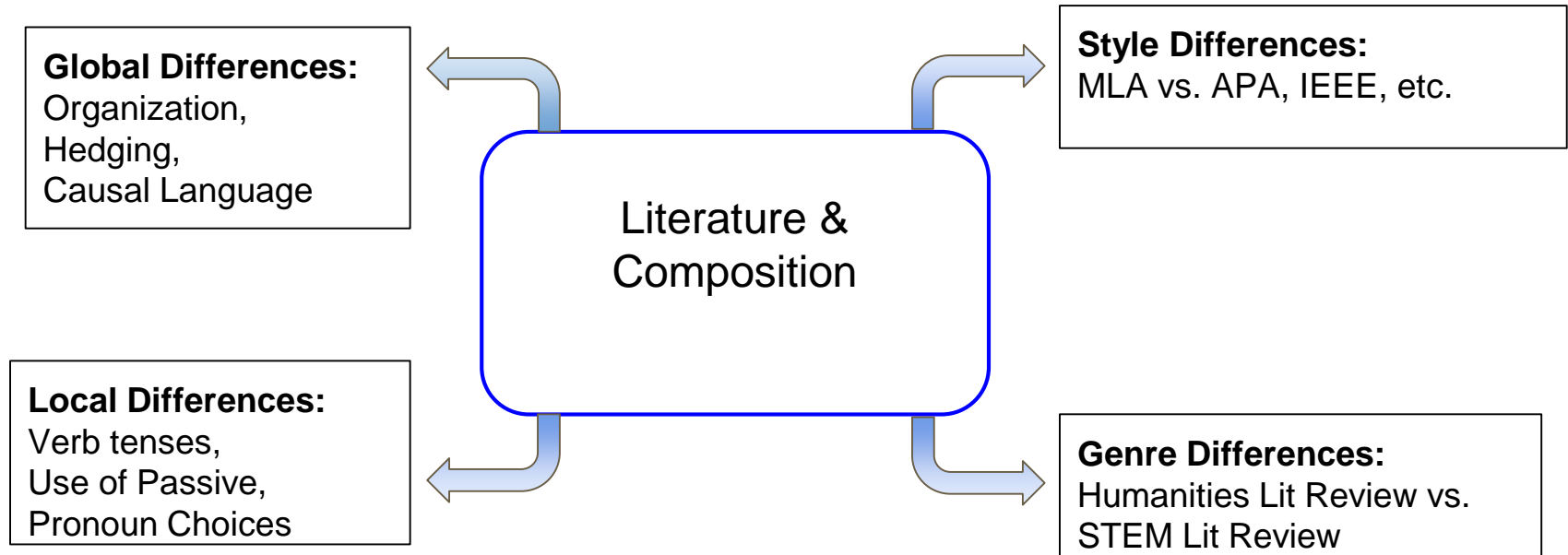
Introductory Activity

- 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

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

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

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!
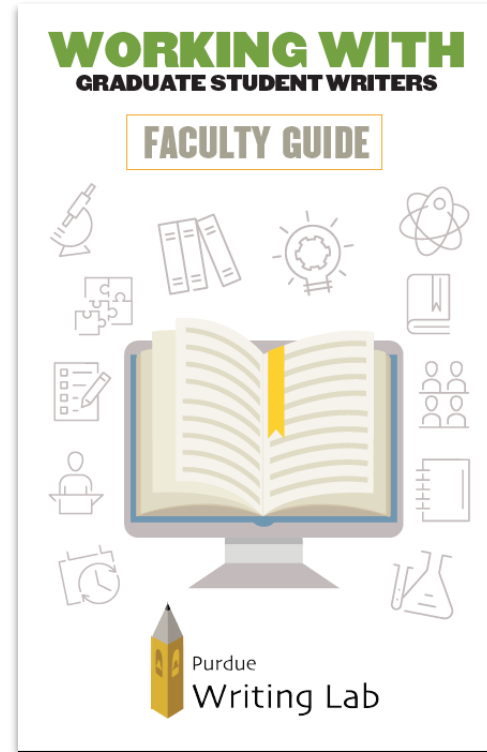
https://owl.purdue.edu/writinglab/faculty/faculty_guides.html

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?

Michelle M. Campbell, Ph.D.   michelle.m.campbell@duke.edu

Vicki R. Kennell, Ph.D.   vkennell@purdue.edu