

# FACULTY WRITING SUPPORT

EMERGING RESEARCH FROM  
RHETORIC AND COMPOSITION  
STUDIES



Edited by Jaclyn Wells,  
Lars Söderlund, and Christine Tulley



**FACULTY WRITING SUPPORT:  
EMERGING RESEARCH FROM  
RHETORIC AND COMPOSITION  
STUDIES**

## PERSPECTIVES ON WRITING

Series Editors: Rich Rice and J. Michael Rifenburg

Consulting Editor: Susan H. McLeod

Associate Editors: Johanna Phelps, Jonathan M. Marine, and Qingyang Sun

The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

The WAC Clearinghouse and University Press of Colorado are collaborating so that these books will be widely available through free digital distribution and low-cost print editions. The publishers and the series editors are committed to the principle that knowledge should freely circulate and have embraced the use of technology to support open access to scholarly work.

### Recent Books in the Series

- Jenn Fishman, Romeo García, and Lauren Rosenberg (Eds.), *Community Listening: Stories, Hauntings, Possibilities* (2025)
- Steven J. Corbett (Ed.), *If at First You Don't Succeed? Writing, Rhetoric, and the Question of Failure* (2024)
- Ryan J. Dippre and Talinn Phillips (Eds.), *Improvisations: Methods and Methodologies in Lifespan Writing Research* (2024)
- Ashley J. Holmes and Elise Verzosa Hurley (Eds.), *Learning from the Mess: Methodological Praxis in Rhetoric and Writing Studies* (2024)
- Diane Kelly-Riley, Ti Macklin, and Carl Whithaus (Eds.), *Considering Students, Teachers, and Writing Assessment: Volumes 1 and 2* (2024)
- Amy Cicchino and Troy Hicks (Eds.), *Better Practices: Exploring the Teaching of Writing in Online and Hybrid Spaces* (2024)
- Genesea M. Carter and Aurora Matzke (Eds.), *Systems Shift: Creating and Navigating Change in Rhetoric and Composition Administration* (2023)
- Michael J. Michaud, *A Writer Reforms (the Teaching of) Writing: Donald Murray and the Writing Process Movement, 1963–1987* (2023)
- Michelle LaFrance and Melissa Nicolas (Eds.), *Institutional Ethnography as Writing Studies Practice* (2023)
- Phoebe Jackson and Christopher Weaver (Eds.), *Rethinking Peer Review: Critical Reflections on a Pedagogical Practice* (2023)

# FACULTY WRITING SUPPORT: EMERGING RESEARCH FROM RHETORIC AND COMPOSITION STUDIES

Edited by Jaclyn Wells, Lars Söderlund, and Christine Tulley

The WAC Clearinghouse  
[wac.colostate.edu](http://wac.colostate.edu)  
Fort Collins, Colorado

University Press of Colorado  
[upcolorado.com](http://upcolorado.com)  
Denver, Colorado

The WAC Clearinghouse, Fort Collins, Colorado 80524

University Press of Colorado, Denver, Colorado 80202

© 2025 by Jaclyn Wells, Lars Söderlund, and Christine Tulley. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International license.

ISBN 978-1-64215-255-5 (PDF) 978-1-64215-256-2 (ePub) 978-1-64642-770-3 (pbk.)

DOI 10.37514/PER-B.2025.2555

Produced in the United States of America

Library of Congress Cataloging-in-Publication Data

Names: Wells, Jaclyn M. editor | Söderlund, Lars, 1984- editor | Tulley, Christine editor

Title: Faculty writing support : emerging research from rhetoric and composition studies / edited by Jaclyn Wells, Lars Söderlund, and Christine Tulley

Description: Fort Collins, Colorado : The WAC Clearinghouse, 2025. | Series: Perspectives on writing | Includes bibliographical references.

Identifiers: LCCN 2025016641 (print) | LCCN 2025016642 (ebook) | ISBN 9781646427703 paperback | ISBN 9781642152555 adobe pdf | ISBN 9781642152562 epub

Subjects: LCSH: Academic writing--Study and teaching (Higher) | English language--Rhetoric--Study and teaching (Higher) | LCGFT: Essays

Classification: LCC P301.5.A27 F33 2025 (print) | LCC P301.5.A27 (ebook)

LC record available at <https://lcn.loc.gov/2025016641>

LC ebook record available at <https://lcn.loc.gov/2025016642>

Copyeditor: Mike Palmquist

Designer: Mike Palmquist

Cover Photo: RawPixel Image 15631298. Licensed.

Series Editors: Rich Rice and J. Michael Rifenburg

Consulting Editor: Susan H. McLeod

Associate Editors: Johanna Phelps, Jonathan M. Marine, and Qingyang Sun

The WAC Clearinghouse supports teachers of writing across the disciplines. Hosted by Colorado State University, it brings together scholarly journals and book series as well as resources for teachers who use writing in their courses. This book is available in digital formats for free download at [wac.colostate.edu](http://wac.colostate.edu).

Founded in 1965, the University Press of Colorado is a nonprofit cooperative publishing enterprise supported, in part, by Adams State University, Colorado School of Mines, Colorado State University, Fort Lewis College, Metropolitan State University of Denver, University of Alaska Fairbanks, University of Colorado, University of Denver, University of Northern Colorado, University of Wyoming, Utah State University, and Western Colorado University. For more information, visit [upcolorado.com](http://upcolorado.com).

**Citation Information:** Wells, Jaclyn, Lars Söderlund, & Christine Tulley (Eds.). (2025). *Faculty Writing Support: Emerging Research from Rhetoric and Composition Studies*. The WAC Clearinghouse; University Press of Colorado. <https://doi.org/10.37514/PER-B.2025.2555>

**Land Acknowledgment.** The Colorado State University Land Acknowledgment can be found at [landacknowledgment.colostate.edu](http://landacknowledgment.colostate.edu).

# CONTENTS

Acknowledgments . . . . .	vii
Introduction. . . . .	3
Christine Tulley	
PART 1. HOW FACULTY WRITE . . . . .	15
Chapter 1. Planning, Tinkering, and Writing to Learn: A Model of Planning and Discovery as Composing Styles for Professional Academic Writers . . . . .	17
Dana Lynn Driscoll	
Chapter 2. Faculty Presence, Influence, and Authority in Interdisciplinary, Multi-Level Writing Groups. . . . .	43
Aileen R. Taft and Rebecca Day Babcock and Maximillien Vis	
Chapter 3. Faculty Writers as Proximal Writers: Why Faculty Write Near Other Writers . . . . .	63
Jackie Grutsch McKinney	
Chapter 4. People Keep Knocking (or, I Have Answered 50 Emails Today): Balancing Work and Research as a WPA . . . . .	81
Lars Söderlund and Jaelyn Wells	
Chapter 5. Complicating Techno-Afterglow: Pursuing Compositional Equity and Making Labor Visible in Digital Scholarly Production . . . . .	105
Paul Muhlhauser and Jenna Sheffield	
PART 2. HOW TO SUPPORT FACULTY WRITERS. . . . .	137
Chapter 6. Writing Support for Faculty of Color . . . . .	139
Laura R. Micciche and Batsheva Guy	
Chapter 7. What Professional Academic Writers Want from Writing Coaching . . . . .	163
Beth L. Hewett	
Chapter 8. Intentional Institutional Support for Future Faculty: A Focus on Grant and Professional Writing . . . . .	197
Charmian Lam	
Chapter 9. Moving Beyond “A Basket of Skills and a Bunch of Publications”: Developing a Writerly Identity through Facilitating Faculty Writing Groups . . . . .	219
Kristin Messuri and Elizabeth Sharp	

Contents

Chapter 10. Leading Faculty Writing Academies: A Case Study of  
Writerly Identity. . . . . 239  
    J. Michael Rifenburg and Rebecca Johnston

Chapter 11. Faculty Who Write with Their Graduate Students: A  
Study of Non-Peer Writing Collaborations. . . . . 255  
    Kristina Quynn and Carol Wilusz

Afterword. Researching and Restructuring the “Scene(s)” of Faculty  
Writing. . . . . 275  
    Kristine Blair

Contributors . . . . . 283