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When Intervention Hasn't Done Enough Yet

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WHEN INTERVENTION HASN'T DONE ENOUGH

— YET —

*Susanna Reese, Lena Donovan,
and Hayley Neptune*

Understanding Faculty Perceptions of the RWS and Breaking
Down Forms of Future Intervention

OBJECTIVES

Learn how to have conversations about the Studio in order to challenge misconceptions



To be able to think about current misconceptions of the Studio, and identify future applications for that process

CHALK

TALK

What is the most glaring misconception about the RWS you have faced?



How do you wish you could respond to these?



Who was holding the misconception?



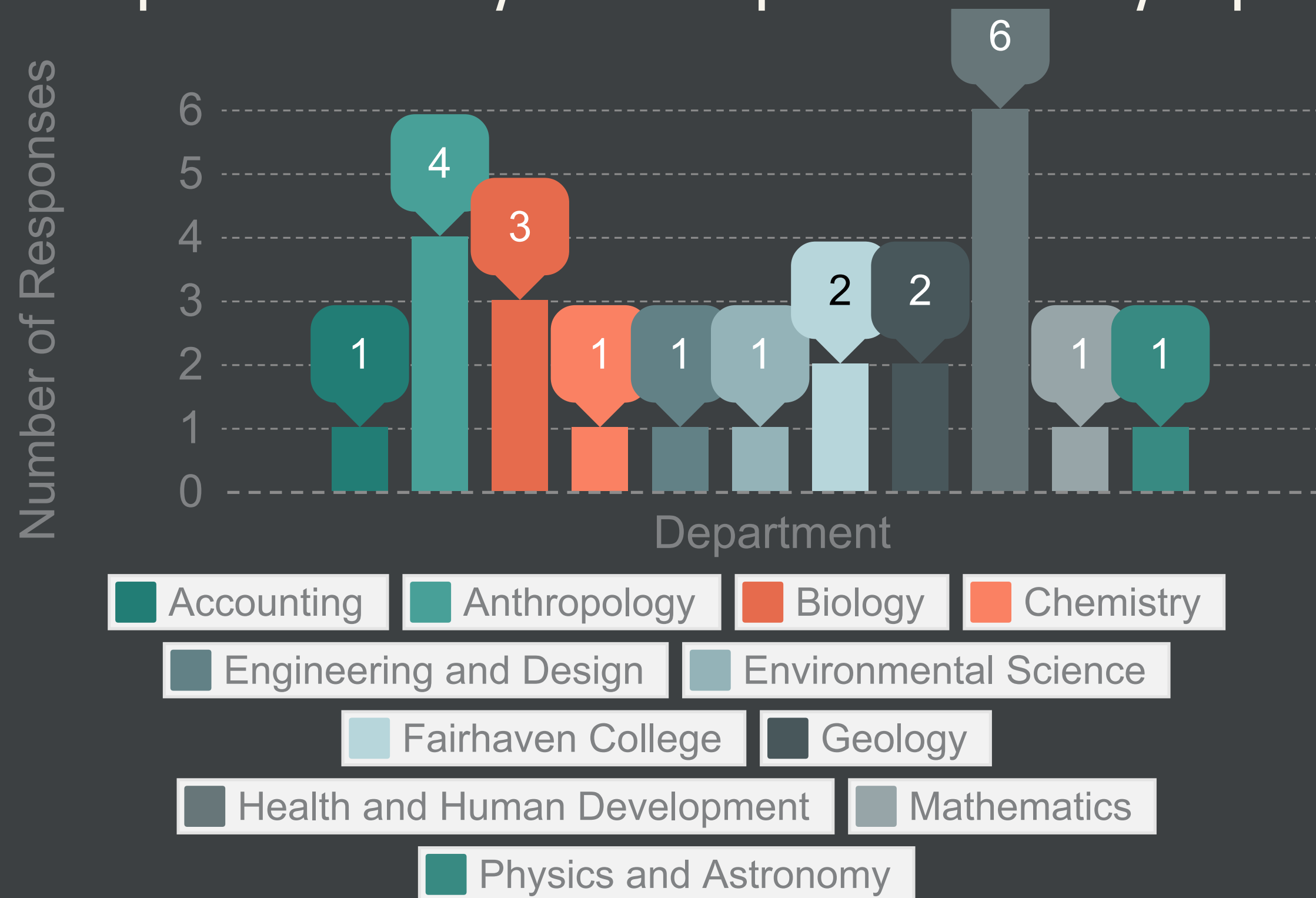
Where do you think it came from?

Think about how this misconception may have come to fruition. Try and answer the questions above about each of the misconceptions you came up with. Do you see any trends or patterns? If yes, what are those trends? If you get a chance, approach a coworker on shift and ask them these same questions.

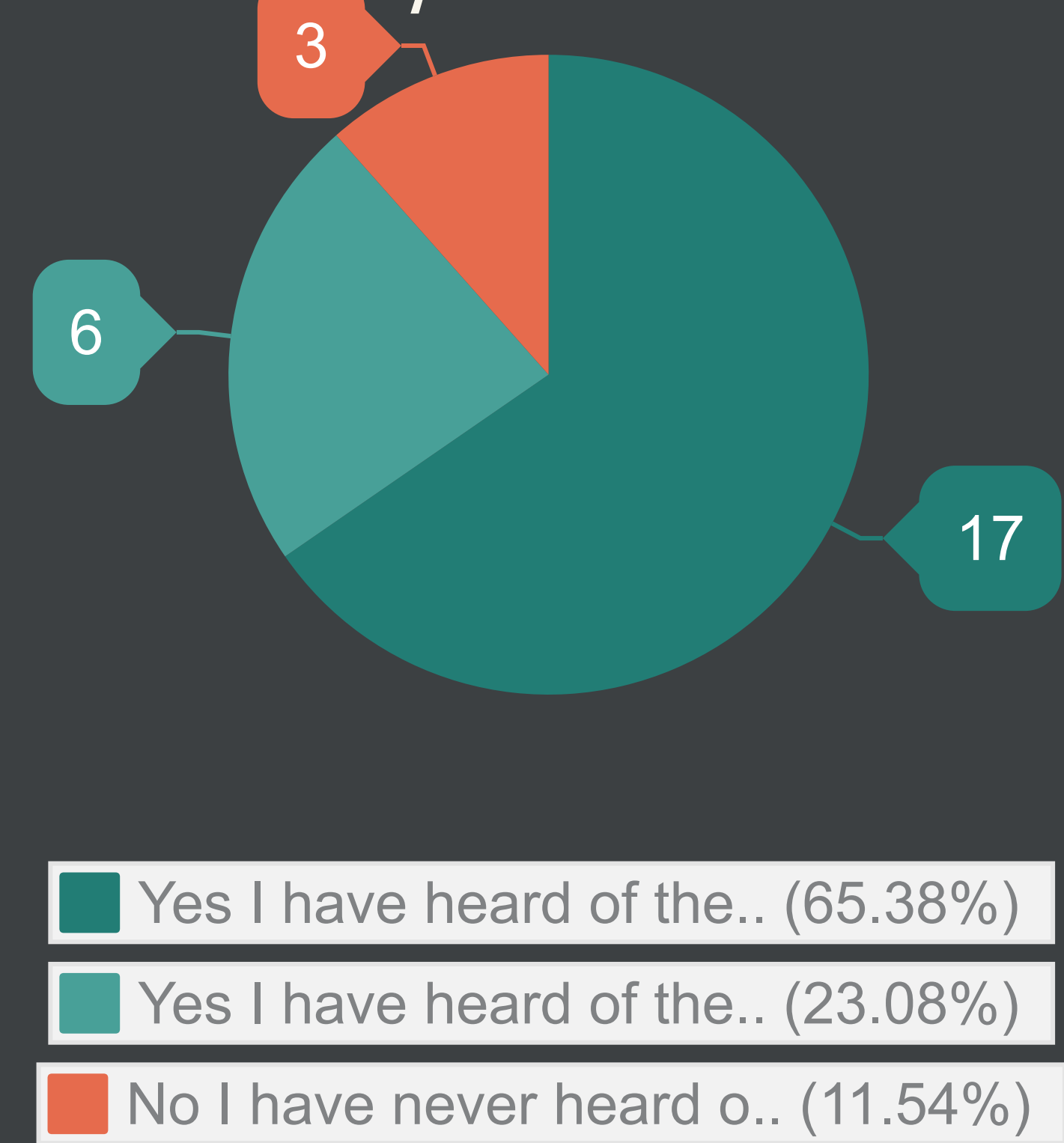
FACULTY SURVEY

In Spring of 2017, a selection of Western Washington University faculty were given a survey, with questions trying to determine what faculty know about the RWS and what they would like the RWS to provide. The results of the survey are being used to power faculty intervention conversations and techniques in the hopes that we can better align faculty understanding of the RWS with what the RWS actually does.

Departments Surveyed and Response Numbers by Department



Faculty Who Know About the Studio



The above graphs detail which faculty departments where surveyed and how many responses were received from each department. It is important to note that only 108 surveys were distributed, and of those 108, only 29 faculty responded.

RECOMMEND

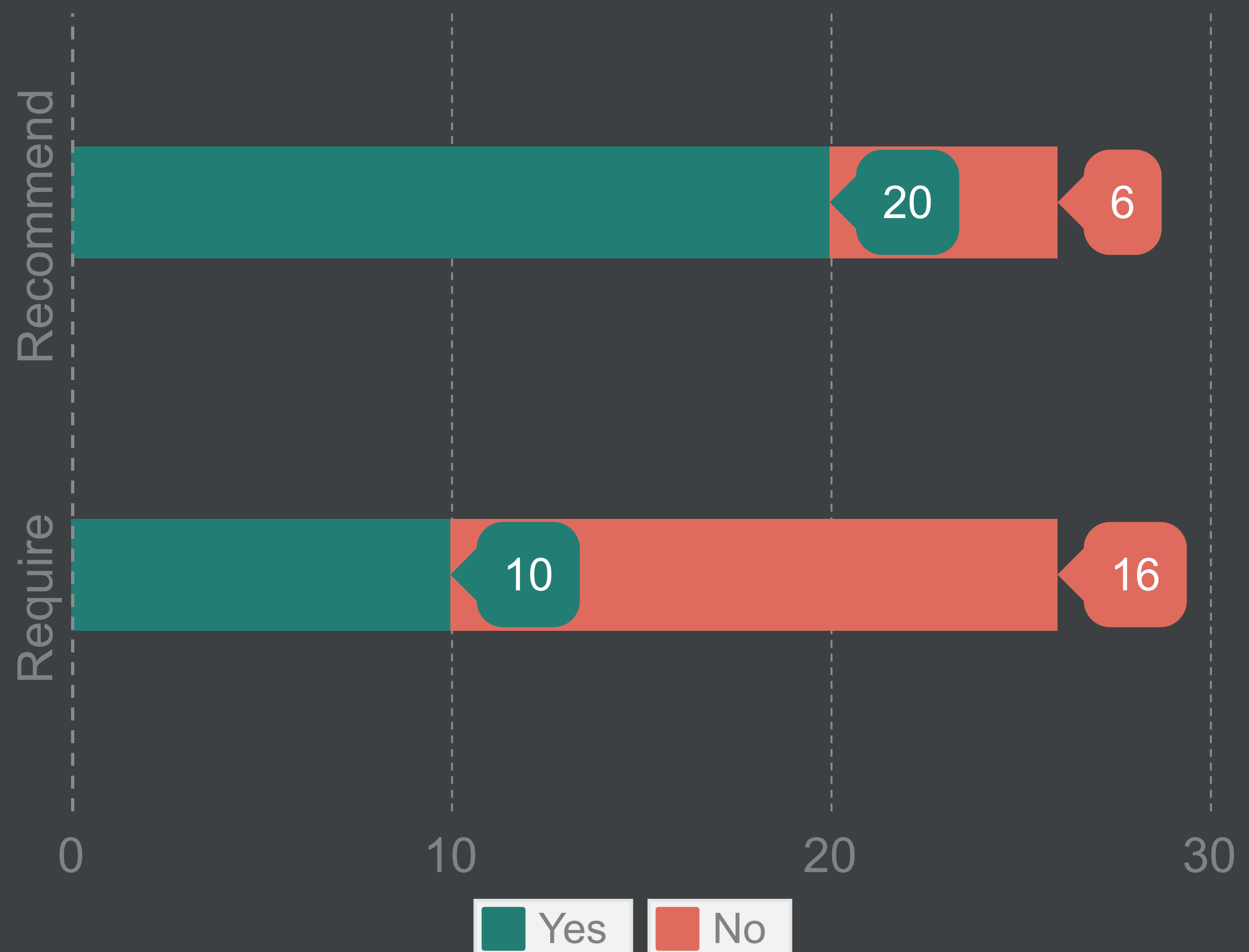
and

REQUIRE

Rationale Behind Requirement

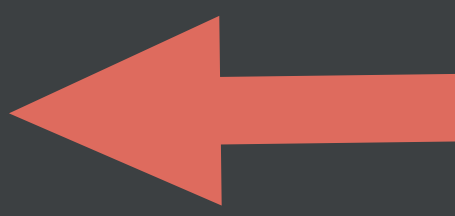
research guidelines are needed by most students, helpful to all; to attend workshops; for class presentation on writing a research paper; to attend workshop on research and writing; prepare them to write a research paper; finding sources; to help their writing for my course project; for writing workshops; to become better writers; information literacy skills in our WP class

One of the questions in the survey was used to gage if professors try to give students the opportunity to use the RWS as a resource. We split that into two categories: have they ever recommended students visit the RWS and have they ever required students visit the RWS. Unfortunately there were several instances when professors wouldn't know what the RWS does, but they would require their students to visit. This was an indication that professors could be providing students with incorrect information about what the RWS is.





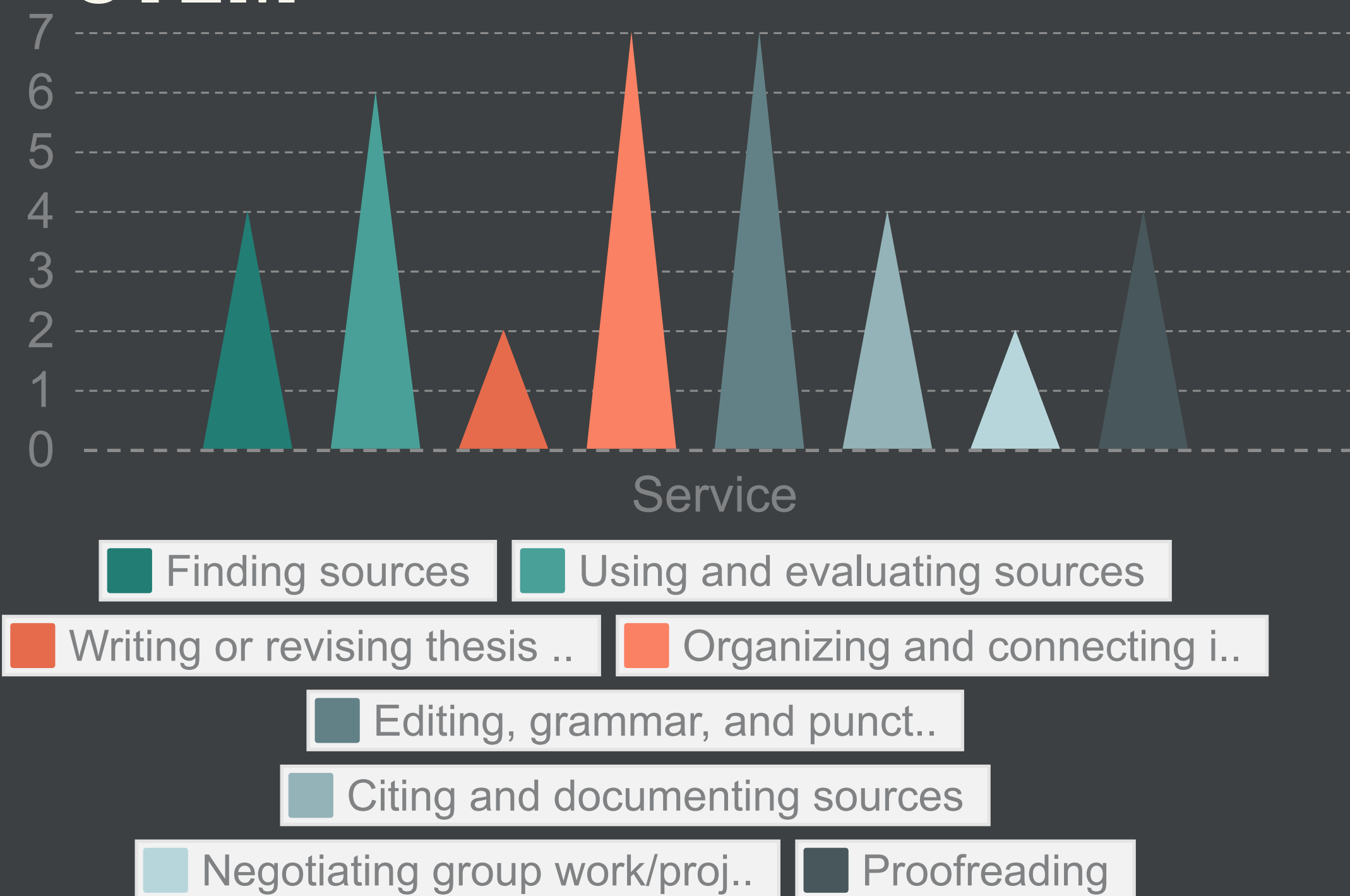
Faculty were asked to select the top 4 services they would like the Research Writing Studio to provide for their students. This is a break down of all faculty responses by service. Note: The high number of editing, grammar, and punctuation strategies does not take into account the fact that the survey did not specify who would be implementing the strategies and therefore could be interpreted as proofreading.



This is a comparison of the services faculty members would like us to provide separated out between STEM faculty and Humanities faculty. The hope was to see if there are distinct discrepancies between the faculty members who are less familiar with who we are and what we do (STEM), and the faculty members who are more familiar with the RWS. The Humanities faculty had a larger range of service expectations, but both STEM and Humanities faculty had a focus on editing, grammar, and punctuation or proofreading.



STEM



HUMANITIES



AAA!

There are three main things you need to consider when you are talking with faculty about their misconceptions of the Research & Writing Studio: Assess, Address, and Assist. An easy way to remember these is to think of them as AAA!

Assess:

The goal of Assess is to determine what the situation is and whether or not intervention is immediately necessary. The core questions to ask yourself when assessing the situation are: Where are you? Who is present? Is intervention urgent?

Address:

The goal of address is to take the next step and address the misconception with the person who made it. An important thing to keep in mind is to remember how you assessed the situation because that will directly affect the way you address the situation. You also want to make sure you have a rationale for why you are addressing the situation. The key questions to ask when addressing the situation are: What is the misconception? Why does it matter?

Assist:

The final step is to assist, which is where you want to create a dialogue about the RWS and the misconception that was made. You also want to provide the opportunity for further education about the RWS and create a longer lasting understanding of what we do. Questions to ask are: Does this work for your audience? Can you provide more information or additional resources?

Dr. Skeptismo

It's syllabus day in your human services class and your professor has just told you about the three large research papers your class will be writing over the quarter. While your professor is going over these papers and their requirements, they mention that the Writing Center provides editing services. You know this is not the case. How do you tactfully let your professor know during their office hours what the Research & Writing Studio is and what we do?

Using AAA, think about how you would respond to your professor in this situation. Write down a couple different ways you could approach this discussion, and think about how the professor might respond.

When perceptions of the RWS don't align with what the RWS actually does, we have the opportunity to change those perceptions.

On a spare piece of paper, write down a time when you encountered a misconception about the RWS, and how you responded or how you would have liked to respond. Keep in mind the following questions, and how they influenced your actions:

What did this situation look like?

What did you do?

Did it work?

How did it work?

Did it make you uncomfortable? If yes, what made you most uncomfortable?

If you get the chance, bring this question up with one of your fellow Studio Assistants or one of the Studio Pros. What were their thoughts on the topic?

**JUST
ONE
THING**

Intervention Brainstorm

The goal of the Intervention Brainstorm is to continue thinking of different ways that we can intervene with faculty when they have misconceptions about the Studio. What are some ways we can discuss the Studio with faculty to before they give their students false expectations of what the RWS does?

Potential Ideas for Intervention Being Discussed:

- Write an email to a faculty member about what the RWS does. Frame it as ways we can benefit the professor.
- Write a new syllabus blurb for the RWS (the original can be found on the RWS website). Tailor it to a specific department or major (STEM, English, History, etc.)
 - Write a short plug for the RWS that can be presented at a faculty meeting.
 - Plan a request to speak in front of your class about the RWS.

Take one of the ideas from above, or come up with something new, and plan out what to say. Is this a short term or long term intervention plan? When and where would it be implemented? Would you be willing to try it out with one of your professors? Be creative! Think about ways to build valuable connections with the faculty in the Western community.

Final Takeaways

Now that we have defined faculty perceptions and identified faculty misconceptions of the RWS, we can continue to discuss plans for intervention. Using some of the discussed intervention plans and coming up with new ideas, we will be able to better target the faculty understanding of what we do.