

## PART 2. HOW TO SUPPORT FACULTY WRITERS

As a counterpart to *Part I's* focus on how faculty writers are currently writing, *Part II: How to Support Faculty Writers* examines rhetoric and composition-based support strategies from inside and outside the university that seek to support faculty in these areas. Chapter 6, "Writing Support for Faculty of Color," by Laura R. Micciche and Batsheva Guy calls for the need for differential forms of support for faculty who occupy nondominant subject positions using research from surveys and interviews of participants from interdisciplinary writing workshops (face-to-face and, during COVID-19, online) to assess writing and publishing goals and needs. Findings from this study at a four-year Research I predominantly white institution offer applicability to similar institutions where published research is a requirement for promotion and tenure. Extending this look at supporting faculty who often aren't served by traditional university support, Chapter 7: "What Professional Academic Writers Want from Writing Studies Coaching," by Beth Hewett looks at reasons why faculty writers seek external writing support after traditional supports fail. Hewett argues that academic writing coaching companies such as Defend & Publish, which is outside the university structure but founded and staffed by rhetoric and composition faculty, can fill the gaps in faculty writing support. Hewett uses data from Defend & Publish clients and coaches to determine what specific kinds of assistance writers request from coaching and what coaches provide writers in response. These findings offer insight into not only where doctoral students and current faculty might be supported beyond the academy but also how coaches interpret faculty writing needs when navigating client-versus-university interests and in recognition of the best ways to help faculty writers while working within limitations, such as a client's lack of budget to afford extensive coaching or knowledge about scholarly writing practice.

Research within writing studies shows that graduate students often lack both tactical and emotional writing support (Micciche & Carr, 2011) even as writing will become the currency they need to apply for academic jobs, publish, and write grants successfully. In Chapter 8, "Intentional Institutional Support for Future Faculty: A Focus on Grant and Professional Materials," Charmian Lam uses grounded theory and semi-structured interviews of doctoral students, doctoral candidates, and employed graduates to recognize that a sense of belonging and academic success are associated with cultural capital which students seek

through departmental and, more often, external training in faculty skills and genre conventions in professional writing. Building on the idea of supporting graduate students as they develop professional identities as writers as well as Wells and Söderlund's focus on the professional development of the facilitator, Chapter 9, "Developing One's Writerly Identity: The Impact of Leading a Faculty Writing Group," by Kristin Messuri and Elizabeth Sharp similarly studies issues of belonging among female faculty members. Because faculty outside of rhetoric and composition rarely identify as writers first, Messuri and Sharp, using grounded theory and the constant comparative method, analyze research from focus groups of faculty who have served as writing group facilitators in a large multidisciplinary women's faculty writing program. Like Messuri and Sharp's chapter, Chapter 10, "Leading Faculty Writing Academies: A Case Study of Three Faculty and Writerly Dispositions," by J. Michael Rifenburg and Rebecca Johnston also focuses on the faculty facilitators of a faculty support program, this time through the lens of a large multi-campus institution. Facilitators discuss how their leadership shapes their writerly identities and how these experiences carry forward into the facilitators' own scholarship. Through semi-structured interviews, faculty facilitators revealed how their experiences resist marketization, competitiveness, and standardization in higher education. Closing Part II, and the collection as a whole, Chapter 11: "Faculty Writers as Collaborators: Writing in Relationships," by Kristina Quynn and Carol Wilusz, bridges faculty writing practice with writing support by drawing on case study data of faculty mentors and graduate student mentees at Colorado State University. Quynn and Wilusz illuminate where writing support programs might develop additional much-needed resources for faculty, directing attention to relational writing processes rather than the more common pedagogical approach.

## REFERENCES

- Micciche, L. R., & Carr, A. D. (2011). Toward graduate-level writing instruction. *College Composition & Communication*, 62(3), 477–501. <https://doi.org/10.58680/cc201113457>
- Wells, J. M., & Söderlund, L. (2018). Preparing graduate students for academic publishing: Results from a study of published rhetoric and composition scholars. *Pedagogy*, 18(1), 131–156. <https://doi.org/10.1215/15314200-4216994>