Journal of Academic Writing
Vol. 14 No .1 Summer 2024, pages 1-23
https://doi.org/10.18552/joaw.v14i1.907

The Contribution of Professional Authors in Developing Academic Writers: Navigating Identity in The Third Space in Higher Education

Ursula Canton
Glasgow Caledonian University, Scotland

Trevor Day
Royal Literary Fund, UK

Abstract

Professional writers are among several kinds of practitioner offering writing development to postgraduates and research staff in universities. As 'third space' professionals they bring expertise from the commercial world of writing into their academic writing interventions with students and staff. Yet, the difference professional writers' experience can make for participants' writing, in comparison to other writing developers, has hardly been examined. This paper begins to explore the contributions Royal Literary Fund Consultant Fellows (RLF CFs), a community of UK-based fiction and non-fiction authors, can make through their writing interventions. It explores these writers' perceptions of their dual identities – as writers and writing developers – and their perceived benefits of having professional writers work with students and staff. The data reveal the central role writing plays for RLF CFs' professional identity, which allows them to model a holistic approach to writing together with strategies for managing its affective dimension. Exploring their contribution to Higher Education (HE) writing development, the paper also prepares the ground for future studies into the impact of RLF CF interventions from the participants' perspective.

Introduction

In most academic disciplines, writing plays a central role in student learning and assessment, as both process and product. Academic writing also remains the main vehicle by which new research findings are communicated to peers. Such writing normally follows the discourse conventions of a specific academic discipline, or some hybrid if the research is interdisciplinary. Writing development interventions, such as workshops or retreats, can offer an opportunity to develop writing. Such interventions are aimed at students who are meeting the specific epistemologies, research methodologies, use of language and forms of argumentation within their new disciplinary community of practice (Pace & Middendorf, 2004). For senior academics, they can be an opportunity to re-focus their attention on the quality and productivity of their research writing for publication (Kempenaar & Murray, 2018). Who should be offering such writing support and development, and how, remains contentious (Ganobcsik-Williams, 2006; Wingate, 2015). For supporting students' writing development – for both undergraduates and postgraduates – the writing in the disciplines (WID) movement has gained traction. WID favours writing development as tailored to, and situated within, a disciplinary context (Deane & O'Neill, 2011). This could be provided by disciplinary specialists, or more generic learning and writing developers, or a combination of the two, but it is most commonly provided by in-house staff. This paper focuses on a different group: Professional authors who earn a significant income from writing, whether creating books, articles in newspapers, magazines or online, through to

scripts for theatre, radio, TV or film. Such authors are a type of 'third space' practitioner, working across professional and academic domains (Whitchurch, 2009), and their involvement in Higher Education (HE) is less well researched than that of other learning developers (Gouthro, 2014; Kempenaar & Murray, 2018). With a view to establishing the specific contribution this group can make to the development of academic writing, this article investigates the self-perceptions and reported practices of one such community of writers who engage with students and staff in universities to foster effective academic writing.

The educational activities of the particular group of professional authors being investigated here is supported and promoted by the Royal Literary Fund (RLF). This is a UK charity funded by the income from literary estates that, on the one hand, helps support well-established professional writers, and, on the other, has a strong educational remit. Since 1999, the RLF has placed and funded about 500 authors as Writing Fellows across more than 150 UK higher education institutions, where they offer one-to-one tuition to students to complement in-house provision (https://www.rlf.org.uk/education/rlf-fellowshipscheme/). As professional writers, they bring experience of nuancing text for particular purposes and audiences to their work with individual students.

To reach a wider community than Writing Fellows do through individual tuition, the RLF invited successful Writing Fellows to train to run writing workshops for groups of university students and staff as RLF Consultant Fellows (CFs). At the time of the study reported in this paper, late 2019, this community had grown to 33 members who were working with more than 40 UK HE institutions, running learning activities predominantly with postgraduates, and with academics and professional services staff. Their writing interventions are diverse, ranging from 2- or 3-hour workshops, to several-day writing retreats. CFs adopt 'closing the circle' practice, working with clients to identify specific writing-related needs and challenges, gathering pre-course information from participants, then designing, tailoring and facilitating learning interventions against agreed learning outcomes (Day & Swinburne, 2017; Day, 2021; Day & Canton, 2021). They follow up by gathering post-course feedback from participants and reporting back to clients.

CFs are recruited for their expertise as published writers, and their success as writing tutors, but many have considerable previous experience in presenting and training. They also receive nine months CF training, influenced by the UK Higher Education Academy's (now Advance HE's) approach to learning development, and its Professional Standards Framework (https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf), but with a specific focus on writing development. The CF training seeks to ensure a shift in the writer's focus from themselves as creatives, to the needs of university clients and the learning of workshop participants (Day & Swinburne, 2017; Day & Canton, 2021). It also forges a community of practice based on shared experiences and ongoing mutual support (Wenger, 1988) through a dedicated website, several online fora and regular face-to-face meetings (which have moved largely online since the start of the Covid-19 pandemic). Although CFs independently arrange their work with client universities, their continuing professional development is supported by the RLF.

In their dealings with universities, CFs are endorsed as commercial writers first and foremost. This sets them apart from in-house learning and writing developers, and these differences and the impact they can have on the way CFs facilitate writing interventions have not yet been examined in detail. Ultimately understanding the difference in their dual identities – as writers and facilitators – could also provide useful insights to establish the wider impact of their work on the writing of those who participate in their interventions. Overall, systematic empirical research into the efficacy of HE writing development interventions is comparatively scarce (Kornhaber et al., 2016; Kempenaar & Murray, 2018; Tremblay-Wragg et al., 2021), so gathering evidence about the effectiveness of CF interventions, and devising new methodologies for doing so, should be of interest to writing developers and to writing development researchers alike. As a first step, we begin to explore the impact of CFs' dual identities on the nature of their writing development interventions.

Theoretical Background

If their background as professional writers working in commercial settings sets CFs apart from most other writing developers in UK HE institutions, it is reasonable to suppose that these differences have an impact on the way they write, think about writing, and, as a result, the ways in which they facilitate their writing interventions. Conceptually, the assumption that their experiences as writers shape their beliefs about writing and about themselves as writers and that these impact on their behaviour is supported by socio-cognitive models of human behaviour. Bandura's (1986, 1989) concept of triadic reciprocal determinism, for instance, establishes environmental influences and cognition as the social and personal factors that shape human behaviour (Bandura, 1986, p. 24).

Writing research has explored the impact of personal and social factors on writers' processes and outcomes in many different ways. In what Ivanič (2004) termed a socio-political discourse of writing, the focus is placed on the social (external) structures that limit or promote writing practices and forms of (self-)expression, i.e. the impact of external factors on behaviour and personal factors (who is allowed to say what under which circumstances). In process-discourses of writing, Ivanič (2004) placed research that considers the way personal and environmental factors can shape writers' production of texts. The personal factors studied include those Bandura explored in his work on self-regulation as an essential factor that influences behaviour, specifically the way self-efficacy beliefs shape writers' self-regulation (e.g. Magogwe et al., 2015, Mitchell et al., 2023; Zimmermann & Risemberg, 1997).

Although Bandura's (1986) social-cognitive model does not use the term identity, his later work (Bandura, 2008) expands on the way in which "experiential continuity" (p. 22) and self-reflection on being a functioning agent lead to the development of complex, multi-facetted identities (p. 23). This approach is closely related to work on identity that defines it as a "self-theory" (Berzonsky, 1988; Epstein, 1980), as a dynamic, evolving "becoming" (Cross & Gearon, 2007, p. 54). Such a concept of self can be considered as one of the personal factors that is mediated by experience in social and cultural contexts (Eyre, 2017; Lee, 2013) and, in turn, influences behaviour in these contexts.

Identity affects many behaviours, but the link is particularly close for speaking or writing, since discourse is an essential element of identity construction and expression (Bamberg et al., 2011). In academic contexts, writing has also been recognised "as a key form of socialisation" and a "means of displaying our identities" (Roozen, 2016, p. 51). Based on her work with mature undergraduate students in UK universities, Ivanič (1998) identifies different writing-related identities. These range from an autobiographical self, "the identity which people bring with them to any act of writing" (Ivanič, 1998, p. 24), shaped by the writers' life experience, to the discoursal self, the writer's representation of themselves as expressed particularly in academic text, and their authorial self, the writer's positioning of their authority and confidence in the text. Past experiences with writing are only a small part of the autobiographical self, or the "unique amalgam of identities" humans have (Bandura 2008, p. 22). For those teaching writing, this part of their identity is particularly relevant, however, as it can affect, as Cremin and Oliver (2017) summarise in their literature review, writing developers' attitudes to writing, and their "sense of self as writer" (p. 291); as well as their pedagogical approach and student outcomes. Although this review finds that the complexity of these interrelations leads to there being little evidence in previous literature, Cremin and Locke's (2017) collection of new studies addresses this gap with numerous studies that focus on the way teachers' identity as writers can influence their teaching of writing.

Our work explores similar ground in the context of Higher Education by studying the sense of self CFs bring to their writing interventions and its potential impact on those interventions. CFs as writers and facilitators are of specific interest, as they have dual identities as commercial writers as well as writing facilitators in HE, which set them apart from the majority of staff who offer writing interventions at UK universities. The latter is a diverse group of people from a range of disciplinary backgrounds, employed on academic and professional services contracts, based in central units, such as Writing Centres or Learning Development Centres, or embedded into specific faculties or schools (Canton & Cuthbert, 2023). They include those whose own

academic socialisation took place in disciplines where writing research happens, such as linguistics, psychology or education, as well as people whose expertise in writing is mainly based on their own writing practice, for publication or during their studies. Whether they publish or not, their writing experience and the identities as writers that result from it mostly originate in academic discourse communities. CFs' identities as professional writers, on the other hand, are mainly shaped and enacted in commercial writing contexts. In the following we will systematically explore whether CFs working in HE see the potential for these different environmental influences on their histories and identities as writers to make a difference in their approach to facilitating the writing development of others.

Methodology

The complexities of linking the "pedagogical consequences of teachers' sense of self as writers" to unequivocal impact on student outcomes can be assumed to be one of the reasons why there is still insufficient evidence in this area (Cremin & Oliver 2017, p. 292). For our initial exploration of the connection between CFs' identities as writers and their writing interventions, this paper examines CFs' own perception of their dual identities as commercial writers and facilitators of academic writing, as well as their own sense of the impact this has on their teaching behaviour.

To collect empirical data on the way in which CFs perceive their identities as writers and facilitators, as well as their beliefs about both roles and their behaviour as facilitators, in autumn 2019 we invited all 23 CF members with at least three years' CF experience to complete an online questionnaire (Appendix 1). Designed within British Educational Research Association (BERA) good practice guidelines (BERA, 2018), the questionnaire included questions about their identities as writers and facilitators (questions 1, 2, 6), their behaviour as CFs (4a, b, c), beliefs that influence their behaviour as CFs (3, 7) and their perception of their own writing behaviour and working environment compared to those of their participants (5). The questionnaire was field-tested by two less experienced CFs who were not part of the target sample, and was then refined for use. As recommended by the field testers, invitees were offered a book voucher as an incentive to commit 35 to 50 minutes to completing the questionnaire. As commercial writers, without this incentive it is unlikely that so many CFs would have committed the time to complete the questionnaire in depth, despite the RLF endorsing the study as a further step towards evidence-based practice. Twenty-two of the 23 qualifying CFs, 16 women and 6 men, responded and provided highly detailed answers. The respondents ranged from novelists, poets and dramatists to non-fiction writers such as journalists and biographers (Appendix 2).

Analysis of the data was guided by the transactional elements of Kempenaar and Murray's (2016) model of writing behaviour. Their work borrows from health research, particularly on stress and coping, that has explored the interplay between personal (internal) factors, environmental (external) factors and behaviour (Lazarus and Folkman, 1984, whose work is interpreted and applied in detail in Biggs et al., 2017). Applying mental schemata developed from this model of coping, such as "clusters of beliefs, attitudes, ways of thinking, emotional responses, personality tendencies and decision making processes" (van Egeren, 2000, p. 545) offers Kempenaar and Murray (2016) a systematic categorisation of some of the personal factors that influence behaviour. It allows Kempenaar and Murray (2016) to draw upon "a core of values, standards, epistemological assumptions, goals, and ideals" (Berzonsky, 2011, p. 56) related to identity that can influence writing.

Applying this transactional approach to academic writers, Kempenaar and Murray (2016) establish four specific sets of beliefs about writers' sense of self, identified as the *agent*, their environment and the potential outcomes that shape their (writing) behaviour (see Figure 1):

- *performance beliefs*: Whether they can perform the requisite writing behaviours,
- *process beliefs*: What they need to do to achieve their desired result,
- *prospect beliefs*: How likely they are to achieve their desired result, such as being published,
- *profit beliefs*: How worthwhile this result is perceived to be, such as bringing a sense of achievement, a rise in status or career enhancement.

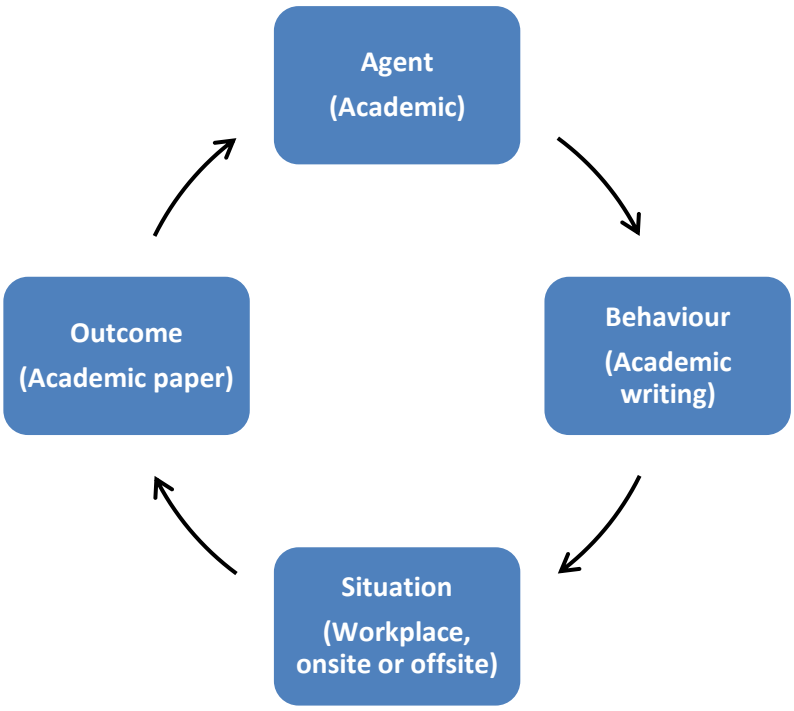


Figure 1. The transactional element of Kempenaar and Murray's (2016) model applied to an academic writing a peer-reviewed journal paper.

Kempenaar and Murray's (2016) model combines the transactional element with ecological systems theory (Bronfenbrenner, 1979, in Kempenaar and Murray, 2016, pp. 946–7) to retrospectively evaluate the potential impact of writing interventions. Here we apply it to use it as a lens to explore the beliefs CFs have developed as part of their identity as commercial writers, the way in which these shape their identity as facilitators of academic writing interventions, and, as a result, their teaching. To do this we identified two separate cycles of CF behaviour (see Figure 2) and our initial coding matched CFs' statements to elements and beliefs from both cycles to gain insights into CFs' identities as writers and as writing facilitators.

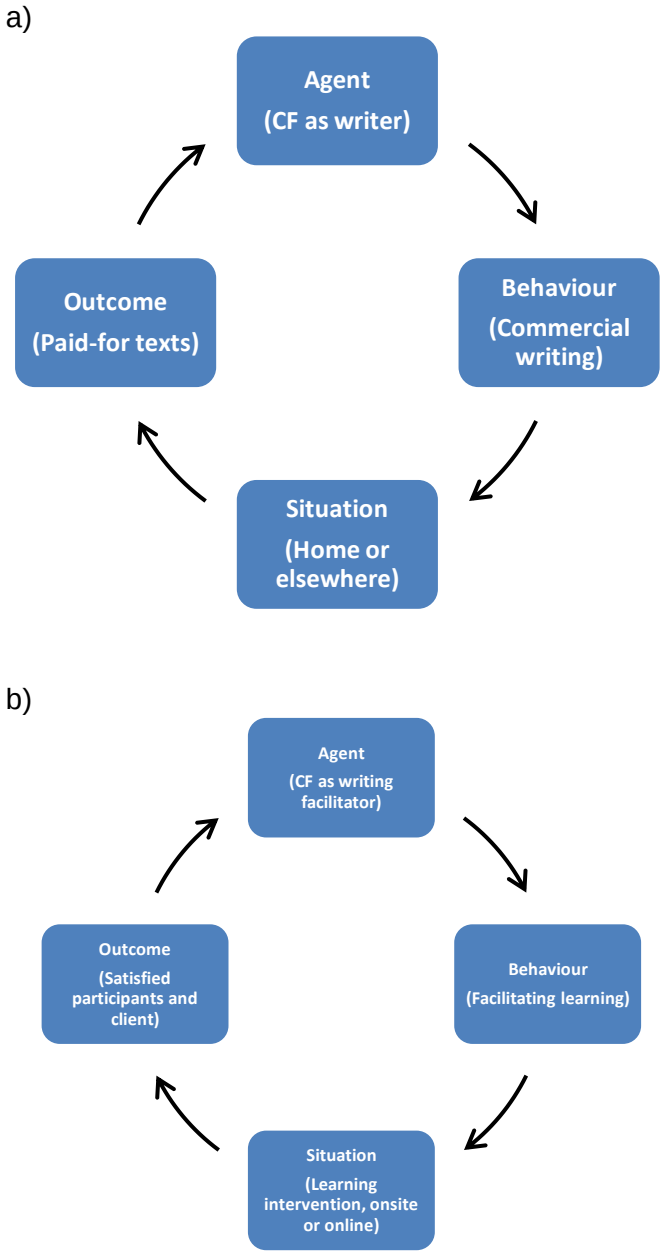
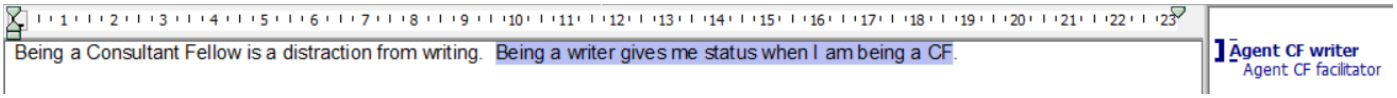
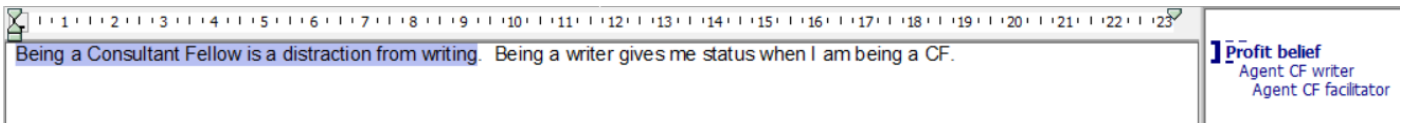


Figure 2. For Consultant Fellows (CFs) working in HE, two behavioural cycles can be distinguished when working with postgraduates and staff members on research outputs: a) The CF as a commercial writer; b) The CF as a learning facilitator.

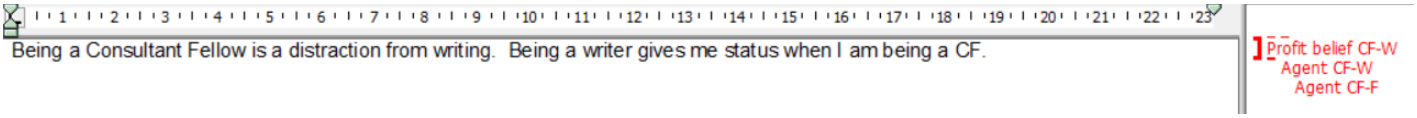
Uploading the response data to Provalis QDA Miner for qualitative analysis, we (UC, a university-employed learning developer and TD, leader of the CF programme) coded individual responses independently (Figure 3a and b). Our decisions as to whether sentences or longer units were related to any of the model's four elements or four beliefs were guided by detailed discussion and notes on our interpretation of each element or belief prior to coding. In addition, we compared our independent coding to achieve unanimous agreement for every coding decision (see Figure 3c).



a) Individual coding of participant 2's answer to question 2 (TD).



b) Individual coding of participant 2's answer to question 2 (UC).



c) Consensus coding of participant 2's answer to question 2.

Figure 3. An example of independent coding (blue) and the consensus established through discussion (red).

The frequency of our coding discussions decreased after the first iteration, in which we coded three questionnaires, but despite the increasing number of questionnaires included in each subsequent discussion, coding disagreements decreased, suggesting our strategy "for monitoring and improving intercoder agreement, and therefore reliability" (Guest et al., 2012, p. 11) was appropriate. The iterative coding process also revealed the need for an additional code: other identities (CF-O), e.g. as family members and portfolio workers engaged in other work activities that might shape CFs' work as writing developers (Appendix 3).

Emerging themes

Coding participants' responses according to Kempenaar and Murray's (2016) transactional model offered a detailed and systematic way to examine their perceptions of their identities as writers and as facilitators, as well as their beliefs about each identity. Appendix 3 reveals that the majority of respondents' answers relate to aspects of the behavioural cycle of CFs in their facilitating role (CF-F). The beliefs associated with their behaviour as facilitators were also reported by at least three quarters of respondents. Closer analysis of these passages, as well as those related to their identities as writers and facilitators (codes Agent CF-W and CF-F), helped us identify three key themes: the primacy of CFs' writer identity, frequent synergism between writer and learning developer identities, and some potential for competition and conflict between those roles.

Writers first

In order to become an RLF Consultant Fellow, an individual first needs to be an accomplished author and then a successful RLF Writing Fellow. For some CFs these achievements followed previous careers, for example, as teachers or scientists. But once they have become established in a writerly identity this is not something CFs abandon: "I come to the students as a writer first and a trainer second" (Participant 1, P1). This prioritisation of writerly identity is common to all CFs who responded to the survey. In researching fiction writers, Gouthro (2014, p. 175) finds "[t]he decision to become a writer connects to individual goals about engaging in work that is intensely meaningful". This is borne out by our CF sample. For CFs, the role of writing developer does not supplant their primary identity as writer. Yet, changes in the writing and publishing landscape in the last two decades (Gouthro, 2014) mean additional roles have become increasingly necessary if a writer is to maintain a living income. In a 2018 UK survey of authors who spend at least half of their time on writing, the median income from

writing was £10,437, a real-terms drop of 42% compared to the results for a similar survey in 2005 (Kretschmer et al., 2019). This link is clearly drawn by this novelist and journalist:

> In short, being a CF enables me to be a writer. I have not been able to earn a full time living from my writing for some years, such is the nature of the industry these days. So it is necessary to find other income from other sources. Being a CF allows me to still use the skills and insights I have as a writer, while "buying" me time to practise as a writer. (P1)

For most CFs, the benefits of engaging in academic development work in HE go far beyond generating additional income. For some there is a broader sense of mission: Nurturing in others the qualities of being a writer. For this poet and academic:

> [Being a CF] enables me to feel that my expertise is being fully used, and that whatever skills and insight I possess are able to influence students by increasing their confidence, encouraging them to reflect on what makes for good writing practice and how to avoid the bad habits that frequently undermine meaning and clarity. I feel I have a mission to do this and being a CF gives me the necessary scope and opportunity. (P18)

And for this children's writer and adult novelist:

> […] I'm on a lifelong quest to improve my writing not to just find a quick fix. I love seeing the joy students experience when you allow them to think freely, to explore and play with ideas before writing anything. (P21)

Their dedication to developing in others the characteristics that shape their own professional identity can be compared to other groups who teach in an environment that is not the same as the one with which they most strongly identity. For example, music teachers reported their interactions as musicians shaped their professional identity more than in their role as teachers (McClellan, 2017).

Beyond the fulfilment in sharing their writing experience and abilities, and developing them in others, there is a social benefit in being a CF. Being a writer can be a notoriously lonely existence – the act of creativity, of writing, often takes place in isolation (Plimpton, 1999). Monthly meetings of the CF community help counter the sense of isolation as does the opportunity to work in pairs to run complex courses over two or more days. For this creative non-fiction writer:

> Working closely with a colleague [when doing CF work] and immersing myself in the writing of gifted students generates energy and new ideas that often feed into my own work […] Being a CF is a brilliant antidote to the isolation of writing. (P13)

Taken together, these responses reveal that the CFs surveyed do not question their primary work identities as writers. Nonetheless, the relationship between their writerly and teaching roles is complex and goes beyond a sense of vocation on the one hand and an income generator on the other. This is reflected in the nature of their responses: 21 of 22 participants commented explicitly, often several times, on their different identities and their interplay. Their awareness of the complexity of multiple identities is likely to be increased by the fact that CFs, like most other professional writers, are portfolio workers. They are often engaged in editorial, advisory and coaching roles, alongside writing and teaching. In the following two sections we trace interactions between the different identities, before considering their impact on the nature of CF learning interventions and the unusual qualities CFs bring to bear.

Accommodating the roles of professional writer and writing developer

> Being a CF allows me to continue to identify as a writer, and now also as a writer-trainer which are complementary rather than at odds with each other. (P1)

This novelist and journalist captures the sentiment of many CFs who perceive being a writing facilitator as an extension of, or complement to, their writerly identity. Being a successful writer – "my publication record is evidence of my ability to use language creatively and effectively" (P11) – is seen as a prerequisite for nurturing successful writing qualities in others.

The connection between a writer's own work and the writing they cultivate in others seems more obvious for those CFs who publish non-fiction and write for a range of readerships. Indeed, many academic researchers are now expected to write for a broad range of audiences, including academics in their speciality, funding panels, and even the general public: "Academics these days are expected to be accomplished writers/journalists/editors (often unfairly, in my view)" (P9). This breadth of readership creates a wide range of opportunities for CFs who acknowledge similarities between their work and that of their participants, for example: "I [draw] heavily on my work as a journalist" (P8). However, writers of fiction and creative non-fiction also strongly expressed the relevance of their experience, ranging from "in depth knowledge of writing for different audiences" (P11) to an understanding of "what works in the real world, outside university" (P13). This novelist and journalist provides a deft summary of the experiences and behaviour that link her own writing to her work as a CF:

> Being a published writer means I am accustomed to developing my own work to a publishable standard – to editing and being edited. I'm also used to the emotional journey of preparing writing for a readership. I'm used to working with narrative, and to the kind of problem-solving necessary to finish both long-form and short-form fiction. I've had to give careful to consideration to issues like voice, narrative tension, clarity and flow. I pay careful attention to the things that can keep a reader paying attention – to the length of sentence and to their rhythm, for example. This kind of attention to detail is important for all kinds of writing, including academic writing. (P16)

The parallels this CF identifies reveal a complex understanding of the writing process, both in its cognitive and its affective aspects and its purpose of facilitating successful interaction with readers.

The synergies between their two roles only become visible for many CFs if they see their own interactions with their readers reflected in their work with writers who are writing for academic readers. The specific expectations of different groups of readers might be different, but a holistic understanding of writing as social interaction means that CFs can draw insights from accompanying their participants' striving for better interaction with their readers.

For CFs, working with students and staff can create or confirm a positive profit belief, such as a sense of "satisfaction that comes from passing on craft skills and creative approaches to writing" (P19). Contributing to the same cause, i.e. "championing the value of writing well" (P3) supports a sense of unified self, which one writer explicitly seeks: "I want my teaching energies to flow directly from where I happen to be as a writer […] so there's no divided self" (P8). Some CFs acknowledge the benefits of their teaching role for their own writing. Discussions with fellow CFs and with workshop participants encourages reflection on writing practice, which for this CF "forces me to more fully understand the writing issues I'm teaching, and frequently results in insights that I can apply to my work-in-progress" (P5). Similarly, being exposed to the work of others can enable a CF "to problem-solve issues that arise in my own creative work" (P16). The change of perspective, when CFs consider the work of others, brings opportunities to reflect on and improve their own writing practices, whether this

is short or long term. One CF reported that participating in a colleague's exercises on their jointly-led course left her "so inspired that I continued work on my own manuscript all the way home on the train" (P13). Reflecting on this incident, she explains the inspirational effect as follows:

> Working closely with a colleague […] and immersing myself in the writing of gifted students generates energy and new ideas that often feed into my own work. (P13)

Another CF explains that working with participants on their texts improves "aspects of my own writing, especially clarity of thinking and expression, and editing" (P12). This can be "confidence-boosting" (P5) when they see positive reinforcement of their current level of expertise, but can also reveal new implications: "I'm discovering both how much I know about writing as well as how much I need to learn" (P5). CFs are not simply reporting that they are learning how to write in academic contexts. Curiosity in their participants' writing and reflection on their own and others' interactions with readers offers greater insight into the process of shaping texts. Among the 17 participants who explicitly commented on the positive outcomes of their CF work for their writerly self (codes Outcome CF-W and Profit belief CF-W), 10 identified specific benefits beyond the time or money the activity generated in order to maintain their role as writers.

Tensions between the two roles

Many respondents acknowledge that accommodating both roles requires careful management if both are to persist and flourish. The two roles compete for finite resources, especially time. The majority of CFs report time conflicts: "[B]eing a CF does eat into writing time" (P10); or during a specific period, "my CF work took up too much time" [P19]; or that teaching commitments led to a situation where it "was quite difficult to sustain [the feeling that] my own work should always be my top priority" (P18).

CFs, like many working people, lead complex lives, juggling family commitments and perhaps a portfolio of employment roles. Even in their writerly role many CFs also engage in paid-for editing and reviewing, which means that for this non-fiction writer with a young family, "It is important to strike a balance in all aspects (not just writing and being a CF)' (P16). This journalist and non-fiction book writer expresses this conflict as a 'time vs. income equation" where the amount of time needed for writing constitutes the majority and from where "I start with 'time I am prepared to invest [in teaching]' and work outwards from there" (P8).

The second widely reported finite resource that requires clear prioritising is maintaining high levels of productive and creative energy. For one, "CF work can sometimes leave me more drained and with less time for my own writing than I'd wish" (P22). She continues:

> I know I'm using the same part of my brain and my imagination that I need for my own work, and it's so very important for me (I know this isn't so for all CFs) to keep clear mental and imaginative space for my own writing. (P22)

Here, the parallels between their writing and teaching identities become a potential challenge when they make demands on similar affective and cognitive resources.

CFs address potential conflicts between writing and teaching roles in various ways. Most undertake CF work across the academic year, juggling writing and teaching week by week influenced by the specific benefits CF work offers, as this copywriter, scriptwriter and novelist explains:

> Time available, health, energy and family commitments tend to influence the amount [of CF work I undertake ...] I choose CF work that interests me and stimulates me creatively. (P9)

For some, predictability is an important factor in balancing demands. For this journalist and

non-fiction book writer:

> […] most training is commissioned in the summer for the year to come and so, by September, I will have a pretty good idea of the extent of my commitment to different clients. (P8)

For another, keeping her teaching weeks separate from her writing weeks avoids "the steady weekly engagement that somehow always runs into what should be a teaching-free day" (P22).

For a small number, compartmentalising their writing and writing developer roles extends further. For one children's writer and adult short story writer, CF work is such a significant real or potential drain on the creativity and productivity required for writing that she finds "being a Consultant Fellow [is] a distraction from writing" (P2). For another CF, the differences between the two identities go deeper than practical questions about balancing: "[W]hen I am back at my desk writing a novel I don't think at all about being a Consultant. For me the two identities are quite separate" [P4]. Such strongly-held positions are, however, unusual in our data set. For most CFs the identities are complementary, even if they require careful management in practice, and this co-existence of identities can bring potential benefits to students or staff who participate in their writing interventions.

The unusual qualities that Consultant Fellows bring

Based on our better understanding of the relation between CFs' dual identities, we were interested in potential 'material consequences' (Moje & Luke 2009, p. 434) these could have for the learning of their participants. To this end we examined responses coded for beliefs in connection with those relating to "Behaviour CF as facilitator (CF-F)". All but one participant explicitly commented on the nature of their facilitating practice, offering some insight into the way their teaching behaviours relate to the two identities. Although our analysis is based on self-report, it can shed light on the way in which CFs' dual identities can shape their writing interventions and what potential impact this could have on those participating in them. In the following we present our analysis before examining the consequences for the impact of CF interventions.

CFs' descriptions of writing development interventions emphasise their practical and interactive nature. For example, they encourage activities that "loosen up" the process of getting words written, "such as free writing [and] planning off screen" (P1). This emphasis on practical, "hands on" approaches is influenced by the CF training, where there is a strong commitment to experiential learning and reflecting on and applying "learning by doing" (Kolb, 1984), and is often shaped by CFs' previous experience of running creative writing groups outside HE environments, e.g. for the Arvon Foundation (https://www.arvon.org). However, our data indicate that CFs' emphasis on activities is also rooted in their holistic understanding of writing identified above, and its role as *the* central activity that defines them. The combination of dealing with the "personal *and* professional orientation" of writing (Antoniou & Moriarty, 2008, p.159) while addressing the challenges to make writing impactful for readers by taking practical steps is clearly captured in the response of this CF, a journalist and novelist:

> I understand many of the frustrations and difficulties all writers face and I know how hard it can be when something just isn't working. Often the solutions I suggest are very practical – embedding an idea in narrative, addressing the flow, unpacking a paragraph into its individual sentences and checking their order, rearranging a sentence so that it sounds more direct, or less confrontational, or simply so that it is clearer [...] In my interventions I demonstrate how participants might develop their work by looking at it as a writer does. (P16)

CFs tend to see their participants as fellow writers struggling with the "challenges/requirements that all writers face" (P8). They can share first-hand experience of "the psychology of survival as well as the techniques that will make their writing sing" (P13).

CFs' acknowledgement of the affective dimension of writing is reflected in their focus on building participants' confidence, which eight of the 22 respondents explicitly mention. Confidence is also a common theme in the recent literature on writing development interventions with researchers (Kempenaar & Murray, 2018; Kornhaber et al., 2016; Tremblay-Wragg et al., 2021), including those facilitated by writing developers who draw on a creative writing background (Antoniou & Moriarty, 2008; McVey, 2008). One CF runs a short course for postgraduates entitled "Building Confidence in Academic Writing" (P20). For another CF: "I use activities that challenge but also build confidence" (P21). Trying to build positive writing experiences during a CF intervention can "reinforce their sense of efficacy, thereby eventually eliminating [potential] defensive behaviour" (Bandura, 1977, p. 194). This is particularly important for academic writers, for whom writing is often "the last step in the research project, one in which research results are 'written up'" (Estrem, 2016, p. 55), not the core activity that defines them. This connection between behaviour and identity is explicitly recognised by CFs who report in working with participants "coaxing them into finding a voice [and …] expanding their sense of themselves as writers" (P22). Another CF, well published in fiction and non-fiction, reported encouraging her participants to "choose the kind of writer they want to be" (P19). CFs recognise that "[w]riting is intricately linked to a sense of Self (personal and professional), and is a way of expressing that Self" (Antoniou & Moriarty, 2008, p. 166). In other words, CFs see a direct link between writing (behaviour) and a sense of identity and often seek to develop this in their participants as well.

The importance of the affective dimension of writing can be recognised by writing developers rooted in academic contexts as well, but it could be argued that for CFs the link between writing and a personal and professional identity takes on a different quality due to the central role writing plays in their professional identity. They have become "career writers […] for whom writing is their profession" (Couture & Rymer, 1993, p. 5) mostly without clear entry points, or qualifications for their profession (Gouthro, 2014), and they may lack an institutional identity from holding a position within a well-recognised workplace (Gee, 2000–2001, p. 100). Instead, writers could be seen as a professional group for whom who they *are* is defined mostly by what they *do*, i.e. by the act of writing that is both the central activity and main outcome of their working lives. Their focus is creating and crafting writing, and their emotional experience of their profession thus centres on writing.

The CFs in our study confirm that this writerly identity sets them apart from most of their participants and over half of responding CFs explicitly highlight their status as outsiders, a difference that can have positive effects for the participants in their eyes: "my interventions can be a neutral space in which participants can approach […] their writing without compromising their identity as academics" (P16). For another, "workshop participants tend to be more open about the challenges they face than they are with teachers who will be assessing them" (P12). It also allows CFs to take a different perspective, both as experts who focus on writing, but also as outsiders to a student's or staff member's specific field. For example, when it comes to nurturing students to write better and when writing for non-specialist audiences:

> Most academics do not have time to think about, or comment on, writing skills. They are also so profoundly embedded in their own lexicon that they cannot grasp the complexity of the material for people outside their field. (P20)

One CF who has worked extensively with academic writers highly values this outsider perspective and reports that the "specific requirements of academic life (e.g. how much to publish, whether to focus your energies on one journal or another etc.) are matters […] I can speak to, if they are raised" but would not normally "bring [these matters] into the room as it were" (P8). Several CFs identify their different identity as professional writers as their "greatest strength as CFs. As outsiders, we have greater freedom than other writing trainers, and academic staff" (P13). Moving from one work environment into another one can be refreshing in itself: "[Y]ou go into each job fresh and, hopefully, full of enthusiasm. I know from working full time myself that energy can ebb after being in one place for a long time" (P14). Many CFs also relate their commercial writing role to their understanding of and focus on the

affective demands of writing, which this CF includes amongst a list of challenges:

> [T]he challenges of self-discipline, managing one's workload, juggling several jobs, lack of confidence, lack of support, isolation, imposter syndrome, self-doubt, lack of creative inspiration, pressure from other commitments, constraints of the market … (P5)

All these elements can impact on the act of writing, whether within or outside academia and "[m]ost writers have dealt with anxiety about their writing, with rejection and all the other highs and lows of the profession" (P21), challenges that are "similar but different" (P7) for academic writers. The difference for CFs, one CF suggests, stems from their "focus on writing itself [being] perhaps more concentrated" (P7). In the words of another CF, if "finding your authentic voice is one of the toughest things to do and something that students are struggling with" (P21), CFs can bring their experience of having developed their voice in a range of contexts. As people who have chosen to be writers and dedicate themselves primarily to writing, they can be "far less-rule bound in [their] approach to writing [and] shun formulaic ideas about how to do things" (P18), considering it an expression of their identity, as well as a practical skill. They can challenge the common perception among academic participants that emphasises writing as a challenge with which they need to cope (Kempenaar & Murray, 2016), by creating writing activities that provide a "reminder that writing can be joyful [and offer] hands-on experience of the worst and best that writing offers" (P10).

Discussion

The data from our survey of CFs offers insight into the dual identities of professional writers who deliver writing interventions in HE, as well as the potential impact of these identities on their facilitation of writing interventions. The primacy of their writerly role demonstrates that for CFs this is a strong core identity (Gouthro, 2014), which is complemented or extended in their teaching work in higher education. Bringing this identity developed in another environment to their work in academia allows them to convey a holistic conception of writing to their participants, one that considers writing as an important activity *per se*. Their description of their own practice suggests it also enables them to develop writing interventions that address participants' affective relationship with writing, an aspect which may be underplayed, both in research on the writing process and on the teaching of writing (Antoniou & Moriarty, 2008; Kempenaar & Murray, 2018; Kornhaber et al., 2016; McVey, 2008; Tremblay-Wragg et al., 2021). CFs are not unique in acknowledging the emotional component of the writing process; there are notable exceptions in writing research, such as Besse's theoretical framework that includes affective, social and cognitive dimensions (Besse, 1995, as cited in Papen & Thériault, 2018, pp. 168–9) and accounts of interventions that focused on academic writing as "a process to be enjoyed" (Dwyer at al., 2012, p. 139) or on breaking down the barriers between academic and creative writing (Hamilton & Pitt, 2009). Our data suggest, however, that CFs perceive their identity as professional writers as a key reason why they are well-placed to address the common oversight of affective factors that influence writing.

This self-perception needs to be treated with certain reservations, as with any form of self-reporting in surveys (Belson, 1986, p. 35–38), but it is supported by two arguments found in the literature on writing interventions. First, there is evidence for the positive impact of role models, often senior academics, who can make a positive contribution to academic writing communities (e.g. Dwyer et al., 2012; MacLeod et al., 2012; Maher et al., 2008; Maher et al., 2013) when they share their own approach to, and challenges with, writing (Papen & Thériault, 2018, p. 177). Being able to "share the same concerns, doubts and issues [as their participants] when they approach writing" (P1) can also make CFs powerful role models who have successfully dealt with writing challenges. At the same time, CFs who draw their professional identity from an unswerving commitment to writing are different role models compared to senior academics, for whom writing is only part of their academic role. Instead of insights into the specific discourse communities of different disciplines, or strategies for balancing the different demands on academics, CFs' specific identity can offer a powerful role

model for a different approach to writing – one that encourages creativity, holism and 'stepping outside' the normal confines of the HE role.

This contribution by CFs is supported by containment theory, which MacLeod et al. (2012) draw upon to help illuminate why many academics struggle with writing. MacLeod et al. propose that having a clear primary task enhances productivity in that task and makes it more satisfying. Where clarity over this primary task is lacking, employees are more likely to resort to anti-task behaviours that distract and decrease satisfaction. Writing in academia often becomes undermined by prioritising other tasks. In such cases, MacLeod et al. (2012) propose that the missing element is containment – emotional, organisational and/or epistemological – which helps to increase clarity about the importance of writing. Writing retreats or other kinds of writing development intervention can help achieve this, but CFs can be particularly valuable role models here, as they model a perspective where writing is *the* primary task. Adopting this perspective, even temporarily, could create a social context that opens up new possibilities for "self-hood" (Ivanič 1998, p. 28) for academic writers that can increase the chances that participants become more satisfied with their writing, and more productive. CFs offer the opportunity for "identity work" where participants' self-identities as writers (Watson, 2008, p. 140) can be influenced by the CFs' example of being writers first and foremost who model speaking about writing and 'containing' their writing. Creative writer and lecturer David McVey (2008, pp. 293–4) describes developing students' writing abilities as "a journey with endless creative possibilities". CFs can accompany and "help and encourage our students on that journey" (McVey, 2008, p. 294) in a way that differs from and complements the support they can get from those within academia, who often view this journey as a small part of their daily commute, not their main trajectory.

Interpreting the data from our survey through the lens of Kempenaar and Murray's (2016) transactional model has allowed us to outline the potential contribution CFs can make to the teaching of writing in higher education by focussing on the link between identity, beliefs, and behaviour. Relying on self-report, such studies need to be complemented and strengthened by research that captures empirically the impact of CF writing development interventions on their participants.

Research into their impact can offer the basis for evidence-based CF practice, specifically to identify how they can most effectively complement *in situ* providers of writing development interventions. This is particularly important in the context of the accelerated shift to online or hybrid models of learning in response to the COVID-19 pandemic (Barber et al., 2021). Many CFs have reacted successfully to these fast-changing external conditions (Day, 2021), and have sought new opportunities, such as developing ongoing writing communities among doctoral students and research staff, which are regarded as effective practice (Kempenaar & Murray, 2018; Kornhaber et al., 2016; Tremblay-Wragg et al., 2021). In an environment where external conditions require CFs and university staff to rapidly adapt their practices, a clear understanding of the specific qualities CFs bring will be even more relevant to ensure CFs, other external providers and in-house learning and writing developers work in complementary ways that offer the best environment for the development of academic writers. At the same time, such research could make a valuable contribution to the development of methodologies that can evaluate empirically the impact of writing development interventions.

Acknowledgements

We would like to thank David Swinburne, Digital Director at the Royal Literary Fund, for giving feedback on drafts of the manuscript.

Funding

This work was supported by the Royal Literary Fund.

Disclosure statement

The Royal Literary Fund released some staff time, permitted access to respondents and provided funding for book vouchers. The RLF did not guide or influence which analytical frameworks were employed, how data were interpreted or what conclusions were drawn.

References

Antoniou, M., & Moriarty, J. (2008). What can academic writers learn from creative writers? Developing guidance and support for lecturers in Higher Education. *Teaching in Higher Education*, *13*(2), 157–167. https://doi.org/10.1080/13562510801923229

Bamberg, M., De Fina, A., & Schiffrin, D. (2011). Discourse and identity construction. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 177–200). Springer Nature.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, *84*(2), 191–215. https://psycnet.apa.org/doi/10.1037/0033-295X.84.2.191

Bandura, A. (1986). *Social foundations of thought and action*. Prentice Hall.

Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development* (Vol. 6). *Six theories of child development* (pp. 1–60). JAI Press.

Bandura, A. (2008). Toward an agentic theory of self. In H. Marsh, R. G. Craven, & D. M. McInerney (Eds.), *Self-processes, learning and enabling human potential: Dynamic new approaches* (pp. 15–49). Information Age Publishing.

Barber, M., Bird, L., Fleming, J., Titterington-Giles, E., Edwards E., & Leyland, C. (2021). *Gravity assist: Propelling higher education towards a brighter future*. Office for Students.

Belson, W. A. (1986). *Validity in survey research*. Gower.

BERA (2018). *Ethical guidelines for educational research* (4th ed). British Educational Research Association (BERA). https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018

Berzonsky, M. D. (1988). Self-theorists, identity status, and social cognition. In D. K. Lapsley, & F. C. Power (Eds.), *Self, ego and identity: Integrative approaches* (pp. 243–262). Springer.

Berzonsky, M. D. (2011). A social-cognitive perspective on identity construction. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 55–76). Springer.

Biggs, A., Brough, P. & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. In C. L. Cooper & J. Campbell (Eds.), *The handbook of stress and health: A guidebook to research and practice* (pp. 351–364). Wiley.

Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.

Canton, U., & Cuthbert, A. (2023). *Mapping LD in Scotland*. [Dataset] ScotHELD. https://www.scotelas.org/general-8

Couture, B., & Rymer, J. (1993). Situational exigence. Composing processes on the job by writer's role and task value. In R. Spilka (Ed.), *Writing in the workplace: new research perspectives* (pp. 4–20). Southern Illinois University Press.

Cremin, T., & Locke, T. (2017). Introduction. In T. Cremins, & T. Locke (Eds.), *Writer identity and the teaching and learning of writing* (pp. xvii-xxxi). Routledge.

Cremin, T., & Oliver, L. (2017). Teachers as writers: A systematic review. *Research Papers in Education*, *32*(3), 2690295. https:///doi.org/10.1080/02671522.2016.1187664

Cross, R., & Gearon, M. (2007). The confluence of doing, thinking and knowing. In A. Berry Clemens, & A. Kostogriz (Eds.), *Dimensions of professional learning: Professionalism, practices and identity* (pp. 53–67). Sense Publishers.

Day, T. (2021). Going online. *Writing in Education*, *84*, 34–41.

Day, T., & Canton, U. (2021). I'm a writer and … Reconciling identities: Working in the space between writing and teaching. *Writing in Education, 83*, 31–37.

Day, T., & Swinburne, D. (2017). Getting someone in: The role of blended professionals in HE writing development. *Educational Developments, 18*(3), 20–24.

Deane, M., & O'Neill, P. (Eds.). (2011). *Writing in the disciplines*. Palgrave Macmillan.

Dwyer, A., Lewis, B., McDonald, F., & Burns M. (2012). It's always a pleasure: Exploring productivity and pleasure in a writing group for early career academics. *Studies in Continuing Education, 34*(2), 19–144. https://doi.org/10.1080/0158037X.2011.580734

Epstein, S. (1980). The self-concept: A review and the proposal of an integrated theory of personality. In E. Staub (Ed.), *Personality: Basic aspects and current research* (pp. 81–132). Prentice-Hall.

Estrem, H. (2016). Disciplinary and professional identities are constructed through writing. In L. Kassler Adler, & E. Wardle (Eds.), *Naming what we know: Threshold concepts of writing* (pp. 55-56). University of Colorado Press.

Eyre, I. (2017). Conceptualising writing and identity. In T. Cremins, & T. Locke (Eds.), *Writer identity and the teaching and learning of writing* (pp. 3–18). Routledge.

Ganobcsik-Williams, L. (Ed). (2006). *Teaching academic writing in UK higher education: Theories, practices and models*. Palgrave Macmillan.

Gee, J. P. (2000–2001). Identity as an analytic lens for research in education. *Review of Research in Education*, *25*, 99–125.

Gouthro, P. A. (2014). Who gets to be a writer? Exploring identity and learning issues in becoming a fiction author. *Studies in Continuing Education, 36*(2), 173–187. https://doi.org/10.1080/0158037X.2014.904777

Guest G., MacQueen K., & Namey, E. (2012). *Applied thematic analysis*. Sage.

Hamilton, M. E., & Pitt, K. (2009). Creativity in academic writing. Escaping from the straightjacket of genre. In A. Carter, T. Lillis, & S. Parkin (Eds.), *Why writing matters. Issues of access and identity in writing research and pedagogy* (pp. 61–79). John Benjamins.

Ivanič, R. (1998). *Writing and identity: The discoursal construction of identity in academic writing*. John Benjamins.

Ivanič, R. (2004). Discourses on writing and learning to write. *Language and Education*, *18*(3), 220–245.

Kempenaar, L., & Murray, R. (2016). Writing by academics: A transactional and systems approach to academic writing behaviours. *Higher Education Research and Development, 35*(5), 940–950. https://doi.org/10.1080/07294360.2016.1139553

Kempenaar, L., & Murray, R. (2018). Analysis of writing programmes for academics: Application of a transactional and systems approach. *Studies in Higher Education, 43*(12), 2371–2384. https://doi.org/10.1080/03075079.2017.1329817

Kolb, D. A. (1984). *Experiential learning: Experience as a source of learning and development*. Prentice Hall.

Kornhaber, R., Cross M., Betihavas V., & Bridgman, H. (2016). The benefits and challenges of academic writing retreats: An integrative review. *Higher Education Research and Development, 35*(6), 1210–1227. https://doi.org/10.1080/07294360.2016.1144572

Kretschmer, M., Gavaldon, A. A., Miettinen, J., & Singh, S. (2019). *UK authors' earnings and contracts 2018: A survey of 50,000 writers.* University of Glasgow: UK Copyright & Creative Economy Centre, https://d16dqzv7ay57st.cloudfront.net/uploads/2019/05/Authors-earnings-report.pdf

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

Lee, I. (2013). Becoming a writing teacher: Using 'identity' as an analytic lens to understand EFL writing teachers' development. *Journal of Second Language Writing*, *22*(3), 330–354. https://doi.org/10.1016/j.jslw.2012.07.001

Macleod, I. M., Steckley, L., & Murray, R. (2012). Time is not enough. Promoting strategic engagement with writing for publication. *Studies in Higher Education*, *37*(6), 641–654. https://doi.org/10.1080/03075079.2010.527934

Magogwe, J. M., Ramoroka, B. T., & Mongana-Monyeki, R. (2015). Developing student writers' self-efficacy beliefs. *Journal of Academic Writing*, *5*(2), 20–28. https://doi.org/10.18552/joaw.v5i2.132

Maher, D., Seaton, L., McMullen, C., Fitzgerald, T., Otsuji, E., & Lee, A. (2008). 'Becoming and being writers': The experiences of doctoral students in writing groups. *Studies in Continuing Education*, *30*(3), 263–275. https://doi.org/10.1080/01580370802439870

Maher, M., Fallucca, A., & Halasz, H. M. (2013). Write on! Through to the Ph.D.: Using writing groups to facilitate doctoral degree progress. *Studies in Continuing Education, 35*(2), 193–208. https://doi.org/10.1080/0158037X.2012.736381

McClellan, E. (2017). A social-cognitive theoretical framework for examining music teacher identity. *Action, Criticism, and Theory for Music Education, 16*(2), 65–101.

McVey, D. (2008). Why all writing is creative writing. *Innovations in Education and Teaching International, 45*(3), 289–294. https://doi.org/10.1080/14703290802176204

Mitchell, K. M., Zumbrunn, S., Berry, D., & Demczuk, L. (2023). Writing self-efficacy in postsecondary students: A scoping review. *Educational Psychology*, *35*(82). https://doi.org/10.1007/s10648-023-09798-2

Moje, R. & Luke, A. (2009). Literacy and identity: Examining the metaphors in history and contemporary research. *Reading Research Quarterly*, *44*(4), 515–37.

Pace, D., & Middendorf, J. (Eds.). (2004). *Decoding the disciplines: Helping students learn disciplinary ways of thinking. New Directions for Teaching and Learning No. 98: Summer 2004*. Jossey-Bass.

Papen, U., & Thériault, V. (2018). Writing retreats as a milestone in the development of PhD students' sense of self as academic writers. *Studies in Continuing Education, 40*(2), 166–180. https://doi.org/10.1080/0158037X.2017.1396973

Plimpton, G. (1999). *The writer's chapbook: A compendium of fact, opinion, wit, and advice from the 20th century's preeminent writers*. Random House.

Roozen, K. (2016). Writing is linked to identity. In L. Kassler Adler & E. Wardle (Eds.) *Naming what we know: Threshold concepts of writing* (pp. 50–52). University of Colorado Press.

Tremblay-Wragg, E., Chartier, S. M., Labonté-Lemoyne, E., Déri, C., & Gadbois, M-E. (2021). Writing more, better, together: How writing retreats support graduate students through their journey. *Journal of Further and Higher Education, 45*(1), 95–106. https://doi.org/10.1080/0309877X.2020.1736272

Van Egeren, L. (2000). Stress and coping and behavioral organization. *Psychosomatic Medicine, 62*(3), 451–460.

Watson, T. J. (2008). Managing identity: Identity work, personal predicaments and structural circumstances. *Organization, 15*(1), 121–143. http://dx.doi.org/10.1177/1350508407084488

Wenger. E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge University Press.

Whitchurch, C. (2009). The rise of the blended professional in higher education: A comparison between the UK, Australia and the United States. *Higher Education*, *58*(3), 407–418. https://doi.org/10.1007/s10734-009-9202-4

Wingate, U. (2015). *Academic literacy and student diversity: The case for inclusive practice*. Multilingual Matters.

Zimmermann, B., & Risemberg, R. (1997). Becoming a self-regulated writer: A social cognitive perspective. *Contemporary Educational Psychology*, *22*, 73–101.

Appendix 1. The questions used in the CF online questionnaire

1. Consider your role as a Consultant Fellow. What does being a Consultant Fellow enable you to be or do?
2. Being a Consultant Fellow depends on you being a well-published writer. How would you describe the relationship between being a writer and being a Consultant Fellow? Does one impact on the other? If so, how?
3. What personal factors determine the kind and amount of CF work you choose to undertake?
4. Think back to a recent learning intervention you facilitated as a CF. If several interventions come to mind please focus on longer ones and among them, choose one you feel went well: a) Briefly describe the nature of the intervention (title, duration and nature of the participants). b) What information were you given about the participants ahead of the intervention? Did you try to gather additional information? If so, what did you find out and why was it important for you to know? c) For that intervention, how would you know that it had been successful?
5. To what extent do you consider the challenges that students and staff face when writing in the university context are similar challenges to those you experience as a writer, outside the university situation? Feel free to elaborate.
6. Think about the writing development interventions you offer at university. What qualities do you bring as a Consultant Fellow that non-CFs (e.g. other outsiders or university staff) are unlikely to bring?
7. In thinking about your work as a Consultant Fellow: a) What are the biggest frustrations you face? b) What gives you the greatest satisfaction?
8. Feel free to add anything else that relates to, or extends, the answers you have given to the earlier questions.

Appendix 2. The CF respondents

Participant No.	Gender (M/F)	CF experience (in years)	Main target groups of learners	Writer's background	CF engagement (teaching days per year) Low = 1–5 Moderate = 6–10 days High = 11+ days a year
P1	F	5+	Research postgraduates	Copywriter, journalist, novelist	High
P2	F	5+	Research postgraduates, taught postgraduates, academic staff	Children's fiction, children's non-fiction, radio/TV writer, short story writer	Low
P3	M	5+	Undergraduates, research postgraduates, taught postgraduates	Biographer, journalist, non-fiction, radio/TV writer	High
P4	F	4	Research postgraduates, taught postgraduates, academic staff	Novelist, non-fiction	Low
P5	F	5+	Undergraduates, research postgraduates, taught postgraduates. academic staff	Children's fiction, young adult fiction, non-fiction, poet	High
P6	M	4	Research postgraduates	Journalist, adult non-fiction, radio/TV writer	Low
P7	M	4	Undergraduates, research postgraduates, taught postgraduates, academic staff	Children's non-fiction, adult non-fiction	Low
P8	F	5+	Research postgraduates, taught postgraduates, academic staff	Journalist and adult non-fiction	Medium
P9	F	3	Research postgraduates, taught postgraduates, academic staff, professional staff	Journalist, novelist, radio/TV writer	High
P10	F	5+	Research postgraduates, taught postgraduates, academic staff	Journalist, novelist, young adult fiction, radio/TV writer	High
P11	F	5+	Research postgraduates, taught postgraduates, academic staff	Poet, novelist	Low

P12	F	5+	Undergraduates, research postgraduates, taught postgraduates,	Children's non-fiction, adult non-fiction	Low
P13	F	5+	Research postgraduates, taught postgraduates, academic staff	Journalist, children's non-fiction, adult non-fiction	Medium
P14	M	4	Undergraduates, research postgraduates, taught postgraduates, academic staff, professional staff	Copywriter, novelist	High
P15	F	3	Undergraduates, research postgraduates, taught postgraduates, professional staff	Novelist	Low
P16	F	3	Research postgraduates, taught postgraduates, academic staff, professional staff	Journalist, novelist	High
P17	M	5+	Research postgraduates, taught postgraduates, academic staff	Adult non-fiction, novelist	Low
P18	M	3	Research postgraduates, taught postgraduates, academic staff	Journalist, adult non-fiction, poet, playwright	Low
P19	F	5+	Research postgraduates, taught postgraduates, academic staff	Biographer, copywriter, journalist, novelist, adult non-fiction	Low
P20	F	5+	Research postgraduates, taught postgraduates, academic staff	Biographer, journalist, novelist, adult non-fiction	Low
P21	F	5+	Undergraduates, research postgraduates, taught postgraduates	Children's fiction, novelist	Low
P22	F	5+	Research postgraduates, taught postgraduates, academic staff	Radio/TV writer, playwright	High

Appendix 3. The codes used, drawing upon Kempenaar and Murray's (2016) transactional and systems model

The CFs in their role as writers (CF-W):

Code	Number of text passages marked under this code	Number of participants for whom the code was used (out of 22)
Agent CF-W	43	21
Environment CF-W	26	15
Outcome CF-W	32	13
Behaviour CF-W	24	17
Process beliefs CF-W	31	17
Performance beliefs CF-W	11	7
Prospect beliefs CF-W	17	11
Profit beliefs CF-W	17	11

CFs in their role as writing facilitators (CF-F):

Code	Number of text passages marked under this code	Number of participants for whom the code was used (out of 22)
Agent CF-F	47	21
Environment CF-F	81	21
Outcome CF-F	73	21
Behaviour CF-F	106	21
Process beliefs CF-F	30	16
Performance beliefs CF-F	41	20
Prospect beliefs CF-F	35	17
Profit beliefs CF-F	63	21

Additional code (CF-O):

Code	Number of text passages marked under this code	Number of participants for whom the code was used (out of 22)
Other roles CFs have (e.g. family commitments, other kinds of paid work)	19	14