



UNION UNIVERSITY

2018 Fall Faculty Workshop

August 16, 2018; 8:30 a.m.-12:00 noon

Carl Grant Events Center

8:00 – 8:30 a.m. Continental Breakfast

8:30 – 8:45 a.m. Welcome and Worship; John Foubert, Dean, College of Education

8:45 – 9:00 a.m. Provost's Welcome and Opening Remarks

9:00 – 9:40 a.m. Plenary Session: Writing and the Christ-centered University: A Panel Discussion

9:40 – 10:10 a.m. Reflective Writing & Discussion

10:10 – 10:20 a.m. Break; Transition to Breakout Sessions

10:20 – 11:05 a.m. Breakout Session I

11:15 a.m.-12:00 p.m. Breakout Session II

PLENARY SESSION PANEL

Moderator: Gavin Richardson

Panelists:

- Carla Cushman, School of Education (Hendersonville Campus)
- Greg Jordan, McAfee School of Business (Jackson Campus)
- Ted Kluck, Department of Communication Arts (Jackson Campus)
- Katrinna Matthews, School of Social Work (Germantown Campus)

REFLECTIVE WRITING & DISCUSSION

The Faculty Member as Writer: For 10 minutes, write responses to the following two questions.

1. Thinking about your own identity as a writer, what were the most influential experiences, or people, who helped you learn how to write in your disciplines?
2. Are you satisfied with your scholarly contributions? If time/teaching load/service obligations were not a factor, what study/project/article/conference presentation would you tackle?

The Faculty Member as Teacher: For 5 minutes, write a response to the following question.

1. If you use writing in your classroom, what are your successes and frustrations? If you don't use writing in your classroom, what would be the costs and benefits of incorporating a writing assignment of any kind (not just the typical term paper)?

Discuss your responses with colleagues at your table. (15 minutes).

**CONCURRENT BREAKOUT SESSIONS (EACH WILL BE OFFERED TWICE –
10:20 and 11:15 a.m.; White Hall)**

Session One: *Smarter, Not Harder: Approaches to Written Feedback*

Location: White Hall Room 301

Moderator: Gavin Richardson

Dr. Richardson reprises his breakout session presentation from a few years ago, offering new research insights on how to make the most of our comments on student papers, and how (or even if) students read them.

Session Two: *Writing in the Stem Disciplines*

Location: White Hall Room 302

Moderators: Hannah Henson, Matt Lunsford, Randy Schwindt, and Josh Williams

The STEM disciplines, just like other areas of study, expect writing proficiency from their students. This session will highlight strategies from four STEM faculty who seek to enhance student learning through the writing process.

Session Three: *“But I’m not a writing teacher!” Write-to-Learn Strategies*

Location: White Hall Room 309

Moderators: Charley Elliott and Phillip Ryan

The QEP emphasis on improving writing at Union may be somewhat daunting to professors who don’t see themselves as writing instructors. This session will offer ideas on how to incorporate writing into pedagogy in ways other than the traditional term paper or report.

Session Four: *Getting Unstuck: Strategies to Stimulate Faculty Writing*

Location: White Hall Room 312

Moderators: Jason Crawford and Ben Mitchell

Amid teaching loads and committee work, it’s very easy for a professor’s research agenda to be placed on the back burner—and stay there. This session will offer strategies for “getting unstuck” and making steady progress on your own writing and research agendas.

Session Five: *What Happens in a Writing Center Consultation?*

Location: White Hall Room 318

Moderators: Aaron Beasley and Jonathan Hall

The title says it all. When you refer a student to the Writing Center, what can that student expect? What can you expect that student to learn? And why do we say we don’t just proofread student papers? Assistant Director Aaron Beasley and student Jonathan Hall will demonstrate and discuss the components of a writing consultation.