CHAPTER 11.

FACULTY WHO WRITE WITH THEIR GRADUATE STUDENTS: A STUDY OF NON-PEER WRITING COLLABORATIONS

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Abstract. *We discuss non-peer writing collaborations between faculty and graduate students, exploring the pedagogical implications of co-authorship. Drawing on data from mentorship programs, this chapter argues for a shift in academic perspectives to recognize the value of collaborative writing, underscoring how relational writing processes can better support faculty and student development.*

Finally, we were led to think most seriously of the pedagogical implications of co-authorship. What do we know as a discipline about the advantages or disadvantages of having students participate in co- or group-writing? If advantages do exist, don't they in some ways contradict our profession's traditional insistence on students working alone? And perhaps most importantly, do we have ways to teach students to adjust readily to co- or group-writing tasks?

– Lisa Ede and Andrea Lunsford, "Why Write … Together?" (p. 32)

WRITING TOGETHER: A NEW BEGINNING

Decades ago, Lisa Ede[1] and Andrea Lunsford blazed trails for those in the humanities to explore collaborative writing so that we might better understand the complex and often undervalued processes of co-authorship. As junior faculty, Ede and Lunsford (or Lunsford and Ede as they alternated for publication) started where so many of us do when exploring; they kept journals, asked questions, gathered information, surveyed collaborators, analyzed data, and devised

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1   This article honors the memory and work of Lisa Ede, a writing studies role model who passed away in 2021.

pedagogies. They co-authored their adventures. They took on an activist mission, advocating for collaborative work so that co-authored texts would *count* in calculations of tenure and promotion in historically single-author fields (i.e., in writing studies). Lunsford and Ede identified key themes and questions that would guide future studies and provide a map for those who followed to pursue collaborative writing research. They pointed the way to *pedagogy*—bringing co-writing projects into the classroom to better support collaborative skill-building—to our *peer processes*, to the impacts of *technology* on our methods, and to the *ethics* of professional responsibility and crediting of work. Long after "Why Write … Together?" (1983) and *Singular Texts/Plural Authors* (1990), we still have much to learn about *how* academics write together even as collaborative writing is the norm for science and social science disciplines.

Following in Ede and Lunsford's footsteps, collaborative writing researchers are apt to imagine co-authoring and collaborative peer-to-peer writing relationships: students writing with students, professionals collaborating with professionals, or faculty co-authoring with faculty. The *author* in "co-author" elides differences; the *co* suggests equality, and we naturally imagine *peers*. Current trends in co-authoring across disciplines mean we must reimagine collaborative writing to include non-peer or asymmetric writing relationships if we are to serve faculty writing needs. Most full-time faculty at science, technology, engineering, mathematics, and medicine (STEMM) research universities publish collaboratively with their graduate students or postdoctoral fellows. Often the graduate student—not the faculty member—will take on the duties of the lead writer and the faculty member will contribute variously as an editor, mentor, and supervisor (Kamler, 2008; Bozeman and Youtie, 2017). This widespread mode of writing collaboration among non-peers reveals new territory that we must better understand if we are to facilitate writing relationships, practices, and processes on our campuses. While non-peer writing relationships are often posited as beneficial for graduate student development, we also seek to understand the benefits for faculty writers.

This chapter describes the Collaborative Writing: Mentoring through Writing workshop and the corresponding study of asymmetric co-writing relationships at Colorado State University, Fort Collins (CSU) over three years from 2020 to 2023. This endeavor is itself a collaborative project between two cross-campus program directors to understand how to support faculty and graduate student researchers as they co-write submissible quality (professional quality documents capable of being submitted for publication or funding): abstracts, poster presentations, journal articles, and grant proposals.[2] The workshop's faculty and

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2   The study is IRB approved and has been funded with monies from CSU's Graduate Center for Inclusive Mentoring, NIH grant #T32GM132057, and CSU Writes.

graduate students come from the interdisciplinary graduate program in Cell and Molecular Biology (CMB) or from other graduate programs in the Colleges of Natural Sciences and Natural Resources.

As collaborating workshop facilitators, we hail from markedly different disciplines, but we share a common desire to support mentoring relationships and the production of high-quality research across the university. Carol Wilusz is the director of CMB, a program of over 100 affiliate faculty and approximately 45 students from 17 departments and six colleges at the university. Kristina Quynn is the founding director of CSU Writes, a program designed to help researchers and scholars across their career-spans build sustainable writing practices.[3]

Our collaboration for the workshop reflects our shared dedication to the campus writing community and interest in facilitating faculty as they write with their graduate students. CMB aims to foster an inclusive learning and research culture among diverse participants in an interdisciplinary research environment. The Graduate Center for Inclusive Mentoring and NIH training grants that fund the workshop are both designed to support students from underrepresented groups. Carol has served as lead or co-lead investigator on training grants from NSF and NIH which support graduate students interested in computational biology and provide support in developing soft skills including writing. Kristina brings a background in transnational, postcolonial, and gendered literary studies to her work in writing studies. The principles of writing sociality that inform much of CSU Writes' curriculum resonate with feminist writing collaboratives and align with models of shared equity leadership (Kezar et al., 2021).

The collaborative writing workshop and study also reflect CSU Writes' career-span writing support approach, which is designed on models of writing containment (Jensen, 2017; Murray, 2014a), writing productivity (Boice, 2000), and writing in social spaces (Murray, 2014b; Murray, 2014c). Carol and I devised a workshop to support collaborative writers and a corresponding study of asymmetric writing relationships and processes. While we designed the workshop for faculty and graduate students in STEMM fields, the facilitative model could easily be adapted to support faculty who co-author with graduate students in social science and humanities disciplines.

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3   CSU Writes is not the CSU Writing Center, which is a well-respected resource housed in the English Department informed by writing across the curriculum (WAC) and tutorial writing center models. The similarity in names and acronyms does cause some confusion on campus but the differences in approach assure we do not overlap much. Rather than an attunement to pedagogy and curriculum (i.e., WAC), CSU Writes focuses on facilitative approaches to work with writers across their career-span. Subtle but significant. It is housed in the Graduate School and funded, in part, by the Office of the Vice President for Research. CSU Writes works with hundreds of writers each year with over 3000 attendances (2021 CSU Writes Annual Report).

NON-PEER COLLABORATIVE WRITING IN CONTEXT: RELEVANT LITERATURE

The Collaborative Writing: Mentoring through Writing workshop brings together conversations from the fields of writing studies, team science, graduate student mentoring, and higher education to contextualize faculty, postdoctoral fellow, and graduate student voices as they speak about crafting professional documents in asymmetric relationships. We seek to understand the current needs of co-authors in asymmetric, non-peer, academic research contexts so that we can design programming to support faculty and graduate students or postdocs simultaneously as writers. We have avoided the assumption that we know what "collaborative writing" is or how it operates for faculty mentors. One-hundered percent of the CMB faculty participating in this study plan to publish research papers or submit grant proposals as co-authors with their mentees.

The Collaborative Writing: Mentoring through Writing workshop draws on diverse studies of mentoring, team building, and writing pedagogy and advice texts that inform the presentations and workshop guidebook. Not finding a single text that addressed the asymmetric co-writing needs of our participants, we crafted our own guide to help faculty (as well as their mentees). Many studies of and advice about collaborative writing, for instance, tend to focus on peer relationship, classroom instructional modes and industry needs (Ede & Lunsford, 1990; Wolfe, 2010). Studies of research team effectiveness have largely bypassed a direct examination of collaborative writing practices, treating writing as the product or deliverable of a team (Bozeman & Youtie, 2017; Mirel & Spilka, 2002). Similarly, studies and advice about graduate student faculty relationships have either elided writing processes (Allen & Eby, 2007; Shore, 2014) or approached the writing process as shaped by a supervisory or pedagogical relationship (Casanave, 2014, 2020; Kamler & Thomson, 2014). Our programming draws in various ways on these approaches to support faculty and graduate students as they engage in asymmetric co-writing relationships, but not it does not rely on approach or text, exclusively.

The faculty we work with will be listed as co-authors with their graduate students; thus, their investment in the quality of graduate student writing extends beyond the navigation of committee, department, and graduate school criteria for degree completion. The pressures faculty face in helping their mentees write, to turn a phrase from Barbara Kamler and Pat Thompson (2014), intersect with the imperatives to *publish or perish* to career-build in academia. From the graduate student perspective, Kamler and Thomson detail the challenges students face in the growing trend of "PhDs by publication," by which dissertations are compiled out of published articles (p. 138). As the case study by Shvidko and Atkinson

(2019) highlights, increased competition for academic jobs means "Doctoral students are therefore frequently advised, and increasingly required, to publish before graduation" (p. 155). Kamler and Thomson emphasize the challenges dissertators face as they navigate "the journal game," "publication brokering," co-authoring agreements, and other writing for publication processes (p. 144, p. 154). We must recognize that faculty advisors are the principal guides for graduate students as they navigate these processes and that the imperatives of "PhDs by publication" are shared, albeit differently, by faculty whose experiences bring together multiple supervisory roles: field expert, content supervisor, writing instructor, and, in many cases, manuscript editor and contributing author.

To be sure, the writing terrains in which faculty researchers and scholars collaborate are rapidly changing. Research academics now produce articles and proposals at an extraordinary pace, due chiefly to advancements in information technologies that allow large numbers of researchers to collaborate quickly and efficiently across disciplinary, institutional, and international boundaries. New areas of study have emerged to understand the growth of "team science," "collaboration cosmopolitanism," and other features of what Barry Bozeman and Jan Youtie (2017) have coined the "Research Collaboration Revolution" (p. 3). This revolution is characterized by increases in collaborations; team size; diversity on teams; international, multidisciplinary, and/or interdisciplinary collaboration; fair crediting of work; and an interest in how teams operate (p. 3). They share the current outer limits of co-authoring, noting that "a paper (Aad et al., 2015) published in the prestigious journal *Physical Review Letters* included 5,154 authors, such a large number that twenty-four pages of a thirty-three-page article were taken up with the listing of authors" (p. 4).

This transformation in knowledge production has created challenges regarding appropriate crediting and reputation-building among researchers, particularly for team-heavy fields found in the sciences, engineering, and medicine. Research collaboration advice has tended to focus on support for researchers in STEMM fields and more on team building rather than writing, which is generally treated as a *deliverable*. However, writing program administrators would do well to remember that inter- and multi-disciplinary teams increasingly include scholars from the social sciences and humanities. And, with the advent of new digital publishing mediums alongside the development of specialized synchronous/asynchronous writing technology (think Google Docs), co-authorship and coedited projects have become more widely adopted even in such traditionally single-author disciplines as communications, journalism, media, and writing studies.

Professional writing collaborations between faculty mentors and their mentees are crucial to the specialization and career-building success of both parties. While there is a burgeoning body of literature on the solitary academic writer's experience

and advice manuals—from Robert Boice's *Professors as Writers* (1990) to Jan Allen's *The Productive Graduate Student Writer* (2019), there are few texts devoted to faculty writing collaboratively or co-authoring with their mentees. Even those that do address faculty, such as *Helping Doctoral Students Write: Pedagogies for Supervision* (2006) and *Doctoral Writing: Practices, Processes and Pleasures* (2020), tend to focus on the supervisory or advisory roles of faculty members—overlooking their concomitant experiences of increasing publication pressures and grant submission imperatives to support their research agendas and build their careers.

THE STUDY: MENTORING THROUGH WRITING WORKSHOP

> [F]or small errors I can just fix them or state the problem (subject-verb agreement), and for problems with organization within a section or across the entire paper it is usually easy to identify what is wrong and explain what needs to be done in a few words. However, within a paragraph I either just rewrite it myself (which is faster, but still takes time, and isn't good for having my students learn to write better themselves), or my explanation of what is wrong and what needs to be fixed is longer than the actual problem and takes a while to think about and write down.
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> – Faculty Participant, Needs Assessment Survey Response

The workshop calls for a collaborative writing assignment and participation in three distinct information and discussion segments: two workshop-style sessions and a 20-minute facilitated conversation with CSU Writes (Kristina). The workshop runs for three to five weeks and is offered twice per year—fall and spring/summer. We planned to launch the workshops and study in-person spring semester 2020; however, due to COVID-19 pandemic health protocols, 2020–2021 workshops and conversations were held virtually (on Zoom or MS Teams). The Spring 2022 workshop transitioned to hybrid delivery, and by Spring 2023, the workshop shifted to in-person. We have plans for the workshop continuing semesterly as a part of our regular CSU Writes and CMB programming. The workshop study ran from 2020 to 2023.

Each segment of the workshop contains the following:

- Graduate-student-only introductory session covers modes of collaborative writing, types of feedback, and what to expect from the workshop from a student perspective.
- Faculty-only introductory session covers modes of collaborative writing, types of feedback, and what to expect from the workshop from a faculty perspective.

- Faculty and graduate student consultation is a guided conversation with Kristina (workshop facilitator) about their writing assignment and practice of techniques covered in the introductory sessions.
- Combined faculty and graduate student final session provides a review of workshop concepts and techniques as well as an opportunity for participants to share reflections on their collaborative writing and workshop experiences.

The workshop is intensive and requires a month-long participation commitment from the faculty and graduate student dyads or triads. Faculty mentors sign up with one or two of their graduate students. The workshop caps faculty attendance each semester at 10. To accommodate participant writing and facilitator conversations, we build in three to four weeks between the introductory and final sessions. Over that time, faculty and students participate in a collaborative writing feedback assignment which asks them to experiment with strategies covered in the introductory workshop on one of their current writing projects. The assignment, thus, is not to be extra work, but should align with the collaborators' existing writing projects.

The workshop's intake survey allows us to hear what writers at different career stages identify as working well (or not as well) in their individual and partnered writing projects, processes, and practices. Faculty identify a constellation of constraints that impact their feedback decisions and instructional guidance for student writers who also serve as writing partners on manuscripts and proposals: time limitations, project management, and relational dynamics pose some of the greatest concerns. Through the workshop, the oft-experiential knowledge faculty possess of writing in their discipline can be made explicit, shared in conversation and practice, and adjusted by each dyad considering collaborative methods we discuss in the introductory, facilitated, and final sessions.

Research faculty are experienced writers, and most will pass on to their students the writing knowledge and strategies they gleaned from their advisors. We know that few faculty receive formal training in writing or writing pedagogy. Helen Sword's survey of more than 1,300 academic writers found that only 15 percent had received "formal" writing instruction to "learn to write in your field"; 47 percent had received only "informal" instruction, meaning variations of on-the-job or experiential training—as in learning by doing; and 38 percent had some form of "semiformal" instruction such as workshops (2017, pp. 63–64). The faculty in our workshop reflect a similarly varied background in their writing training and experiences, and their participation in the workshop alongside their graduate students reflects the ongoing writing development of faculty to be gained.

As the faculty member's confession above acknowledges, many faculty members struggle with the dual task of providing training and producing submissible-quality writing on a timeline or to meet a deadline. One faculty member who participated in the workshop highlights what seems to be a routinely performed internal calculation that involves work effort, time to task, and efficiency of communication to provide feedback on a student writing: "My explanation of what is wrong and what needs to be fixed is longer than the actual problem and takes a while to think about and write down." Interestingly, the types of writing support this faculty member needs would seem to have little to do with formal or informal writing instruction. In this instance, the learning needs of the student exceed the time and work capacities of the faculty mentor. These non-peer collaborative writing issues will take further study to parse best methods for program and institutional support, for sure. The trend of graduate students taking the lead on writing production has a significant and yet-to-be-studied impact on faculty as writers and defacto instructors of writing. This modest study provides an opening for us to better understand the imbricated collaborative and co-authoring challenges that non-peer research and scholarly writers face and what relational practices will address their needs.

METHODS: NEEDS ASSESSMENT

The methods focused on in this chapter relate to the pre-workshop needs assessment, which we used to identify the collaborative writing interests and desired skill development in advance of our first workshop in 2020 and have been re-issued yearly for the duration of our study (2020–2023). In consultation with the CSU STEM Center, we designed a survey to identify faculty and graduate student writing interests and skill development needs.[4] We should note that the intake survey is one of multiple measures included in the broader, three-year mixed methods study. Additional measures outside the scope of this chapter include pre-workshop, post-workshop, and year-out surveys (quantitative/qualitative); faculty and graduate student interviews; facilitator notes (qualitative). This chapter focuses exclusively on data from the pre-workshop surveys of faculty and graduate students in which both classifications of writers identify their current needs and learning expectations. We found the needs assessment data crucial for developing our workshop presentations, activities, and guide (see Appendix C for the workshop guide table of contents).

Needs assessments were emailed to both participating students and faculty mentors before the introductory workshop session. The identity of individual

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4   We acknowledge and are grateful for the survey design and reporting efforts of Julie Maertens from the CSU STEM Center.

respondents remained anonymous. As workshop co-facilitators, Kristina and Carol reviewed the STEM Center's survey reports in advance of the workshop to clarify participants' collaborative writing interests, challenges, and concerns; we used our review to focus workshop presentations and discussion and to develop a workshop guide.

The pre-workshop needs assessment survey was designed to help us identify both faculty and graduate student learning priorities. Faculty received one version of the assessment; graduate students another; however, the surveys were largely mirrored, with modest differences in phrasing. For instance, faculty were asked to identify their interest in learning about writing "confidence building," whereas graduate students were asked about their interest in writing "confidence." The needs assessment asked about participant backgrounds and interests. It included Likert-scale, open-ended, demographic, and dropdown questions on the following categories of query:

- Demographic data about gender and ethnicity
- Field of study
- Years in program and career interest (student only)
- Prior writing-focused training
- Interests in workshop format (lecture, group discussion, practice session)
- Level of interest in the topics of planning, support, field-specific writing, ELL, writing-focused communication, editing/commenting (faculty), responding to comments (students), confidence building (faculty), confidence (students), co-authoring, resources
- Any additional suggestions (See survey questions in the appendices.)

The survey responses were compiled into a summary report by the CSU STEM Center for facilitator use in the development of workshop materials and discussion topics.

DATA: NEEDS ASSESSMENT

The data in this chapter was drawn from the pre-workshop survey reports, compiled by the CSU STEM Center. The Likert-scale interest and short-answer responses focusing on participants' expressed interests in and described challenges with writing collaboratively. To date, 24 (of an estimated 30-35) faculty and 37 (of an estimated 35-40) graduate students have participated in the workshop. The higher number of graduate students reflects that faculty members may mentor and publish—and thus participate in this workshop—with more than one graduate student. Both faculty and student participants come from such STEMM-focused

fields of study as biochemistry, biomedical sciences, chemistry, environmental and radiological health, geosciences, horticulture, immunology, mathematics, microbiology, pathology, psychology, soil and crop sciences, and wildlife biology.

We share the graduate student intake data alongside the faculty intake data because the faculty co-writing experience is in relationship with their graduate students. In general, graduate students expressed lower levels of interest in most workshop topics than faculty did (see Figure 11.1). Expressed interests ranged from 1.33 (English as a second language topics) to 2.83 (field-specific writing—considerations and guidance) on a 1 to 4 scale. Response options ranged from 1) Not interested, 2) Slightly interested, 3) Interested, or 4) Very interested.

Other top areas of interest included information on managing and communicating writing support expectations and the aligned topic of mentor-mentee communications. The top three workshop topic interest categories for graduate students suggest a need for combined field-specific and general writing skill development support among students.

Faculty participants expressed interest at much higher rates across all topics (2.17 to 3.33) than graduate students, and the most highly ranked faculty interests focused on project planning and managing the basic writing needs and expectations of students. The significant difference between the students' interest in learning about "responding to reader comments" (2.17) and faculty's more avid interest in learning about "providing feedback" and in "editing/commenting" (both rated at 3.17) marks a place where faculty and graduate student collaborative writing interests may be relationally misaligned in ways that could cause tensions for faculty as they engage in iterative, time-bound feedback and revision processes with their students.
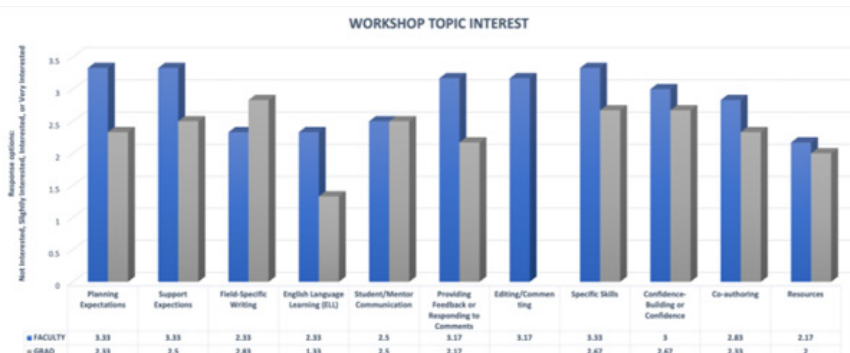

Figure 11.1. Faculty and graduate student interest in workshop topics: From pre-workshop needs survey. Note: This graph represents preliminary data from graduate student responses at the mid-point of our three-year study of collaborative practices for mentoring through writing.

Overall, these findings suggest that faculty have a slightly greater interest in the process of writing and that graduate students have a slightly greater interest in building their confidence in crafting both general and field-specific writing. Excerpts from faculty responses of the open-ended questions have been used as section epigraphs in this chapter so that readers can hear the faculty voices that influenced the workshop focus and materials design.

PUTTING DATA TO WORK IN WORKSHOP

> Students have difficulty drafting manuscripts under time pressure, making it difficult to engage in constructive back and forth writing when we rarely have the luxury of spending months on a manuscript. How can we make the process more efficient such that students will get the most value from the learning experience? In my experience, students learn to write from carefully reading papers, and from studying the edits made by their advisor and others to their own manuscripts. But students don't understand that writing is largely learned through independent-study rather than instruction.
>
> – Faculty Participant, Needs Assessment Survey Response

We can identify key differences in the expressed developmental needs of graduate students and faculty in the survey data. Graduate student interest, for instance, localizes in field-specific writing skill- and confidence-building, which suggests a newness to the field overall. Comparatively, faculty interest focused on topics of project management and efficient editing, suggesting faculty seek strategies to help move writing projects through to submission. These broad observations make sense, given the asymmetric developmental and career-stages of faculty and students.

More specifically, we can identify key places to integrate advice for graduate students into our workshops about how they can build their reading skills and make best use of feedback. For faculty, we included information in the workshop about what types of feedback and through what medium (for example, as a conversation or as marginal comments) work best and at what stage of a student's project or manuscript. For students, we provided information about how to track the most common types of editorial feedback they receive, to look for patterns, to seek additional writing support resources, and to build confidence in their skills and professional development. Neither of these approaches that we used to address faculty and student developmental needs are innovative; they both are common techniques. Faculty are encouraged to share with other faculty and with their students what does or does not work in their writing processes during the discussion sessions and through guided reflections in the writing assignment with their students. What makes this workshop novel or "work," if you

will, is the relational pairing of both faculty- and graduate-student-expressed interests, providing opportunities for writing as professional development and as an inherently collaborative endeavor to be the foci of conversation.

The faculty participant comment above describes *writing* as a practice "largely learned through independent study rather than instruction," which exposes a common desire for writing instruction to happen elsewhere. Our study notes that writing is a key site of relational tensions and expectations. Central to this faculty member's concern are two relational values: (1) the guidance of an independent study and (2) an efficient *iterative* feedback-based training for the student. We interpreted this faculty member's comment to mean that the act of drafting in this collaboration is often a solitary endeavor in which the graduate student takes the lead on the manuscript and through an experiential and iterative "constructive feedback process" learns and becomes a better writer. It is not uncommon for faculty to expect the student to be the lead on drafting a manuscript and reaching out for feedback on a need-be basis or with a complete draft (whatever that may look like). A writer may be writing to learn field-specific content, new genres or styles, and improved quality of expression that serve the purpose of the assigned task or collaborative effort (submissible writing). For our purposes in developing workshop materials, we considered what might help faculty who experience increased pressure from graduate students who seek writing specific support within the discipline, support that a faculty member (an expert in a field of knowledge) may feel ill equipped to provide.

To speak directly to our workshop participants' concerns, we developed a workshop guidebook (https://tinyurl.com/yt4n8wyd), which includes the following:

- The mentor/mentee workshop writing assignment
- Writer's reflection and conversation guide
- Descriptions of collaborative writing
- Recommended feedback practices—types and when
- Strategies for graduate students to track feedback
- Writing reflections and conversation guides for both faculty and graduate students and information on collaborative writing (non-binding) and co-author (legally binding) agreements, including an APA model.

Our goal with this guidebook was to provide writing support related both to their career stage as well as to their skill in writing with others who come to the writing relationship with an aligned interest in the topic but often with a diversity of professional positions, identity backgrounds, and writing experiences. We relied on the responses to the 2020 needs intake survey to develop much of the first workshop's materials: guidebook, slides, and discussion questions.

The intake surveys have revealed that, unlike the collaborative writing relationships among peers, the asymmetry of the faculty-student collaborations means that faculty must juggle the demands of pedagogy and professional writing productivity. In the words of a participant, faculty must "find a balance between maintaining the independence of students who might have limited writing experience and obtaining a high-quality final product (i.e., making sure they retain ownership and don't just have text rewritten by a more senior co-author)." These concerns highlight the intertwined skill- and profession-building quality of the academic collaborative writing relationships of faculty. They also highlight that faculty co-authors often identify their primary duty as one of being an editor for a lead author. On the one hand, for most STEMM faculty who co-author with postdoctoral fellows and graduate students, this observation would seem to state the obvious. On the other hand, for those of us who wish to better understand and support faculty professional development as writers and teachers, it illuminates that faculty would benefit from program or institutional support that emphasizes feedback methods and mentoring techniques to support their own evolving writing practices across the career span.

Writing in Faculty Development Programs

> The content and ideas may be present, but the foundational composition/writing skills are very weak. I would like suggestions on how to improve my ability to mentor students in improving their writing in a "back to basics" fashion, and less so focused on "grantsmanship." Grantsmanship is something I am comfortable with, foundational writing skills not so much.
>
> – Faculty Participant, Needs Assessment Survey Response

We must think outside the curricular box and look to serve the professional development needs of faculty mentors in relation to their writing. When faculty take on graduate students who need more writing support than the faculty member may have the time or skills to provide, both faculty and graduate students can experience stress, leading to challenges in their collaborative writing relationship. We know from both sides of the mentor-mentee co-writing relationship that time constraints and pressure to move students through can impact the feedback students receive on their theses and dissertations (Kumar & Stracke, 2007; Carter & Kumar, 2017). We also know that the "writing a thesis by publication" model is likely to continue as a pedagogical and co-writing practice (Guerin, 2018; Sharmini, 2017). By supporting faculty as collaborative writers, we can maintain the disciplinary contexts for their graduate students as well.

This relational approach can support students who have been selected for graduate studies in competitive fields and who may still be developing basic

writing or English language skills. In his argument to situate graduate academic writing as a form of "professional" training, Shyam Sharma (2018) states that approaching writing as professional skill development may be especially helpful for "international students, whose exposure to the society and professions outside can be short and limited" (p. 142). Sharma continues by reminding us that "it is insufficient to teach writing within the narrow limits of 'academic communication,' just focusing on rhetorical and linguistic and genre skills out of context or even disciplinary contexts" (p. 142). For students who will be the lead authors on their theses or dissertations as well as on many co-authored publications, presentations, and other submissions produced during their graduate studies learning to *take the lead*, to develop their unique academic voice, *to wield the field*, as one of Kristina's professors used to say, requires delicate guidance from writing mentors and collaborators.

We recognize that advisors often feel highly competent when guiding their students through the complex knowledge terrains and across the cutting edges of their fields of study. They can also feel correspondingly incompetent or ill equipped to guide students as writers in those fields. If we, as writing program administrators, seek to understand as we walk beside our faculty writing colleagues, we can provide ever higher-quality writing support for asymmetric and increasingly complex and pressured writing relationships. Such understanding and program building will invariably require new studies, new data, fine-tuned methods, and fresh practices. This is a new collaborative writing terrain.

TERRITORIES TO EXPLORE: WRITING ACROSS THE CAREER SPAN

> As long as academic institutions, publishers, disciplines and students themselves require (certain kinds of) writing to help them to develop as knowing scholars, to graduate and/or to disseminate their research, then those institutions who take in doctoral students have a moral and ethical obligation to ensure that students learn these literacies. A successful doctoral candidate needs to make a contribution to knowledge; and that means more than knowing something—it means being able to communicate that knowledge in a way that meets the student's own needs and the needs of the discipline/institution.
>
> – Claire Aitchison and Anthony Paré (2021, p. 23)

We would add to the apt assertion of Claire Aitchison and Anthony Paré that institutions also have an equal responsibility to support faculty mentors and advisors as *writers*. In instances where faculty co-write with their graduate students, we must help faculty develop their collaborative writing literacies. *Literacies*, we

propose, that most academic writing facilitators do not yet understand well and that will continue to evolve with the integration of AI and yet-to-be-developed writing tools into our research writing processes and production.

This piece, along with the others in this collection, speaks to our collective desire to understand faculty writers and their writing contexts through data gathered and analyzed. The support needs of many faculty writers require a better understanding of collaborative writing in asymmetric co-authoring relationships. Aitchison and Paré (2021) also noted in their work on "Writing as Craft and Practice in the Doctoral Curriculum," that graduate students have distinctive writing support needs rooted in disciplinary, institutional, and publishing industry standards that oversee knowledge production. We add that facilitators and writing program administrators must remember that the faculty mentors are the behind-the-scenes, powerful, co-writing supervisors, whose duties bring together those of instructor and co-author. We must also better understand faculty's ever-evolving collaborative writing terrains so that we can identify what practices, techniques, and programs can best serve these writing dyads and, in some cases, writing teams.

To address the complex challenges faculty face as we move into ever-changing terrains of research, scholarship, and publishing, we (Kristina and Carol) expand Ede and Lunsford's 1983 map, to provide additional relational-focused questions for studies of the practice and processes of collaborative writing:[5]

1. What distinct features and pressures shape relational writing among academic co-authors (diverse backgrounds and skill levels)?
2. What relational writing practices and collaborative techniques best support writers in partnerships and across teams (which may include hundreds of writers)?
3. How does a co-author's sense of writerly-self change in relationship with others?
4. What writing tools (digital and non-digital) and methods best support writers? At what stages of the writing collaboration are select tools best used?
5. To what extent does collaborative writing reflect or amplify the challenges faced in knowledge production across degree-granting institutions (from support programming to credentialing) and publishing industry (crediting)?
6. What are the impacts or value of co-authorship on individual writer's careers over time, across disciplines, across genres? What counts?

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5   This conclusion recalls the close of Ede and Lunsford's "Why Write … Together" in which they pose eight categories of questions for future study.

What doesn't? How might writing facilitators advise individual writers as co-authors?

7. What types of curricula and programming will best serve co-authors, writing teams, and partners across the collaborative writing spectrum as we continue to write across new terrains of professional research and scholarly writing?

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APPENDIX A. MENTORING THROUGH WRITING: GRADUATE STUDENT NEEDS ASSESSMENT SURVEY QUESTIONS

1. What gender category best describes your identity?
2. What ethnicity category best describes your identity?

3. What is your primary field of study?

4. What is your current year in graduate school at CSU?

5. Rate your interest in the following career types: Research and Teaching; Research; Teaching; Private Sector; Non-profit Sector; Business (Likert scale range from "Not interested" to "Very interested").

6. When writing collaboratively, what areas of your writing abilities are most difficult to manage or resolve that you would like to improve, in general? (Open response)

7. What made you pick the areas you listed above (in other words, what aspects of collaborative writing make these areas problematic)? (Open response)

8. With regard to writing, what specific skills would you benefit from learning or reviewing? (Open response)

9. Have you participated in previous writing courses, trainings, or workshops? (Yes/No) Those answered "Yes" to attending trainings in the past were then asked follow-up questions: (Open response)

10. The most effective course, training, or workshop for writing that you have participated in was: (Open response)

11. What made that course/training/workshop effective? (Open response)

12. What, if anything, did you feel was missing from that course/training/workshop? (Open response)

13. Are there specific types of writing you would like the "Collaborative Writing: Mentoring through Writing" workshop to focus on? (Open response)

14. Based on your interest, rate the following topics for the "Collaborative Writing: Mentoring through Writing" workshop: Planning Expectations; Support Expectations Field Specific Writing; English 2nd Language (ELL); Mentor Communication; Responding to Comments; Specific Skills; Confidence Building; Co-Authoring; Resources (Likert scale range from "Not interested" to "Very interested").

15. Which workshop format most interests you?: Lecture; Group Discussions; Practice Sessions. (Likert scale range from "Not interested" to "Very interested").

16. What additional suggestions do you have about "Collaborative Writing: Mentoring through Writing" workshop topics or the workshop in general?

APPENDIX B. MENTORING THROUGH WRITING: FACULTY NEEDS ASSESSMENT SURVEY QUESTIONS

1. What gender category best describes your identity?

2. What ethnicity category best describes your identity?

3. When writing collaboratively, what areas of your writing abilities are most difficult to manage or resolve that you would like to improve, in general? (Open response)

4. What made you list the areas above (in other words, what aspects of collaborative writing make these areas problematic)?

5. With regard to writing, what specific skills would you benefit from learning or reviewing? (Open response)

6. Have you participated in previous writing courses, trainings, or workshops? (Yes/No) Those answered "Yes" to attending trainings in the past were then asked follow-up questions 7, 8, and 9: (Open response)

   a. The most effective course, training, or workshop for writing that you have participated in was: (Open response)

   b. What made that course/training/workshop effective? (Open response)

   c. What, if anything, did you feel was missing from that course/training/workshop? (Open response)

7. Are there specific types of writing you would like the "Collaborative Writing: Mentoring through Writing" workshop to focus on? (Open response)

8. Based on your interest, rate the following topics for the "Collaborative Writing: Mentoring through Writing" workshop: Planning Expectations; Support Expectations Field Specific Writing; English 2nd Language (ELL); Student Communication; Providing Feedback; Editing/Commenting; Specific Skills; Confidence; Co-Authoring; Resources (Likert scale range from "Not interested" to "Very interested").

9. Which workshop format most interests you?: Lecture; Group Discussions; Practice Sessions. (Likert scale range from "Not interested" to "Very interested").

10. What additional suggestions do you have about "Collaborative Writing: Mentoring through Writing" workshop topics or the workshop in general?

APPENDIX C. COLLABORATIVE WRITING: MENTORING THROUGH WRITING WORKSHOP GUIDE TABLE OF CONTENTS (2022 VERSION)

Table of Contents

FACULTY MENTOR　　　　　　　　GRAD MENTEE