

## **ASU Writing Convivencia and Collective**

### Overview

The purpose of the ASU Writing Convivencia and Collective is threefold: (1) to engage in an authentically caring collective where participants name and treat their writing wounds (Writing as Convivencia), (2) to identify and implement writing techniques, strategies, and approaches for improved writing productivity (The Logistics of Writing), and (3) to reflect upon the various ways to maintain writing momentum and to recover when the motivation to write is lacking (Keeping Writing Alive). The program lasts three weeks. Each week begins with a day-long workshop (10:00 am – 2:00 pm) followed by four days of collective writing in small group of three or four (10:00 am – 12:00 pm). Participants will leave with a renewed sense of writing purpose, an empowering group writing experience, and practical tools for increased writing productivity.

Maximum number of participants – 30

*\*Participants will receive \$500 off the National Center for Faculty Diversity and Development Faculty Success Program.*

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### Week 1: Writing Convivencia

The purpose of this week's focus - Writing Convivencia - is to engage with one another in an authentically caring community, to identify our anxieties around writing, to address the damage that those insecurities have caused, and to mastermind existing writing issues with colleagues. Participants will leave affirmed with individual takeaways to guide them through the writing that awaits them.

#### Day 1: Writing as Convivencia

10:00 am	Getting Mindful - Meditation
10:10 am	Naming our Writing Worries – Individual and Trios
11:10 am	Treating our Writing Wounds – Individual, Small Group, and Large Group Discussion
12:10 pm	Break
12:40 pm	How to Engage in the Daily Writing Collective - Presentation
1:30 pm	Affirmations and Takeaways – Individual, Small Group, Large Group Discussion
1:50 pm	Ending Mindfully – Meditation
2:00 pm	Conclude

#### Writing Collective (Days 2-5)

10:00 am	Whole Group – Getting Mindful – Meditation
10:10 am	Masterminding Participant Issues -Break out into Small Groups-
10:20 am	Check-Ins: What is my intention for this writing time? What do I want to accomplish during this writing time?
10:30 am	Independent Writing Time (70 minutes)
11:40 am	Check-Outs: What did I accomplish during this writing time? What can I take away from this writing time for next time?
11:50 am	Come back to Whole Group – Resource of the Day
12:00 pm	Conclude

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### Week 2 – The Logistics of Writing

The purpose of this week’s focus – The Logistics of Writing - is to introduce or revisit writing techniques and strategies meant to get us un-stuck. Participants will leave with specific practices to improve their writing practices, identify approaches that work best for them, and implement these practices in their everyday writing.

#### Day 1: The Logistics of Writing

10:00 am	Getting Mindful - Meditation
10:10 am	Identifying Writing Obstacles – Individual and Trios
11:10 am	Sharing Writing Techniques/Strategies – Small and Large Group Discussion
12:10 pm	Break
12:40 pm	Research-Based Writing Techniques and Strategies for Productivity – Presentation
1:30 pm	Affirmations and Takeaways – Individual, Small Group, Large Group Discussion
1:50 pm	Ending Mindfully – Meditation
2:00 pm	Conclude

#### Writing Collective (Days 2-5)

10:00 am	Whole Group – Getting Mindful – Meditation
10:10 am	Masterminding Participant Issues -Break out into Small Groups-
10:20 am	Check-Ins: What is my intention for this writing time? What do I want to accomplish during this writing time?
10:30 am	Independent Writing Time (70 minutes)
11:40 am	Check-Outs: What did I accomplish during this writing time? What can I take away from this writing time for next time?
11:50 am	Come back to Whole Group – Resource of the Day
12:00 pm	Conclude

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### Week 3 – Keeping Writing Alive

The purpose of this week’s focus – Keeping Writing Alive - is to focus on ways to keep our writing practices, techniques, strategies, and mindsets alive. Participants will reflect upon the various ways in which they can keep their writing momentum going, establish accountability, and recover when the motivation to write is lacking.

#### Day 1: Keeping Writing Alive

10:00 am	Getting Mindful - Meditation
10:10 am	Reflecting on the Plus/Deltas of the last two weeks – Individual and Trios
11:10 am	Sharing Approaches and Work-Arounds for Keeping Writing Alive – Small and Large Group Discussion
12:10 pm	Break
12:40 pm	How I Keep Writing Alive – Presentation

1:30 pm Affirmations and Takeaways – Individual, Small Group, Large Group  
Discussion  
1:50 pm Ending Mindfully – Meditation  
2:00 pm Conclude

Writing Collective (Days 2-5)

10:00 am Whole Group – Getting Mindful – Meditation  
10:10 am Masterminding Participant Issues  
-Break out into Small Groups-  
10:20 am Check-Ins: What is my intention for this writing time? What do I want  
to accomplish during this writing time?  
10:30 am Independent Writing Time (70 minutes)  
11:40 am Check-Outs: What did I accomplish during this writing time? What  
can I take away from this writing time for next time?  
11:50 am Come back to Whole Group – Resource of the Day  
12:00 pm Conclude

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## Recommended Reading

- Baxley, T. P. (2012). Navigating as an African American female scholar: Catalysts and barriers in predominantly White academia. *International Journal of Critical Pedagogy*, 4, 47–64.
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- Harley, D. A. (2008). Maids of academe: African American women faculty at predominantly white institutions. *Journal of African American Studies*, 12, 19–36.

- Harris, J. C., & Nicolazzo, Z. (2020). Navigating the academic borderlands as multiracial and trans\* faculty members. *Critical Studies in Education*, 61(2), 229-244.
- Griffin, Kimberly A., and Richard J. Reddick. 2011. "Surveillance and Sacrifice: Gender Differences in the Mentoring Patterns of Black Professors at Predominantly White Research Universities." *American Educational Research Journal* 48: 1032–1057.
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- De Luca, Susan M., and Ernesto R. Escoto. 2012. "The Recruitment and Support of Latino Faculty for Tenure and Promotion." *Journal of Hispanic Higher Education* 11 (1): 29–40.
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