Building a community of writers in a university
### Building a community of writers in a university

#### Take one university...
- **20 hours teaching per week**
- **High number of ‘second-career’ academics**
- **Focus on applied courses**
- **Key priority: improved position in REF**

#### ...one writing group
- **12 academics**

### An ethnographic study: telling their stories

**Thinking differently about writing**

"Writing is much more of a priority...I've been more intentional about setting aside specific parts of my week for writing."

**Making the tacit explicit**

"[It was] a space to acknowledge that the writing process is complex and emotionally draining but ultimately potentially satisfying."

**Co-constructing ideas and understanding**

"[A space] for discussion and debate...you test and work through those ideas that are kind of bubbling up from the surface."

**Building a community**

"It feels like I am among friends who share my goals and can help keep me on track."

"I learned about how other people work, how they think about writing."

**Producing writing**

"The story paints a picture of progress with writing, but also some false starts, derailments and changes of direction... challenges and triumphs."

### The end of a chapter

Writing spaces need to be:
- **About process before productivity**
- **Both social and individual**
- **Both visible and protected**

Participants developed a more coherent sense of their wider academic identity and began to see writing as a legitimate and valuable activity.

The interplay between individual and institutional is key: the University needs to clearly articulate the nature and purpose of writing within the institution.

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