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Nota di contenuto	Contents; Foreword - Robert Boice; Acknowledgments; Introduction - Anne Ellen Geller; Part 1: Leadership and Locations; 1. Beyond the Curriculum: Supporting Faculty Writing Groups in WAC Programs - Chris Anson; 2. The Scholarly Writing Continuum: A New Program Model for Teaching and Faculty Development Centers - Brian Baldi, Mary Deane Sorcinelli, and Jung H. Yun; 3. The Idea of a Faculty Writing Center: Moving from Troubling Deficiencies to Collaborative Engagement - Lori Salem and Jennifer Follett 4. Talking about Writing: Critical Dialogues on Supporting Faculty Writers - Gertrude Fraser and Deandra LittlePart 2: Writing Groups /Retreats/Residencies; 5. How Teaching Centers Can Support Faculty as

Writers - Tara Gray, A. Jane Birch, and Laura Madson; 6. Faculty Writing Groups: Writing Centers and Third Space Collaborations - Angela Clark-Oates and Lisa Cahill; 7. Supporting a Culture of Writing: Faculty Writing Residencies as a WAC Initiative - Jessie L. Moore, Peter Felten, and Michael Strickland

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16. The Promise of Self-Authorship as an Integrative Framework for Supporting Faculty Writers - Carmen Werder; Afterword - Michele Eodice; About the Contributors; Index

Sommario/riassunto

" The imperative to write and to publish is a relatively new development in the history of academia, yet it is now a significant factor in the culture of higher education. Working with Faculty Writers takes a broad view of faculty writing support, advocating its value for tenure-track professors, adjuncts, senior scholars, and graduate students. The authors in this volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes, as well as the development of fresh ideas about student writing. Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future, reveal the range of locations and models of support for faculty writers, explore the ways these might be delivered and assessed, and consider the theoretical, philosophical, political, and pedagogical approaches to faculty writing support, as well as its relationship to student writing support. With the pressure on faculty to be productive researchers and writers greater than ever, this is a must-read volume for administrators, faculty, and others involved in developing and assessing models of faculty writing support"--