

Celebration and Support: Faculty Writers in Community

2021 SUNY Council on Writing Virtual Conference: Scarcity and Abundance: Cultivating Community Expertise in Uncertain Times
Saturday, October 23, 2021 at 9:00-10:20am ET
Matthea Marquart and Adam Pellegrini

Welcome!

Note: Please feel free to chat and/or Tweet throughout this session. A lot of the value of online trainings is connecting with each other and sharing ideas.

Potential tags on Twitter:

#sunycow2021 @SUNYCOW @ColumbiaSSW @MattheaMarquart

Connect with the Presenters



Matthea Marquart, MSSW

Assistant Dean, Online Education

[Connect on LinkedIn](#), [Website](#), [ORCID](#), Twitter @MattheaMarquart



Adam Pellegrini

Director, The Writing Center

[CSSW Writing Center](#)

What's in this for you?

- Consider faculty relationships with writing and the impact on their students
- Learn about our two programs
- Discuss ways to support faculty in disciplines



- Share experiences



- Ask questions



- Add to your toolkits

AGENDA

1 Welcome, introductions, and agenda

2 Warm-up activity

3 Intro to the Writing Lives series

4 Intro to the Demystifying Publishing presentations

5 Breakout activity with shared Google Doc

6 Wrap up and thank you

Joint Q&A will be at the end of this panel session

Warm up - Please share in the chat

- What are feelings around submitting writing for publication that you've experienced or heard faculty share?

Writing Lives in Social Work





Writing Lives

April 2020 | Writing Lives: A CSSW Faculty Roundtable

June 2020 | Writing Lives in Social Work Practice

Oct. 2020 | Writing Lives for Social Justice: A Roundtable

Nov. 2021 | Writing Lives Across Languages and Cultures

Writing Lives: A CSSW Faculty Roundtable (April 2020)



With Professors *Carmela Alcántara, Neeraj Kaushal, Ron Mincy, & Susan Witte*,
and *Matthea Marquart, Director of Administration, Online Campus*

Moderated by Dean Melissa Begg

Writing Lives

A CSSW FACULTY
ROUNDTABLE

Wednesday 4/22, 12-1 PM EST

Zoom Webinar, [RSVP HERE](#)

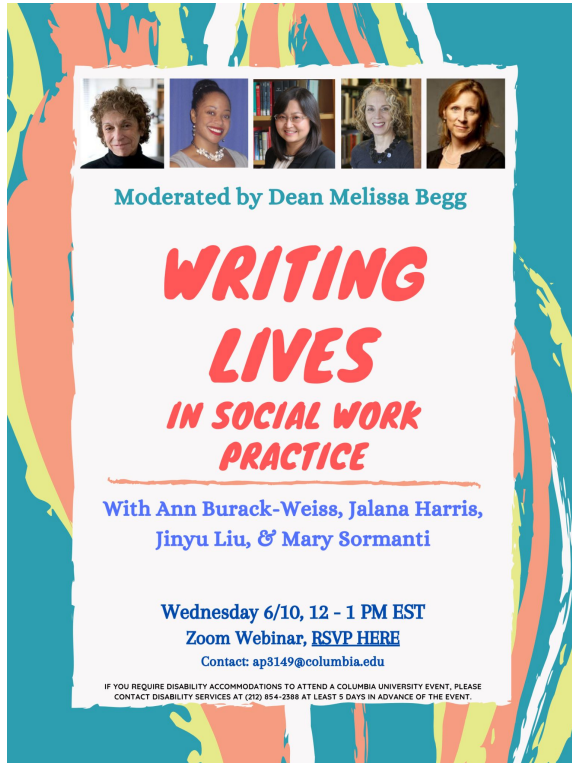
Contact: ap3149@columbia.edu

If you require disability accommodations to attend a Columbia University event, please contact Disability Services at (212) 854-2388 at least 5 days in advance of the event.

Writing, one of social work's most powerful tools, can feel like more of an obstacle than an opportunity, especially in these uncertain times. This roundtable discussion brings together faculty from across CSSW's curriculum to talk about challenges and strategies for success in their writing lives.

- **CARMELA ALCANTARA**, Associate Professor, Associate Dean for Doctoral Education*
- **NEERAJ KAUSHAL**, Professor of Social Policy; Research Associate, National Bureau of Economic Research; and Research Fellow, IZA
- **MATTHEA MARQUART**, Assistant Dean of Online Education; Senior Lecturer*
- **RON MINCY**, Maurice V. Russell Professor of Social Policy and Social Work Practice
- **SUSAN WITTE**, Professor of Social Work

Writing Lives in Social Work Practice (June 2020)



Moderated by Dean Melissa Begg

**WRITING
LIVES
IN SOCIAL WORK
PRACTICE**

With Ann Burack-Weiss, Jalana Harris,
Jinyu Liu, & Mary Sormanti

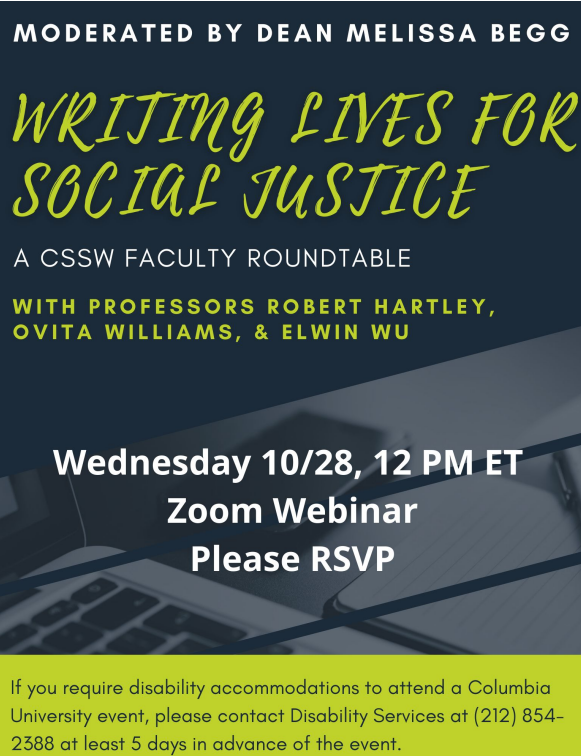
Wednesday 6/10, 12 - 1 PM EST
Zoom Webinar, [RSVP HERE](#)
Contact: ap8149@columbia.edu

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This second installment of our Writing Lives roundtable series brings together current and former CSSW faculty to talk about challenges and strategies for success in their writing lives, with a focus on writing for clinical social work practice.

- **ANN BURACK-WEISS**, author and Associate Faculty, Program in Narrative Medicine, Columbia University
- **JALANA HARRIS**, Lecturer, CSSW
- **JINYU LIU**, Associate Professor, CSSW
- **MARY SORMANTI**, Professor of Professional Practice, CSSW

Writing Lives for Social Justice (October 2020)



MODERATED BY DEAN MELISSA BEGG

*WRITING LIVES FOR
SOCIAL JUSTICE*

A CSSW FACULTY ROUNDTABLE

WITH PROFESSORS ROBERT HARTLEY,
OVITA WILLIAMS, & ELWIN WU

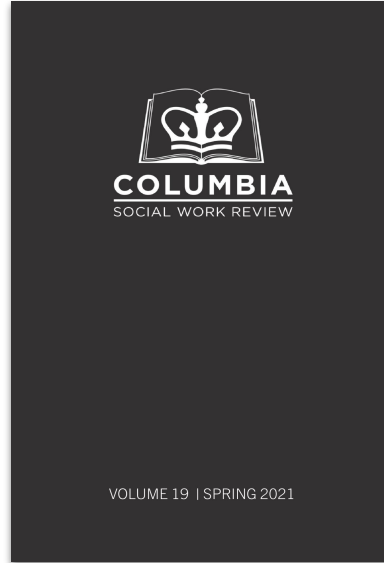
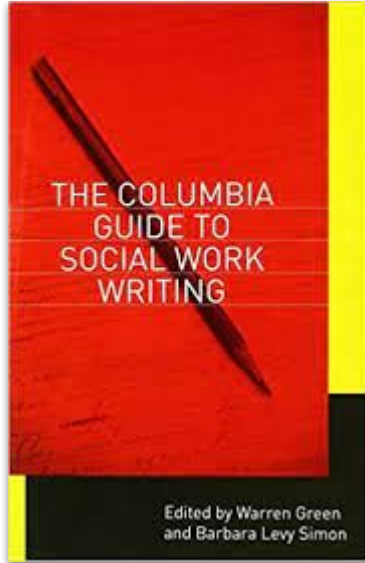
Wednesday 10/28, 12 PM ET
Zoom Webinar
Please RSVP

If you require disability accommodations to attend a Columbia University event, please contact Disability Services at (212) 854-2388 at least 5 days in advance of the event.

The third installment of our Writing Lives roundtable series, again moderated by Dean Melissa Begg, brings together CSSW faculty to talk about challenges and strategies for success in their writing lives, this time with a focus on writing for/about social justice.

- **ROBERT HARTLEY**, Assistant Professor, CSSW
- **OVITA WILLIAMS**, Executive Director, Action Lab for Social Justice; Associate Director, Field Education; and Adjunct Assistant Professor, CSSW
- **ELWIN WU**, Professor, CSSW

Writing at Columbia School of Social Work



Method concentrations:

- ❑ Clinical practice
- ❑ Generalist practice
- ❑ Social enterprise admin.
- ❑ Policy practice

The WRITING Center

 **COLUMBIA**
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Make waves. Move mountains. Change lives.

Background for the series

- Faculty reworked into social policy course in 2019, placing **more grade weight on writing**
- **Faculty concern:** Students are graduating without needed writing skills; will there be writing support to match the tougher grading requirements?
- **Faculty proposed:** intensive writing groups led by TAs, focused on grammar; an introductory course on rudiments of writing; entrance writing exam (diagnostic) to determine participation in this course
- With **Dr. Qin Gao** of Columbia's China Center for Social Policy, I considered producing short instructional videos interviewing faculty on writing



Dr. Qin Gao



CUNY Graduate Center Event, March 2020: How They Get It Done

How They Get It Done

Graduate Center Faculty Reflect on Writing

March 3 | 5:00 pm
The Dining Commons

FEATURING
Bianca Williams, Anthropology
Paul Krugman, Economics
Leslie McCall, Sociology
Feisal Mohamed, English
Serene Khader, Philosophy

MODERATED BY
David Hershinow,
Director of The Writing Center



 The Writing Center **Reserve your seat:** cuny.is/writingcenter  

Suffering from "imposter syndrome" is a common experience in graduate school, especially when it comes to the one academic task most likely to make a person feel frustrated and inadequate: writing. In order to help graduate students manage both the psychological and the practical challenges of getting their writing done, the Writing Center hosts this roundtable of distinguished GC faculty as they reflect on the hurdles they continue to face as writers, as well as the strategies they've developed along the way to overcome them.

Timing: April 2020 in NYC

From March 25, 2020 invitation to CSSW Dean Melissa Begg:

*Our thought originally was that students may gain **ideas and/or reassurance** for their own approaches to writing, and more broadly may value hearing faculty speak about **their lives and work**. I think **given the current situation**, this event could remain as a general discussion or **it could address relevant themes** such as: writing during a time of data overload, communicating research to a public audience, writing as social in a time of physical isolation, writing as routine/practice/self-care, social work writers as advocates, etc.*

Preparing the presenters: general questions

- Are you writing right now? If so, what are you writing?
- What writing or writers have inspired you lately or in the past?
- Are there accomplishments that you are particularly proud of as a writer?

What are they and why?

- How do you work? Describe your writing routine or standard approach.
- Does anyone read your works-in-progress, and how did you develop those relationships?
- To your mind, what defines a good writer? Do you consider yourself a good writer? Why or why not?
- What do you consider to be the biggest challenges in your own writing life? Please describe.

Preparing the presenters: thematic questions

- How do your language practices and backgrounds factor into your identities and positionalities? How has this influenced your development as writers?
- To what extent do you view writing as a necessary or potential part of social workers' efforts to effect social change? How might writing in social work reinforce barriers to change?
- How do you attend to issues of scholarly representation in your writing and teaching? How can social work better address citational justice? Where/how would you like to see better representation in your fields of study?
- How do you approach writing about (or with) people and communities whose experiences of marginalization you do or do not share?

Themes

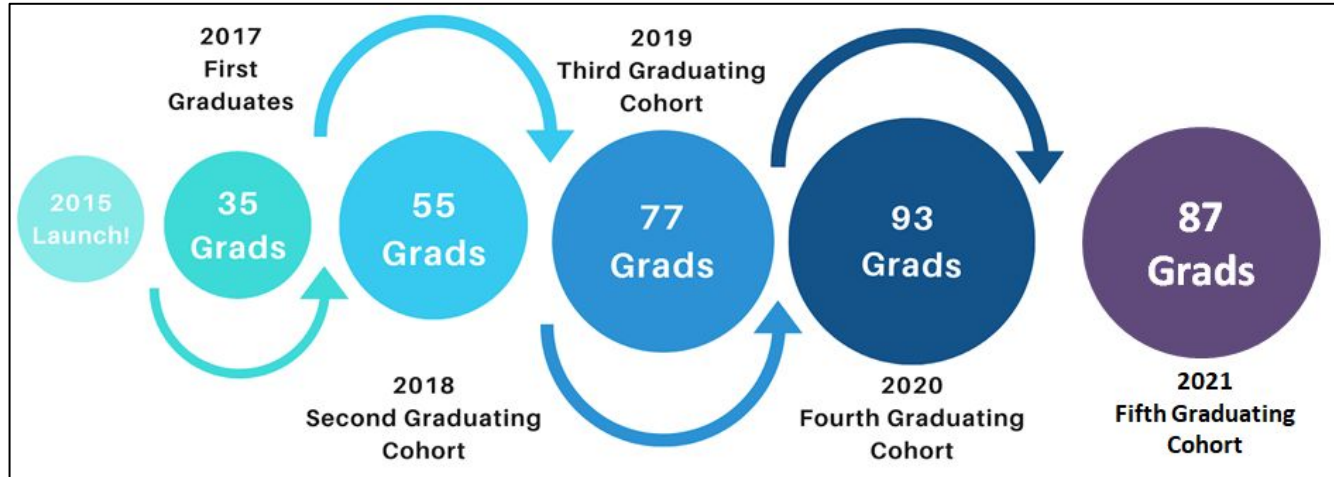
- Vulnerability and imposter syndrome
- Major influences / teachers
- Different audiences / languages / cultural contexts
- Writing groups
- Presenting others' narratives
- Public writing and advocacy

Intro to the Demystifying Publishing presentations

- Goal: Shine light into a process that many find mysterious and intimidating
 - Help Online Campus members who want to get published see how it works & hopefully feel empowered to publish
 - Share info that may help faculty mentor students who want to get published
- Short presentations sharing details about the process of getting one specific article published in an academic or public venue
 - Includes the writing timeline, any rejections and resubmissions, and interactions with the editor
- Part of the faculty development for CSSW's Online Campus

Part of CSSW's Online Campus

- [Online Campus](#) launched Fall 2015
- CSSW is the only top-3 school of social work & only Ivy League school with a fully online Master's of Science in Social Work
- Our online and in-person programs are integrated – we are one school offering one degree
 - Students on both campuses work with the same departments (Advising, Career Services, Enrollment & Student Services, Writing Center, etc.)
 - Students can take up to 2 courses/semester on the other campus
- The only online social work program with social workers as dedicated technical support (Live Support Specialists)



Overview of CSSW Online Campus Faculty Development

Successfully completed



25 hours

Successfully Completed



15 hours

Foundational training:

- 1) Institute on Pedagogy and Technology for Online Courses
- 2) Institute on Technical Skills for Online Event Production

Successfully completed



10 hours

Successfully completed



8 hours

Successfully completed



10 hours

INTENSIVE WORKSHOP



6 hours

Ongoing training:

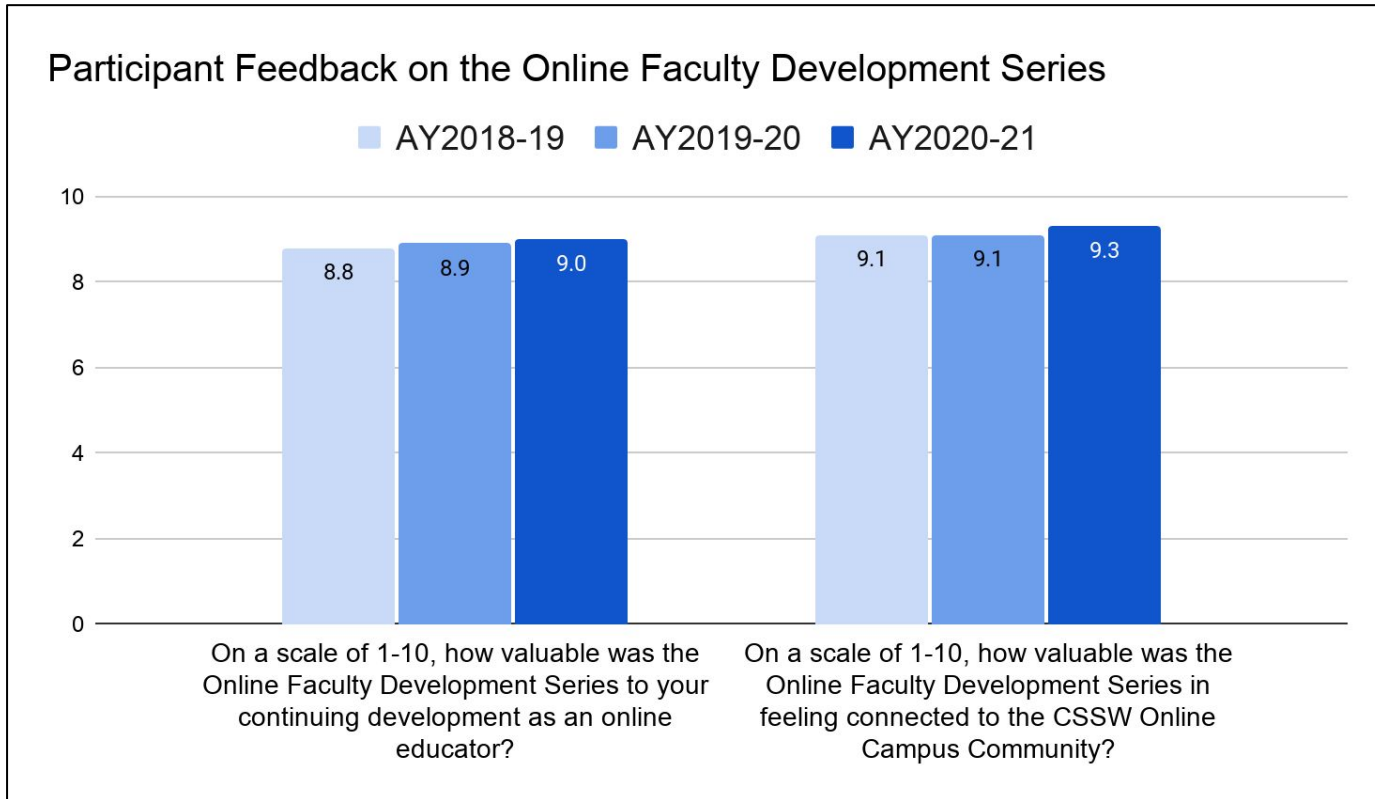
- 1) Annual Online Faculty Development Series
- 2) Intensive Workshops

To learn more about our Online Campus faculty development:	Academic Publications	Conference Presentations	Awards & Media
Institute on Pedagogy and Technology for Online Courses	Developing and Supporting Faculty Training for Online Social Work Education: The Columbia University School of Social Work Online Pedagogy Institute, Journal of Teaching in Social Work , 2019 & published as a chapter in Online and Distance Social Work Education: Current Practice and Future Trends , 2020	<ul style="list-style-type: none"> • Columbia University Center for Teaching and Learning Celebration of Teaching and Learning Symposium, 2020 - poster • Council on Social Work Education, 2020 - slides • Network for Social Work Management, 2019 - poster • Social Work Distance Education Conference, 2019 - slides • UPCEA Mid-Atlantic Regional Conference, 2020 • UPCEA invited webinar, 2020 - slides 	<ul style="list-style-type: none"> • International E-Learning Award (IELA, 2018) • International Award for Excellence in Training (USDLA, 2019) • Faculty and Staff Development Award (UPCEA Mid-Atlantic, 2019) • Learning in Practice Award (<i>Chief Learning Officer Magazine</i>, 2020) • The Best Teachers are Also Amazing Learners, USDLA Blog • Reflections from the Summer 2019 Institute, Teaching & Learning in Social Work Blog
Institute on Technical Skills for Online Event Production	Developing Technical Expertise to Support Synchronous Online Classes: The Columbia University School of Social Work Institute on Technical Skills for Online Event Production, International Journal of Advanced Corporate Learning , 2021	<ul style="list-style-type: none"> • UPCEA Mid-Atlantic Regional Conference, 2020 - slides • Network for Social Work Management, 2021 - slides 	<ul style="list-style-type: none"> • International E-Learning Award (IELA, 2020)
Annual Online Faculty Development Series	The Annual Online Faculty Development Series (in progress)	<ul style="list-style-type: none"> • The New School's Management & Social Justice Conversation Series, 2020 - slides • UPCEA Mid-Atlantic Regional Conference, 2020 - slides • Network for Social Work Management, 2021 - slides 	<ul style="list-style-type: none"> • Faculty and Staff Development Award (UPCEA Mid-Atlantic, 2020) • Learning in Practice Award (<i>Chief Learning Officer Magazine</i>, 2021) • International Award for Excellence in Training (USDLA, 2021)
Webinar Series for Educators Moving to Remote Teaching Due to COVID-19	Promoting Quality E-Learning During the COVID-19 Pandemic via an Award-Winning Webinar Series for Faculty Transitioning to Teaching Online, IEEE Xplore , 2021	<ul style="list-style-type: none"> • Sixth International Conference on e-Learning, 2020 - slides 	<ul style="list-style-type: none"> • International E-Learning Award (IELA, 2020) • Crisis Management Marketing Award (UPCEA, 2020) • During Pandemic, In-House Expertise Anchors Faculty New to Teaching Online, CSSW News • Teaching Teachers to Teach Online, IELA Blog • Series recordings & resources

Annual Online Faculty Development Series: Intro

- Launched during AY2018-19
- 5 sessions/year: the first in August before the fall semester and the last in May after the spring semester
- Live online sessions (2 hours each), recorded for asynchronous make-up options
- Scheduled in the evenings to accommodate adjunct availability across time zones
- Open to all Online Campus community members of all roles
- Goals: 1) Facilitate continuous learning & development, 2) Build and sustain an ongoing community
- Professional benefits to participants:
 - Learning, networking, reconnecting with colleagues
 - Digital badge
 - Free continuing education units for licensed social workers, available for live attendance only
 - Resume/CV language (example below)
 - Columbia University School of Social Work Online Faculty Development Series, Academic Year 2018-19. Completed a 5-session, yearlong post-Master's professional development series for online faculty, covering community-building in online courses, mindfulness and self-care exercises for online classes, online educational activities related to power/race/oppression/privilege, interactive and high-impact teaching and learning activities, and current trends in online social work education.

Annual Online Faculty Development Series: Participant feedback



Demystifying Publishing presenters, AY2020-21

Recap of “Demystifying Publishing”	Publication / Publication type	Meeting
Agata Dera	Laurel Hitchcock's Teaching & Learning in Social Work Blog	Nov 2020
Johanna Creswell Báez	The New Social Worker (submitting a pre-written article)	Nov 2020
Matthea Marquart	EDUCAUSE’s Transforming Higher Ed Blog (has since been renamed Teaching & Learning)	Jan 2021
Josh Levine	Letter to the editor of an academic journal	March 2021
Matthea Marquart (article w/ Nicole Wong)	The New Social Worker (pitching an article idea)	May 2021

Example presentation slides

Publishing in EDUCAUSE's Transforming Higher Ed Blog

Dear Professors: Don't Let Student Webcams Trick You

by **Matthea Marquart** and **Roxanne Russell** Thursday, September 10, 2020 **Transforming Higher Ed**

Instructors who teach live online classes should thoughtfully consider whether to require students to use their webcams during class.



Credit: insta_photos / Shutterstock.com © 2020

SHARE



Community Is About Connection

A vertical graphic with a dark blue background. At the top, it says "Community Is About Connection". Below this is a world map with several circular icons of people's faces connected by dotted lines, representing a global network. At the bottom, it says "Connect with your peers on over 60 online".

Connect with your peers on over 60 online

[Dear Professors: Don't Let Student Webcams Trick You](#)

Publishing in EDUCAUSE's Transforming Higher Ed Blog

Timeline:

- Submitted to the *New York Times* on 5/22/20 – no response after 3 days = rejected
- Submitted to the *Chronicle of Higher Ed* on 5/29/20 – “The decision to accept or reject a manuscript rarely takes more than a week” – no response = rejected
- Submitted to EDUCAUSE Transforming Higher Ed Blog on 6/3/20
 - Response on 6/8 – interested with some revisions requested
 - Resubmitted 7/17
 - Accepted 7/21
 - Request for endnote citations 7/28
 - Resubmitted 7/30
 - Notice of receipt & next steps 8/5
 - Copyedited draft sent back to us 9/2
 - Feedback on copyedited draft submitted 9/3
 - Publication agreement sent to us 9/4 & submitted 9/4
 - Updated version sent to us for final review on 9/4
 - Comments submitted on 9/4
 - Updated version sent back to us on 9/8
 - Published 9/10

Publishing in EDUCAUSE's Transforming Higher Ed Blog

Lessons learned about working with this publication:

- The process takes a while
- They are extremely professional – the copy editing in particular is fantastic
- Think carefully about the title

In the Spotlight: 12 Asian and Pacific Islander (API) Social Workers

In [The New Social Worker](#)

Authors: Nicole Wong & Matthea Marquart



The New Social Worker
the social work careers magazine

Articles Extras COVID19 Magazine Jobs Grad School Products Events
Ethics Field Placement Tech Practice Careers Education & Credentials Reviews &
Real World Clinical Self Care Clinical Intersections

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◀ The Vote: The Other Vaccine

In the Spotlight: 12 Asian and Pacific Islander (API) Social Workers

May is Asian American and Pacific Islander Heritage Month.

Like 23 people like this. Sign Up to see what your friends like.

Like this article? Share it! RSS Print

by Matthea Marquart, MSSW, and Nicole Wong, LMSW

This past year, anti-Asian violence has been increasing, and some say that dehumanization of Asian and Pacific Islanders (API) in the U.S. is a contributing factor. One way to combat this is to share our stories. After the March 16, 2021, attack in Atlanta, we feel more urgency to uplift and showcase our API community, whose hundreds of years of contributions to America is often missing from mainstream history. API Heritage Month, commemorated in the month of May, is an opportunity to do this and to celebrate Asian and Pacific Islander social workers in the United States.

Representation matters, and this article is our attempt to establish solidarity and spotlight individuals who represent a range of API identities and who hold a mix of social work roles. API community members come from a large geographical area—the United Nations counts 53 member states and 9 associate members of its Asia-Pacific region. We explored our professional networks informally and reached out to individuals who we admire and whose voices we wanted to amplify. We asked them to share their bios and a reflection on how their API identities connect with their identities as social workers.

There can be so much power in hearing from and honoring API social workers and colleagues, and we hope the stories below inspire you to celebrate the work of our API community.

Timeline of our article

March 17 – pitched the article

I'm writing to pitch an article with Nicole Wong (cc-ed). Asian and Pacific Islander (API) Month is coming up in May, and we hoped you'd be interested in an article spotlighting a dozen or so Asian social workers. For each of them, this would basically entail a photo, short bio (2-3 sentences), and short quote related to how their API identity connects with their identity as a social worker (3-4 sentences). We would try to represent a mix of API identities and a mix of social work roles, and the folks we spotlight would be folks from our networks (i.e. not a scientific sampling or a formal call for nominations to be spotlighted, but rather informal).

The impetus for this is in response to the sharp increase in anti-Asian racism and the invisibility of Asians -- e.g. today I heard a student say that we never celebrate Asian social workers. We'd love to help uplift and celebrate API social workers.

March 18 – accepted by Linda Grobman, the Editor, with caveats

I would be interested in this to publish for Asian and Pacific Islander Month if the people highlighted are from a variety of areas of the U.S. and graduates of different schools of social work. Thank you!

If you can get it to me by mid-April, that should work well.

March 22, 29, and April 11 – met outside of work to collaborate

Included working on the article planning, drafting, editing, and finalizing

March 22 - April 11 – emailed with social workers we wanted to spotlight

Included inviting them, requesting their bios & images, emailing about edits, sharing the final version for feedback

April 11 – submitted the article and the image files

Submitted a couple different versions – with and without embedded images – to give the Editor options. Followed the [author guidelines](#) for both versions.

April 14 – article accepted & author agreements requested/submitted

May 3 – article published

Advice re: this process & pitching an article idea

- Writing can be a way to take action
 - It felt hopeful to work on this
- It's helpful to get editor feedback before writing
 - We made sure to double- and triple-check we were meeting her priorities
- When collecting quotes, it can be helpful to use a Google Form to make sure you collect permissions, answer potential questions, share requirements, and have everything in one place
 - Here is our [Google Form](#); we also included an option to submit via email in case of tech glitches
- We used Google Docs to collaborate and Google Slides to create the images that included multiple pics
 - No need to spend money on software
- It's motivating to celebrate milestones, e.g. "halfway there!"
- Be ready for the article to be rejected even if the pitch was accepted
 - If this happened, options included submitting the article to *Social Work Today* or publishing each profile separately as LinkedIn articles
- Be ready for the Editor to make edits before publishing and remember that once the article is submitted, the Editor doesn't need to consult you about edits or formatting

Sample chat feedback during the Demystifying Publishing presentations

- Thanks for being so transparent - really helpful to see the timeline laid out
- Thank you so much, inspired to write and share!
- Thanks for always normalizing the lengthiness of publishing
- Super helpful - thanks for sharing your experience with us!
- Great to share this. The article of mine that was just published was rejected by 3 journals. IT'S OK!
- This is so helpful I have bad writing anxiety
- Appreciate this honesty!!

Demystifying Publishing logistics

- 3-5 minutes per presentation
- Included in existing Online Campus community meetings
- No cost (existing web conferencing license and volunteer presenters)

Demystifying Publishing email invitation to presenters

We're starting a new section of our Online Campus meetings this year called "Demystifying publishing about social work," and I'm hoping you'd be interested in presenting at our ___ Online Campus meeting about your article for ___? It would be great to hear from you!

Here's what we're looking for with these presentations:

- Demystifying publishing about social work education & social work in general -- 3-minute presentations, with the overall goal of providing insight into the process of getting published so that Online Campus members who want to get published can see how it works & hopefully feel empowered, and also so that they can help mentor students who want to get published
 - Requested slides:
 - 1) Link & screengrab or quick summary of your article, and link to the publication & their submission guidelines (if any)
 - 2) Timeline and steps to getting published, including dates for milestones such as:
 - Having an idea about an article you'd like to write
 - Making the decision to write it
 - Pitching the article idea or written article to an editor
 - If turned down, moving on to another editor
 - Going back and forth with an editor once it's accepted
 - Any required paperwork or bureaucracy, e.g. author contract / copyright decision
 - Being published
 - 3) Any steps after being published (e.g. sharing with networks, sharing on social media, turning it into a conference presentation, responding to feedback, deciding to write another article, etc.)
 - 4) Any advice / tips about any step of the process, or about working with the particular publication / editor that published you

In case you're wondering what this could look like on a CV, here's some sample language:

Last name, first initial. (DATE). Name of your presentation. In *Demystifying Publishing About Social Work* [Panel presentation], Columbia University School of Social Work AY2020-21 Online Faculty Development Series Session [#], online via Adobe Connect.

Reflect & Discuss

Please share in the chat or come on microphone/camera.

Reflect on your ideas, experiences and questions about how your school or department might engage faculty in disciplines around their own writing.

- Are there relevant initiatives or department meetings? Who are possible collaborators? What writing support or resources would faculty value? How could this be helpful for full-time and adjunct faculty? For students?

Wrap up & thank you

Joint Q&A will be at the end of this panel session

To wrap up, please share a key takeaway in the chat

This is intended to give you a chance to reflect and then give you a chance to learn from your colleagues' reflections