Community-Engaged Write-Ins, Workshops, and Retreats: Supporting Scholarly Writing Success Through a Continuum of Professional Development

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Abstract

Despite pressures and incentives, faculty, academic staff, and graduate students struggle to turn outreach and engagement activities into scholarly publications. Publishing challenges include competing professional responsibilities, limited collegial support, difficulty in prioritizing time to write, professional isolation, and lack of confidence in writing skills. Community-engaged scholars and practitioners face additional challenges: publishing about the partnership process, incorporating community partner voices, lack of mentorship, and difficulty identifying appropriate journals for their work. Research shows these barriers are especially challenging for junior faculty, female faculty, and faculty of color. In response, an outreach and engagement office and campus writing center partnered to offer a continuum of professional development for community-engaged writing and publishing. The authors overview the conceptual framework to support scholarly publishing, detail the professional development continuum (online materials, consultations, write-ins, workshops, retreats), and provide evaluation data on participant impact. Authors conclude with reflections on their intrainstitutional partnership and lessons learned.

Keywords: academic writing, community-engaged scholarship, publishing, scholarly productivity, writing communities

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Institutional support for community engagement has been a growing priority, especially for colleges and universities that seek the elective Carnegie Community Engagement Classification as an affirmation of their institutional responsiveness to community issues and their relevance as institutions. Along with revisions to reappointment, promotion, and tenure policies, professional development is a common form of institutional support. In their 2017 national study of community engagement professional development offered by successfully accredited Carnegie Community Engaged Institutions, Welch and Plaxton-Moore (2017) found that more than half of the articles in their systematic literature review "lacked any inclusion or description of a theoretical framework to guide the adult learning process" (p. 142). They also noted that professional development for publishing and dissemination were offered by 39.76% of the institutions in the study (p. 149). With almost 40% of the institutions offering professional development for publishing and dissemination, it is important to share conceptually grounded, evidence-based practices that strengthen writing success of community-engaged scholars and practitioners.

As a response to Welch and Plaxton-Moore's critique, this article describes one institution's approach to professional development for community-engaged scholarship writing and publishing guided by Baldi et al.'s (2013) continuum of scholarly writing and Kornhaber et al.'s (2016) integrative review of writing retreats. The author team begins

with the history of the partnership between an outreach and engagement office and the campus writing center. We then detail how we adapted the Baldi et al. continuum of scholarly writing to the professional development needs at our institution. Following the explanation of the continuum of professional development as a guiding framework, we describe the activities along that continuum: online materials, consultations, write-ins, publishing workshops, and writing retreats. For each professional development activity, we provide a definition and practical notes on implementation. Following the activity description section, we detail participant demographics and share evaluation data for the write-ins, writing workshops, and retreats. We conclude this article with reflections on our institutional partnership and offer lessons learned for other institutional leaders who may be considering the implementation of a continuum of community-engaged scholarship (CES) professional development for writing and publishing on their own campuses. Our hope is that readers will come away with new ideas for (a) intrainstitutional partnerships to support community engagement, (b) the idea of continuum of professional development, and (c) evidence-based practices to support the writing and publishing success of their community-engaged scholars and publishers.

Institutional Context

Michigan State University (MSU) is a land-grant and sea-grant institution, designated as "research: very high" by the Carnegie Foundation for the Advancement of Teaching, with membership in the distinguished Association of American Universities. MSU's commitment to service-learning and community engagement is reflected in its mission statement and institutional memberships in Campus Compact, The Research University Civic Engagement Network, the Engagement Scholarship Consortium, and Imagining America. In 2014, MSU earned the U.S. President's Higher Education Community Service Honor Roll (with distinction), Michigan Campus Compact "Engaged Campus of the Year," and a renewed Carnegie Foundation Elective Community Engagement Classification. The institution has a long-standing and contemporary commitment of its faculty, Extension professionals, academic staff, and students to serving the public good through scholarship and practice.

In 1991, the Office of University Outreach and Engagement (UOE) was established to help create and sustain engagement by supporting the engaged activities of faculty, staff, and students; fostering public access to university expertise and resources; and advocating for exemplary CES, statewide, nationally, and internationally. UOE emphasizes university–community partnerships that are collaborative, reciprocal, participatory, empowering, systemic, transformative, and anchored in scholarship.

Established in 1971, the Writing Center @ MSU (WC) operates with a broad vision of collaboration in the MSU community, with peer-to-peer consultations with students, academic staff, faculty, and the community that expand the ideas of literacy and composing beyond traditional models and geographic boundaries. The WC encourages and facilitates collaboration; supports interdisciplinary methods of thinking, writing, and researching; promotes diverse understandings of writing and the disciplines in which they are situated; and utilizes new technologies in pedagogically responsible ways. Such an expanded view of writing, literacy, and pedagogy enables the WC to meet the ever-changing needs of a diverse constituency and the challenges that inspire growth and innovation in the Writing Center (MSU, n.d.).

Partnership Between UOE and the WC

In summer 2016, the UOE director for faculty and professional development asked for a meeting with the director of the WC to discuss potential collaborations. The UOE faculty and professional development director had just returned from attending the annual meeting of the Professional and Organizational Development Network in Higher Education, where she learned about approaches for supporting writers in general and wondered if there were potential ways to adapt those general practices to support community-engaged scholars and practitioners specifically. From that initial exploratory meeting, a multiyear intrainstitutional collaboration started that continues to this day. The author team, which represents partners from both UOE and WC, hopes to highlight the value and importance of this uncommon intrainstitutional partnership as an example to others. We will also detail some of the outcomes and lessons learned from this successful institutional partnership.

Definition of Community-Engaged Scholarship

To frame our CES professional development, we have intentionally selected a broad definition to speak to disciplinary variations of outreach and engagement. Under the umbrella term "community-engaged scholarship," we include participatory research, collaborative inquiry, service-learning, civic engagement, informal science education, outreach teaching, community–university partnerships, Extension, public humanities, broader impacts, and Indigenous and decolonizing methodologies, to name a few (Vaughn & Jacquez, 2020). For us, CES requires that both partners use foundational scholarship to inform and guide the engagement experiences; identify, listen to, and collaborate with one another and honor one another's knowledge; and generate new scholarship and practice for both academic and public audiences (Doberneck, McNall, et al., 2017, p. 122). Our definition centers community partner knowledge (e.g., local, Indigenous, practitioner) in the scholarly process and requires that their knowledge shape the community-engaged activities, inclusive of research, creative activities, teaching and learning, and service and practice (Bryant et al., 2020; Doberneck, Glass, & Schweitzer, 2010).

The Imperative and Challenges of Writing and Publishing

Despite pressures and incentives, faculty, academic staff, postdocs, and graduate students often struggle to turn their outreach and engagement activities into scholarly publications. Mastering academic publishing skills and developing one's own writing practice are essential for a successful career in the academy. An individual's publishing record is a core criterion for decisions in academic advancement, including prestigious fellowships, promotion and tenure, annual reviews, merit raises, extramural funding, and awards and recognitions (Swaggerty et al., 2011). In addition to these individual factors, colleges and universities value academic publishing for institutional reasons related to ranking systems in higher education. The pressure to maintain, or even rise in, these competitive rankings drives institutions to value publishing rates in order to maintain reputation and standing, which, in turn, can influence student enrollment, extramural funding, fund raising, and industry partnerships (Balogun et al., 2006; Dickson-Swift et al., 2009). As a result, "publishing has become increasingly central in the evaluation systems of even the most student-centered colleges, and faculty and administrators hunt for ways to encourage scholarly production without being punitive" (Farr et al., 2009, p. 15).

Even with these individual and institutional imperatives, many scholars and practitioners struggle with publishing for a wide variety of reasons. McGrail et al. (2006) noted that "many [articles] published by the few" continues to be the case in the academy. For some, writing challenges started when they were in graduate school, where they received little mentoring on writing practices and academic publishing and had fewer opportunities to develop their identities as writers compared to opportunities for developing researcher and teacher identities (Aronson & Swanson, 1991; Cameron et al., 2009; Cuthbert et al., 2009; Garcia et al., 2013; A. Lee & Boud, 2003). When academic writing skills are developed by happenstance, a lack of mentoring for academic writing and underdeveloped writing identities can follow graduate students into their faculty and academic staff roles (Hedengren & Harrison, 2018; Tremblay-Wragg et al., 2020). Other graduate students, particularly those with marginalized identities or marginalized subject matters, find it challenging to claim their space and find their voice in the academy as scholars and writers (Aronson & Swanson, 1991; Bojovic et al., 2024; Cameron et al., 2009). Aronson and Swanson noted, "Central to the process of changing relationships to academic authority is changing our writing strategies, our attitudes towards writing, our identities as writers, and the ways in which we read the writing of our colleagues" (p. 157). Murray and Cunningham (2011) further noted that the transition from graduate student to "independent scholar—after years of study or work in other roles—is a major shift in identity and practice. If not well managed, it can be painful and aversive" (p. 832). When graduate students struggle to claim their voices and identities as writers, their success as published authors is diminished, sometimes over the course of their careers.

Research on academic publishing shows that even seasoned faculty members encounter barriers to their writing success. Those

barriers may be characterized as intrapersonal factors, difficulty protecting time and space, underdevelopment of academic writing competence, and lack of a community of practice. Each barrier is composed of more subelements, preventing a single type of professional development from addressing all the barriers. Instead, providing a continuum of professional development is a better strategy for enhancing writing and publishing success. See Table 1 for a more detailed summary of the literature.

Additional Challenges

Early-Career Faculty and Academic Staff

Junior faculty members, transitioning from graduate school or postdoctoral positions to tenure-track positions, may feel the pressures to publish most keenly and may benefit from writing support for a number of reasons. Often, their newcomer status creates a diminished sense of community that may make the early years of their careers isolating and lonely. Although many

Table 1. Literature Summary of Barriers to Academic Writing and Publishing

Factors	Subelements and authors
Intrapersonal factors	• Lack of confidence (Baldwin & Chandler, 2002; Berger, 1990; Kempenaar & Murray, 2018; Moore, 2003; Pololi et al., 2004; Quynn & Stewart, 2021) • Lack of motivation (Moore, 2003) • Fear of rejection (Grant & Knowles, 2000; Hale & Pruitt, 1989) • Writing-related anxiety (Pololi et al., 2004)
Difficulty protecting time and space	• Difficulty in protecting time and space (Kwan et al., 2021; Tremblay-Wragg et al., 2020) • Juggling increasing and competing professional responsibilities (A. Lee & Boud, 2003; MacLeod et al., 2012) • Increasing workloads and longer work hours (Dickson-Swift et al., 2009) • Negotiating and balancing different demands (Clegg, 2008; Jemielniak et al., 2023; MacLeod et al., 2012; Purcell et al., 2022) • Necessity of scheduling specific times to write (Pololi et al., 2004) • Challenges to viewing writing as a legitimate activity (Girardeau et al., 2014; Grant, 2006; Moore, 2003; Murray & Newton, 2009)
Underdeveloped academic writing competence	• Developing discipline-specific writing competence (Brooks-Gillies et al., 2020; Moore, 2003) • Lack of experience and expertise in academic writing (Kempenaar & Murray, 2018; Kwan et al., 2021; Murray & Cunningham, 2011; Quynn & Stewart, 2021) • Understanding how to write an article (Pololi et al., 2004) • Importance of specific writing goals (Kornhaber et al., 2016) • The need for self-imposed deadlines (Pololi et al., 2004)
Lack of a community of practice	• Creates a "shared vision, collegial support, mentorship, and social interaction" (Kornhaber et al., 2016, p. 1217; also, Bojovic et al., 2024; Kwan et al., 2021; T. G. Smith, 2019) • Instills the "local habit" of writing excellence (A. Lee & Boud, 2003) • Counteract professional isolation (Bojovic et al., 2024; Hedengren & Harrison, 2018; Moore, 2003; Tremblay-Wragg et al., 2020) • Provides peer support and collaboration (Kempenaar & Murray, 2018; Pololi et al., 2004) • Involves proximity to mentors and feedback (Cable et al., 2013; Hedengren & Harrison, 2018)

have written dissertations, their graduate experiences may not have provided opportunities to write grants or publish peer-reviewed journal articles—both necessities for achieving tenure (Bojovic et al., 2024; Brooks-Gillies et al., 2020; Hedengren & Harrison, 2018; Quynn & Stewart, 2021; Tremblay-Wragg et al., 2020). Early-career faculty are often vulnerable to writer's block, caused by tenure pressures, imposter syndrome, or overactive "internal editors" (Girardeau et al., 2014, p. 34). Early-career academic staff may also feel pressure to publish from their research or education practice despite having little preparation for academic publishing and fewer professional development opportunities to develop their own writing practices and identities (Dickson-Swift et al., 2009; Kempenaar & Murray, 2018). "Low publication rates can be detrimental to the career prospects of early career academics and those from professional backgrounds. They may find themselves marginalized, outside, or at the periphery of, research communities" (Petrova & Coughlin, 2012, p. 80). Kim (2018) added that those on the alternative-academic (alt-ac) career path (non-tenure-track higher education careers) benefit from writing support, especially campus-based retreats, because, like tenure-track faculty, they also need to develop career networks and pathways to advancement, protect time and space for writing, and write "in community" to dispel isolation. Writing in community, Kim noted, helps alt-acs to "help each other balance the imperative to think and write critically with the reality of the place in the higher education hierarchy" they occupy (pp. 1–2). Furthermore, Kempenaar and Murray (2018) noted that academic staff increase perceptions of their own writing skills and processes through institutionally organized writing support.

Female Writers

Although writing challenges can affect anyone, research shows that female faculty encounter significant challenges, because they frequently juggle responsibilities for teaching, service, and life demands—within and outside the academy. Kolondy (1998) pointed out that women often carry "hidden workloads," including greater contributions to service, course assignments not aligned with their research interests, heavier advising loads, and more time investment in mentoring. Additionally, female faculty experience more work demands from academically entitled students (El-Alayli et al., 2018), have difficulty finding supportive female mentors (Overstreet et al., 2021; Swaggerty et al., 2011), and may encounter unsupportive women colleagues (Chesler, 2001). In addition to "hidden workloads" in the workplace (Babcock et al., 2022), women are also more likely to be responsible for complex domestic responsibilities and emotional labor within their households, including child care, elder care, and other social and family obligations (Dickson-Swift et al., 2009; Grant, 2006). During the COVID-19 pandemic, these extra responsibilities for maintaining household health (caregiving responsibilities for children or aging parents) prevented many female scholars from making progress in their writing and publishing (Flaherty, 2020; Jemielniak et al., 2023; O'Reilly, 2020; Purcell et al., 2022; Squazzoni et al., 2021).

Community-Engaged Scholars and Practitioners

Due to their commitment to authentic partnerships, community-engaged scholars and practitioners are grounded in epistemological values that require them to respect local, Indigenous, and practitioner knowledge and amplify those contributions in their writing for both academic and public/practitioner audiences. Writing in ways that honor community partner contributions may present a challenge to authors who are unaccustomed to embodying epistemic justice in their publishing (Buchanan et al., 2021). This commitment is concomitant with shifting academic norms that emphasize democratizing knowledge in ways that move away from the ivory tower as a guarded fortress of knowledge and toward higher education practices that make multiple knowledges more visible and promote the accessibility of archived knowledge through emerging media and digital platforms. These emerging communicative norms shape the experiences of community-engaged writers, dividing their attention between public-facing pieces and those required for advancement in the academy and between traditionally framed scholarship and that which amplifies community partners' knowledge(s) throughout the process.

In addition to these shifting societal norms and expectations, the literature about publishing community-engaged scholarship points to other challenges, including learning to publish about the collaboration or partnering process (Ahmed & Palmero,

2010; Bordeaux et al., 2007; L. Smith et al., 2010), incorporating student or community partner voices into their writing (Forchuk & Meier, 2014; L. Smith et al., 2010), lack of mentors for publishing about engaged scholarship (Franz, 2011), and difficulty in identifying appropriate journals for publishing their work. In addition, sometimes strong disciplinary academic writers find the norms and review criteria for CES publishing unfamiliar (Ahmed & Palmero, 2010; Whitesell & Salvador, 2016). Finally, for some community-engaged practitioners especially, the investment of time and commitment into the community partnership and the results of shared activities are the reward. Writing up the experience seems like a distraction from addressing pressing community concerns. Additionally, because community-engaged practitioners are often responding to pressing community concerns that require immediate action, they may not always consult theories, conceptual frameworks, or best practices to guide their work. This lack of scholarly grounding makes the peer review process challenging and can even make academic publishing impossible. For practitioner-led, community-engaged projects not viewed initially as having research or publishing potential, authors may find it challenging to receive institutional review board approval after the fact.

Professional Development for Community-Engaged Scholarship Publishing

To support scholars as they confront these challenges and learn academic writing practices, academic leaders have developed a wide range of institutional supports and interventions (Baldi et al., 2013; McGrail et al., 2006; Murray & Moore, 2006; Rocco & Hatcher, 2011; Sword, 2017). These supports include (a) consultations and collaborative mentoring, (b) writing groups, (c) writing rooms or spaces, (d) writing retreats, and (e) writing workshops. Because much of the relevant literature exists in the higher education and writing practice scholarship, community engagement leaders seldom see these evidence-based practices in the more familiar community-engagement literature. Table 2 lists scholarship associated with the various types of writing and publishing support.

Table 2. Scholarship Associated With Various Types of Writing and Publishing Support

Writing and publishing support	Key authors (full citation in References)
Consultations and collaborative mentoring	Pololi et al., 2004
Writing groups	Aronson & Swanson, 1991; Cuthbert et al., 2009; Hedengren & Harrison, 2018; A. Lee & Boud, 2003; Page-Adams et al., 1995; Rikard et al., 2009; T. G. Smith et al., 2013
Writing rooms or spaces	Dickson-Swift et al., 2009; Elbow & Sorcinelli, 2006; Kwan et al., 2021
Writing retreats	Bojovic et al., 2024; Cable et al., 2013; Farr et al., 2009; Girardeau et al., 2014; Herman et al., 2013; Jackson, 2009; Kempenaar & Murray, 2018; Kornhaber et al., 2016; Moore, 2003; Moore et al., 2010; Murray & Newton, 2009; Overstreet et al., 2021; Petrova & Coughlin, 2012; Quynn & Stewart, 2021; Rosser et al., 2001; Singh, 2012; Stevens & Voegele, 2019; Swaggerty et al., 2011; Tremblay-Wragg et al., 2020; Wittman et al., 2008
Writing workshops	Kramer & Libhaber, 2016; MacLeod et al., 2012

For those providing writing support specifically for community-engaged scholars and practitioners, writing retreats have been the most frequently implemented writing intervention, with notable examples from Campus Compact's Pen to Paper Academic Writing Retreat (University of Indianapolis, 2024), and East Carolina University's Writers Retreat (Wittman et al., 2008). With few national examples of CES professional development for writing and publishing, institutional leaders have ample opportunities to support the flourishing of community-engaged scholars and practitioners as writers. Interventions that strengthen writers' intrapersonal efficacy, provide protected time and space, develop writing competence, and create communities of writers are known to be valuable and impactful. Institutional investments in a broad range of activities to address the aforementioned challenges serve to support the success of individuals and, as a consequence, the success of the institution.

Continuum of Professional Development: Guiding Conceptual Framework

In their book chapter "The Scholarly Writing Continuum" published in Geller and Eodice's (2013) *Working With Faculty Writers*, Baldi et al. (2013) advocated for a continuum of activities to guide professional development for academic writing and publishing. (We are intentionally using both terms—"writing" and "publishing"—in this article to acknowledge and signal our valuing of non-peer-reviewed writing. Community partner reports, white papers, curricula, grants, and more are essential to successful community-engaged academic careers.) Framing support as a continuum acknowledges that writers have different preferences for professional development, including choices for (a) contact (e.g., individual or asynchronous, one-on-one, small groups, large groups); (b) commitment (e.g., one-time, retreat or intensive, ongoing community); and (c) structure (e.g., unstructured writing spaces, highly structured, self-accountability, group accountability; p. 43). Baldi et al. recommended that those who organize professional development provide a range of support, so that the multiplicity of writers' preferences can be accommodated.

With this in mind, UOE and the WC collaborated over a number of years to develop and provide a continuum of CES professional development for writing and publishing. Our continuum, a modification of Baldi et al.'s (2013) work, includes online materials, consultations, write-ins, publishing workshops, and writing retreats. Figure 1 depicts this adapted continuum.

Figure 1. Adapted MSU Continuum of CES Professional Development for Writing and Publishing

| Online materials | Consultations | Write-ins | Publishing workshops | Writing retreats |
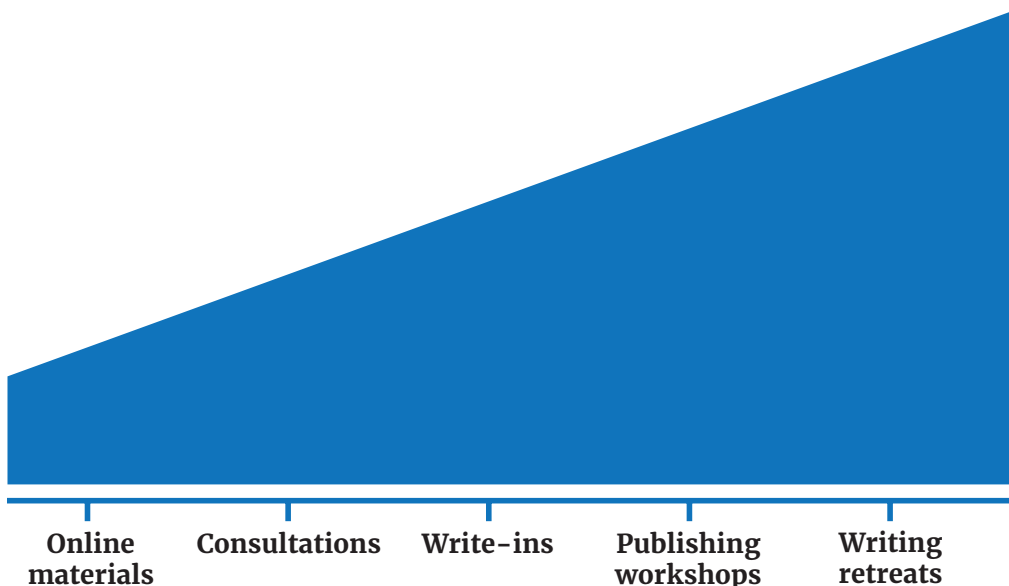
Note. Movement from left to right in the continuum indicates increasing degrees of contact, commitment, and structure and does not indicate increasing value hierarchically.

Although each of these activities occupies a different position on the professional development continuum, we have intentionally taken steps to achieve synergy among the separate activities where it is feasible and appropriate. For example, SMART (specific, measurable, achievable, relevant, timely) writing goal worksheets are used at both the write-ins and writing retreats. Additional examples of synergy across the continuum activities will be highlighted in the sections that follow. The UOE and WC author team has benefited greatly from having both of our perspectives frame our professional development offerings and coimplement events.

Online Materials

On the continuum of professional development, online materials (e.g., websites, toolkits, videos, blogs, email lists) provide writers with options for accessing resources individually and asynchronously, accommodating the varying schedules of faculty, Extension professionals, academic staff, postdocs, and graduate students. Writers may choose to access resources once or return to favorite resources over and over again. Online materials involve no shared time commitments nor accountability to others. Gravett and Broscheid (2018) pointed out that despite the strengths of online resources, they are low-impact and impersonal, often have ill-defined audiences and learning objectives (pp. 89–91), and lack evaluation data. However, online resources fill a niche on the continuum of support by "providing foundational knowledge that can later be built on . . . and serve an important function as a gateway to other programming" (p. 98).

Because some community-engaged scholars and practitioners prefer to access writing support materials on their own time and in their own way, UOE curated a set of online resources as the Publishing Engaged Scholarship Hub, which is part of Campus Compact's Knowledge Hub Initiative (Doberneck, 2017/2021). This knowledge hub includes originally generated materials such as *The Annotated List of Interdisciplinary Community Engagement Journals* and the *Journal Section Comparison Table*. Together, these two resources assist writers in identifying which interdisciplinary community engagement journals are likely to publish which kinds of journal articles (research, curriculum, practice notes from the field, student-authored pieces, etc.).

The knowledge hub also includes key journal articles providing advice about publishing community-engaged scholarship and lists organizations that provide exemplary opportunities to support publishing success.

In addition to the Campus Compact knowledge hub, a UOE author has developed additional online resources that answer questions CES writers and publishers commonly ask. Each topic is addressed through a bundled set of resources that include journal articles, worksheets, and short videos on the topic, including the following: (1) defining your type of community-engaged scholarship, (2) articulating and linking foundational scholarship to your community-engaged scholarship, (3) identifying your community and honoring community partners' knowledge, (4) what makes publishing community-engaged scholarship special (Doberneck and Dann, 2019), (5) writing with your community partners, (6) unfurling your community-engaged scholarship into multiple scholarly products (Doberneck & Carmichael, 2020; Franz, 2011), and (7) strategizing where to publish your community-engaged scholarship. These curated online resources are often referred to during consultations and used as part of the curriculum for publishing workshops and writing retreats. These online resources are low-cost to develop, but do require access to a dedicated URL and a hosting service as well as continued attention to keeping the resources updated.

Consultations

On our continuum of professional development, consultations offer writers an opportunity to have an individual (or group) conversation with a writing or outreach and engagement coach or mentor. Consultations can be one-time commitments or, at the writer's request, become a series of conversations. Unlike workshops or retreats that have predefined learning agendas and schedules, the focus of consultations is more flexible, with the emphasis changing in response to each writer's needs each time a consultation takes place. Consultants typically avoid taking an expert stance; instead, they interact with the writers as "an empathic listener, mentor, and possibly coach" (Gravett & Broscheid, 2018, p. 98). Consultants ask questions to elicit ideas from writers, make suggestions, and reflect back ideas to the writer. Often, through the process of the conversations, writers discover their own

answers to writing challenges. The biggest advantage of consultations is the ability to tailor the interaction specifically and privately to each writer's needs (Gravett & Broscheid, 2018, p. 98). One downside of consultations is that demand for them often outpaces available consultants or appointment times. Once consultants are recruited and oriented, however, consultations do not require expenses such as room rentals or refreshments. "Consultation is a powerful strategy that can lead to important changes in the practice of faculty members who take advantage of them" (V. Lee, 2010, p. 26).

At MSU, consultations to support CES are predominantly offered by the WC members. Through the campus writing center, undergraduate and graduate students are recruited, oriented, and paid to be available as consultants to the campus community. WC directors hold required beginning-of-the-semester orientations. Undergraduate writing consultants complete a for-credit course on writing center practices, shadow established consultants, and receive mentoring on an ongoing basis. Graduate student writing consultants complete readings, shadow established consultants, and complete supervised consultations with feedback before becoming consultants on their own. All WC consultants participate in biweekly professional development meetings to stay up-to-date on practices throughout the year. The WC dedicates two consultants to write-ins each year and brings others to the writing retreats. Outside these specific events, writers may also contact the writing center directly to schedule consultations. Common consultation topics include developing outlines for journal articles, thinking through flow and organization of writing segments, balancing too many details with too few details, and ensuring clarity in the abstract, among others. At times, UOE staff are also asked for writing consultations on topics such as describing the partnership process, identifying potential journals for specific articles, clarifying the connection between foundational scholarship and the engagement project, and brainstorming ways community partner voices can be elevated in the writing.

CES Write-Ins

On our continuum of professional development, write-ins offer participants protected time and space to write as part of a community. Writers may attend once, come occasionally, or make it a regular, monthly habit to attend the write-ins, which are unstructured but include accountability to the group. Write-ins are scheduled half-day writing times and places that provide dedicated time away from the office or home and everyday responsibilities to focus on writing. Participants typically share their individual writing goals at the beginning and provide updates on their progress at the end. The remainder of the write-in is open, unstructured time for individual writers to pursue their writing goals on their own or in small, self-organized groups. In their *Change* article "The Writing Room," Elbow and Sorcinelli (2006) described the importance of the "simultaneously social and private" write-in space as a "common space, predicated on the notion that faculty will be more apt to do the solitary work of writing if they surround themselves with other writers pursuing the same goal" (p. 18). Writing spaces enhance the group's sense of community and accountability, which often leads to gains in productivity (Kwan et al., 2021).

Timing write-ins during regular working hours is important. Women, in particular, "frequently juggle complex domestic responsibilities that make attendance at residential retreats impossible" (Grant, 2006, p. 485). Nonresidential writing spaces, such as the write-in, where "intensive, exclusive focus on writing occurs during 'normal' working hours on a 9 am to 5 pm" basis are a "more viable alternative" to support these writers (Murray & Moore, 2006, p. 86; see also Dickson-Swift et al., 2009; Hedengren & Harrison, 2018).

At MSU, the write-ins are scheduled as 3-hour writing blocks on the first Friday of each month. Unlike Elbow and Sorcinelli's (2006) recommendation for a "pleasant, off-campus room" (p. 17), our write-ins take place on campus, either inside a spacious residence hall dining area that has floor-to-ceiling windows or in the campus hotel's conference rooms. The advantage of these locations is that they are away from the writers' offices but relatively close to home and work. For the write-ins, UOE and the WC arrange for three types of spaces: quiet, chatty/collaborative, and consultation spaces. Coughlin recommended a "mixture of communal and individual spaces for writing" so that participants

may work individually or in the company of others (Petrova & Coughlin, 2012, p. 80). When held in-person, UOE and the WC make sure there are copious extension cords and power strips for each writing table in the room. Prior to the write-in, a worksheet on setting SMART writing goals is emailed to participants so they may set writing goals before they arrive at the write-in. We begin each write-in with a quick check-in about writing goals for the day and close with a check-out to celebrate progress and identify next steps. The WC provides trained consultants to discuss participants' writing process and provide feedback on drafts. This option allows for consultations to occur within the write-in, an example of synergy across the professional development continuum activities. The write-ins are free to attend, with low costs to organize and host (e.g., room rental; refreshments or lunch tickets to the residence hall dining cafeteria). During the COVID-19 pandemic, when on-campus, in-person activities were severely restricted, the write-ins were offered virtually, thereby incurring no costs (other than staff time). Although different from in-person write-ins, the virtual ones continued to create a "writing in community" feel (especially important during a time of increased social isolation) and shared accountability among the participants.

CES Publishing Workshops

On the modified continuum of scholarly writing support, publishing workshops are a professional development choice for writers seeking a high level of contact and a one-time commitment in a structured and organized space. Publishing workshops often seek to "1) identify and minimize barriers to academic writing; 2) increase academic writing knowledge and skills; 3) formulate individualized writing strategies; 4) foster positive attitudes about writing; and 5) facilitate the writing process through peer collaboration and feedback" (Pololi et al., 2004, p. 64). Unlike write-ins, where the emphasis is on uninterrupted writing time, a publishing workshop focuses on building practical academic writing skills and practices and on identifying publishing opportunities for writers' specific ideas. Learning to write in scholarly ways consists of appreciating the importance of scholarly writing and publishing, learning how to get organized to get started, building relationships to support writing, and

developing writing skills (Nackoney et al., 2011, pp. 27–34). In addition to these general scholarly writing and publishing skills, community-engaged scholars and practitioners need to develop ways to connect to foundational scholarship, clearly describe their community partners' role in the project, represent community partner voices or coauthor writing with their partners, and document impact on both partnership processes and outcomes (Ahmed & Palmero, 2010; Bordeaux et al., 2007; Doberneck & Carmichael, 2020; L. Smith et al., 2010).

The MSU publishing workshop is designed to help writers (a) strategize how to link their community engagement activities to scholarly foundations (e.g., theories, conceptual frameworks, best practices); (b) unfurl a single community-engaged project or service-learning course into multiple public and academic products; (c) represent community partner voices in writing and coauthoring articles with community partners; (d) identify appropriate disciplinary and interdisciplinary peer-reviewed journals for each article; (e) understand the peer review process for community-engaged scholarship; and (f) improve writing habits, practices, and confidence. A UOE staff member presents the interactive workshop, which includes individual reflection worksheets and small group activities throughout the 3-hour workshop. The publishing workshop is free for participants to attend, with low costs to organize and host (e.g., room rental, refreshments, workshop materials). During the COVID-19 pandemic, the workshop incurred no costs since it was held virtually with materials made available in a shared electronic folder. An example of the Publishing Your CES Workshop schedule is located in Table 3.

CES Writing Retreat

On our continuum of professional development, the CES writing retreat is characterized by high levels of contact with a community of writers, a high level of commitment, and both structured and unstructured spaces with a high accountability group. "Retreats are designed to create an atmosphere of trust, safety, and empowerment" (Grant & Knowles, 2000, p. 13; Overstreet et al., 2021), increased motivation (Moore, 2003) and confidence (Kempenaar & Murray, 2018), and have potential for transformational learning (Bojovic et al., 2024; Wittman et al., 2008).

Table 3. Publishing Your CES Workshop Schedule

Times	Schedule and Topics
9:00–9:05	Welcome, Introduction, Materials overview, Ground rules, Evaluations
9:05–9:30	Getting Organized to Write Protecting Your Writing Time • Writing habits and practices
9:30–10:00	Situating Yourself in Broader Scholarly Discourse • Multiple terms for community engagement • Identifying your specific type of engagement • Identifying your foundational scholarship
10:00–10:30	Identifying Least Publishable Units • Why unpack your community engagement project • Article: In defense of least publishable unit (Owen)[a] • Unfurling a community project into multiple scholarly products (Doberneck and Dann; Franz)[a] • Scholarly products for public audiences
Break	
10:45–11:05	Finding Your Journal Fit • Disciplinary vs. Interdisciplinary Journal Choices • Prioritizing your writing ideas • Examining your why/motivation, foundational scholarship, type of work, and leading scholars in your field to find your journal fit
11:05–11:30	What's Unique About Publishing CES • Connecting to foundational scholarship • Elaborating on the collaboration process and impact • Collecting data to document the partnership • Including community partner voices
11:30–11:35	Writing with Community Partners • Common journal sections for partners to write • Different ways to represent or write partner voices
11:35–11:45	Managing the Writing, Submission, and Revision Process • Review process basic steps • Examples of responses to peer review comments • Handouts: review criteria for select journals
11:45–11:50	Finding Support & Resources to Publish Your CES
11:50–12:00	Questions and Answers, Evaluation

[a] Sources are included in the CES Writers and Publishers Resource List handout (see Table 5).

MacLeod et al. (2012) noted that writing retreat benefits include containing writing-related anxiety, helping writers to negotiate multiple tasks, positioning writing as the main task, and preventing antitask behavior (e.g., distractions, procrastination; p. 653). To a much greater extent than write-ins,

> retreats have been designed to operate as temporary writing "sanctuaries" away from the normal rhythms of professional life that can allow an exclusive focus on writing, an immersion in the writing process, and the creation of a nurturing environment to share challenges with the writing process (Murray & Moore, 2006). (Dickson-Swift et al., 2009, p. 233).

Writing retreats also create "imaginative spaces" for writing, especially important for those who enjoy writing with others (Grant, 2006; Overstreet et al., 2021). The intentional development of forming, even temporarily, a community of writers is an essential feature of a writing retreat (Stevens & Voegele, 2019). Petrova and Coughlin (2012) recommended that writing retreat conveners "allow time for participants to get to know each other, share motivations for coming to the retreat, and their general academic experiences and aspirations" (p. 84). These opening retreat activities are necessary for the "retreat atmosphere to build a sense of trust" (p. 84). "Since many faculty members have little time for academic writing in their daily lives, the bulk of the retreat should consist of focused blocks of time (two to three hours) for individual writing, interspersed with group discussion and activities" (Girardeau et al., 2014, p. 39). At the closing of a writing retreat, conveners should give "participants an opportunity to reflect on the emotional and developmental journey they have taken part in; how (and if) their emotions related to writing, their writing processes, and their identities as academics and writers have evolved" (Petrova & Coughlin, 2012, p. 85). These more deeply personal, reflective openings and closings are another way writing retreats differ from write-ins, where goal setting and updates are of a more transactional nature (Bojovic et al., 2024; Tremblay-Wragg et al., 2020).

At MSU, the CES Writing Retreat is a 2-day,

off-campus retreat located about an hour's drive from campus. The CES Writing Retreat goals are to (a) provide a dedicated time and space away from campus and home responsibilities to focus on CES writing and publishing; (b) encourage strong writing habits; (c) strengthen academic publishing skills; (d) increase scholarly output and productivity; and (e) write as part of a community, thereby providing support and care during the writing endeavor. Held at a picturesque nature center, lakeside resort hotel, or urban center, the retreat intentionally includes a blend of unstructured, free writing time; optional workshops; opportunities for feedback from peers; and individual or group consultations from the WC and UOE staff. The CES Writing Retreat charges participants a fee, ranging from $260 (MSU participants) to $360 (non-MSU participants), which is used to offset the cost of the venue rental, one night's lodging, refreshments, and five meals at the retreat site. Often, a writer's dean or department chair will pay for the fee as support for professional development.

Organizing and hosting the retreat requires a medium amount of effort, particularly for recruitment, solicitation of administrators for participant scholarships, registration, processing payments, and contracting with the venue. Because some participants from diverse backgrounds may not be comfortable traveling to more rural areas, we coordinate carpools and caravans to ease those concerns and rotate retreat locations to include urban settings. UOE and the WC provide access to writing materials and offer optional mini workshops during the retreat, another example of building synergy across activities on the professional development continuum. Workshop topics are identified through a participant preretreat survey and vary according to each year's participants. UOE and the WC also provide individual feedback and mentoring as needed throughout the retreat. See Table 4 for a sample CES Writing Retreat Schedule and Table 5 for a CES Writers and Publishers Resource List handout.

Having detailed the continuum of professional development and its implementation at MSU, we now present evidence of effectiveness for the write-ins, publishing workshop, and writing retreat.

Table 4. Community–Engaged Scholarship Writing Retreat Schedule

Day 1

Times	Retreat activities
8:00–9:00	Registration, Check-In, Light Breakfast
9:00–10:00	Welcome, Introductions, Setting SMART goals, Sharing them
10:00–12:00	Writing Block 1
11:00–12:00	Optional Workshop 1: Fundamentals of Publishing CES
12:00–1:00	Lunch
1:00–5:00	Writing Block 2
1:00–2:30	Optional Workshop 2: Writing Process and Practices
4:00–5:00	Optional Works-in-Progress Peer Feedback Session
5:00–6:00	Dinner
6:30	Optional, but recommended: Happy Hour at local pub or bonfire on site

Day 2

Times	Retreat activities
8:00–9:00	Breakfast Optional: Whole Draft Optional Reading Feedback Session
9:00–12:00	Writing Block 3
10:00–11:00	Optional Workshop 3: Grant Writing to Support Your Community-Engaged Scholarship
12:00–1:00	Lunch
1:00–3:00	Writing Block 4
1:00–2:00	Optional Workshop 4: Turning Educational Innovations into Scholarship
3:00–4:00	Wrap-Up: Celebrate Progress, Next Steps, Evaluation

Table 5. CES Writers and Publishers Resource List Handout

Topic	Resource
CES Writing and Publishing	Ahmed, S., & Palmero, A. (2010). Community engagement in research: Frameworks for education and peer review. *American Journal of Public Health 100*, 1390-1387. Bordeaux, B. C., Wiley, C., Tandon, S. D., & Horowitz, C. R. (2007). Guidelines for writing manuscripts about community-based participatory research for peer-reviewed journals. *Progress in Community Health Partnerships 1*(3), 281-288. Doberneck, D. M. (2017, revised 2021). *Publishing Engaged Scholarship*. Campus Compact. https://compact.org/resource-posts/publishing-engaged-scholarship/ Smith, L., Rosenzweig, L., & Schmidt, M. (2010). Best practices in the reporting of participatory action research: Embracing both the forest and the trees. *The Counseling Psychologist, 38*(8): 1115-38.

Table 5. Continued

Topic	Resource
Writing with Community Partners, Including Partner Voices	Doberneck, D. M., & Dann, S. L. (2019). The degree of collaboration abacus tool. *Journal of Higher Education Outreach and Engagement 23*(2), 93-107.
	Forchuk, C., & Meier, A. (2014). The article idea chart: A participatory action research tool to aid involvement in dissemination. *Gateways: International Journal of Community Research and Engagement 7*(1), 157-163.
CES Publishing & Successful CES Career Strategies	Doberneck, D. M., & Carmichael, C. E. (2020). The unfurling tool: Unpacking your community-engaged work into multiple scholarly products. *Journal of Community Engagement and Higher Education 12*(3):5-19.
	Forester, J., & Bartel, A. S. (2022). Writing and publishing community-engaged scholarship: Advice for junior faculty on promotion, publishing, and craft. *Journal of Community Engagement and Higher Education 14*(2), 34-50.
	Franz, N. K. (2011). Tips for constructing a promotion and tenure dossier that documents engaged scholarship endeavors. *Journal of Higher Education Outreach and Engagement 15*(3): 15-29.
	Jacquez, F. (2014). Demonstrating impact as a community-engaged scholar within a research university. *Metropolitan Universities 25*(2), 14-26.
Writing Processes and Productivity	Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Research 31*(7), 28-38.
	Belcher, W. L. (2009). *Writing your journal article in 12 weeks*. Sage Publications.
	Boice, R. (2000). *Advice for new faculty members*. Pearson.
	Boice, R. (1990). *Professors as writers: A self-help guide to productive writing*. New Forums Press.
	Febos, M. (2017, March 23). Do you want to be known for your writing or your swift email responses? *Catapult*. https://catapult.co/stories/do-you-want-to-be-known-for-your-writing-or-for-your-swift-email-responses/
	Gastel, B., & Day, R. A., (2016). *How to write and publish a scientific paper*, 8th edition. Greenwood.
	Germano, W. (2013). *From dissertation to book*, 2nd edition. Chicago Guides to Writing, Editing, and Publishing, University of Chicago Press.
	Glatthorn, A. A. (2002). *Publish or perish an educator's imperative: Strategies for writing effectively for your profession and school*. Corwin Publishing.
	Goodson, P. (2012). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Sage Publishers.
	LaMott, A. (1995). *Bird by bird: Some instructions on writing and life*. Anchor.
	Johnson, W. B., & Mullen, C. A. (2007). *Write to the top!: How to become a prolific academic*. Palgrave Macmillan.
	Owen, W. J. (2006, February 6). In defense of the least publishable unit. *Chronicle of Higher Education*. https://www.chronicle.com/article/in-defense-of-the-least-publishable-unit/
	Schimel, J. (2011). *Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded*. Oxford University Press.
	Stevens, D. D. (2018). *Write More, Publish More, Stress Less: Five Keys Principles for a Creative and Sustainable Scholarly Practice*. Routledge.
	Sword, H. (2017). *Air and light and time and space: How successful academics write*. Harvard University Press.
	Thomson, P., & Kamler, B. (2012). *Writing for peer reviewed journals: Strategies for getting published*. Routledge.
	Whitesell, N., & Salvador, M. (2016, April). *Demystifying Peer Review: A Tribal Evaluation Institute Brief*. https://engagementscholarship.org/upload/announcements/TEI%20Brief%20-%20Peer%20Review.pdf

Evaluation of Professional Development for CES Publishing

In addition to the Baldi et al. (2013) conceptual framework, the Kornhaber et al. (2006) Evaluation Framework for Increased Scholarly Output guided our implementation of the continuum of professional development activities. Through a literature review on writing retreat research, Kornhaber et al. identified five domains that lead to increased scholarly output: (a) intrapersonal benefits; (b) protected time and space; (c) development of academic writing competencies; (d) community of practice; and (e) organizational investment (p. 1221). "Intrapersonal benefits" refers to a writer's self-awareness of barriers and enablers to their own writing, confidence and motivation, and reduced anxiety (p. 1222). "Protected time and space" refers to legitimizing writing time, uninterrupted writing time, and a sense of writing sanctuary (p. 1220). "Development of academic writing competence" refers to understanding practices for successful, sustained writing, including goal setting, solicitation of peer review, and writing style and practice (p. 1222). "Community of practice" includes developing a shared group vision, collegial support, mentorship, and social interaction (p. 1217). Finally, "organizational investment" refers to the availability and willingness of experienced mentors, allocation of resources, and follow-up support (p. 1223). As we have developed the continuum of professional development, we have intentionally developed activities to meet some of these needs, with other activities addressing other needs. In other words, not every professional development activity addresses all of the needs outlined above, but, taken as a whole, the continuum of professional development does meet a wide range of CES writers' needs.

MSU's institutional review board (IRB) assessed program evaluation efforts related to this continuum of professional development and determined that these data collection efforts did not meet the IRB definition of research and therefore did not require IRB approval. All evaluation data were collected anonymously by paper surveys for in-person events and online surveys for virtual events.

CES Write-Ins

CES write-ins represent the first collaboration between UOE and the WC and have been offered since 2016. They are held 9:00–12:00 on the first Friday of each month and are followed by an informal lunch in a residence hall dining room. Over the past 7 years, they have been offered in-person, virtually, or in some combination of in-person and virtually. Data summarized below are from the 2020–2021 and 2021–2022 academic years and cover 19 write-ins. During this time frame, the majority of the write-ins were offered virtually due to the COVID-19 pandemic. However, in fall 2021, we offered both in-person and virtual options but then reverted to virtual-only during spring 2022. In-person and virtual data are combined in Table 6.

Because most data were collected virtually, the questions we asked were limited in number and scope. We asked participants to report on what types of writing they worked on and their progress toward their goals through online surveys and polls. Paper surveys were collected for in-person write-ins. Participants could, and often did, report working on more than one type of writing project during the 3-hour write-in. Poll data were shared with the participants at the conclusion of the virtual write-ins as a way of celebrating collective accomplishments. N/A indicates that question was "not asked" that year. No demographic data were collected.

As the data show, in both academic years, the majority of the participants worked on journal articles, dissertations, and books. In the 2021–2022 academic year, there was a marked increase in pieces for the public, community partner, and practitioner audiences. As for progress toward goals, in both years, most of the participants achieved or made good progress toward their goals.

Publishing Workshops

The Publishing Your CES Workshop was offered four times between 2017 and 2020 as an in-person, half-day workshop. Sixty-three people attended and completed 54 paper evaluations for an 87% response rate. In 2021, the workshop was offered online in two shorter, separate sessions. During the second online session, the workshop content was augmented by a panel of CES journal editors who spoke about the focus of their journals and offered advice to prospective writers. Fifty-nine people attended the two virtual workshops and completed 22 online evaluations for a 37% response rate. Demographic data for both in-person and online workshops are combined in the following paragraphs. Not all participants completed all demographic questions.

Table 6. CES Write–In Participants' Evaluations of Outcomes

Write-in survey or poll question	2020–2021 Participant *n* = 100 Response rate 68%	2021–2022 Participant *n* = 116 Response rate 73%
What did you work on today? (Check all that apply.)		
Journal article	27	36
Conference paper, poster, proposal	4	6
Thesis	1	4
Dissertation	13	23
Grant proposal	8	12
CES job search materials	0	1
Book proposals, chapters	12	11
Teaching and learning, curriculum	N/A	3
Pieces for public, practitioner, community partners	7	22
Did you achieve the goals you set for today?		
Yes	24	46
No, not completely but I made good progress	37	55
No, but I made progress towards other goals	3	10
No	0	0

Of the 53 participants who completed the fill-in-the-blank question about their gender, 25% self-identified as male, 75% self-identified as female, and none self-identified as nonbinary or transgender. Of the 64 participants who self-reported their ages, 19% were in their 20s, 30% were in their 30s, 20% were in their 40s, 22% were in their 50s, and 9% were in their 60s or older. Of the 59 participants who self-reported their race, 7% were American Indian or Alaska Native, 5% were Asian or Asian American, 14% were Black, African American, or African, and 74% were White or European-American. None reported being Native Hawaiian or Pacific Islander. Of the 56 participants who self-reported their ethnicity, 21% were of Hispanic, Latino, or Spanish descent. Six participants indicated they were international, including from Australia, Canada, Colombia, Indonesia, and Korea.

Of the 66 participants who reported their colleges, 29% were from Agriculture and Natural Resources; 18% from Social Science; 15% from Human Medicine; 14% from Education; 3% each from Arts and Letters, Natural Science, and Nursing; 2% from Business; 1% each from Engineering and Residential College for Arts and Humanities; and 11% from other, including Extension. Of the 40 reporting their rank or role at the university, 5% were professors, 8% were associate professors, 15% were assistant professors, 35% were academic staff, 37% were postdoctoral students and graduate students. Of the 76 reporting their level of experience with writing about community-engaged scholarship, 34% indicated no experience at all, 54% indicated a little bit of experience, 12% indicated being moderately experienced, and none reported they were very experienced.

In summary, the publishing workshop participants were predominantly female self-identifying, White, of non-Hispanic descent, in their 30s and 40s, with academic staff or postdoctoral/graduate student status. Participants were more likely to be from colleges of Agriculture and Natural Resources, Social Science, and Education, which is in keeping with research on disciplinary differences in community-engaged scholarship (Doberneck & Schweitzer, 2017). In addition, 88% of the workshop participants reported having little to no experience publishing community-engaged scholarship.

At the workshop's end, participants completed paper evaluations for the in-person workshops in 2017, 2018, 2019, and 2020 and online surveys for the virtual workshops in 2021. Between 2016 and 2018, the evaluation surveys used a 4-point scale (1 being lowest, 4 being highest). Starting in 2019, evaluation surveys used a 5-point scale (1 being lowest, 5 being highest). Although specific wording of evaluation questions varied by year, all evaluations focused on six areas: (1) understanding special elements of community-engaged publishing, (2) writing/publishing with community partners, (3) unpacking community engagement projects into multiple pieces, (4) identifying a broad array of publishing options, (5) understanding journal focus and editorial review criteria, and (6) knowing where to turn for additional resources and support. Because data using 4-point and 5-point scales could not be combined for analysis, Table 7 summarizes only the data for 2019–2021, when 5-point scales were used.

In light of 88% of the writing workshop participants describing themselves as having little to no experience with CES writing and publishing, the evaluation data reveal important results about their learning. Workshop participants reported gains in all six writing workshop focus areas, the three areas with the largest gains being (1) understand more about what journal editors are looking for, (2) become familiar with journals I did not know about before, and (3) incorporate community partner voice and experience into my writing. These findings parallel the publishing workshop's goals, namely, to develop practical writing skills and practices essential for the academic success of emerging CES writers. As the authors reviewed the two lowest ratings for the workshops, we redeveloped writing with community partners as coauthors by adding more examples. We are in the process of working with some community-engagement journal editors on improving the materials for understanding journal review criteria.

Table 7. Publishing Workshop Participants' Evaluations of Outcomes

Publishing Your CES Workshop	Number participant responses	Mean
Understand special elements of CE publishing		
Connect my CE scholarship to theories, conceptual frameworks, etc.	33	3.64
Recognize how peer reviewed publishing of CE scholarship differs from traditional scholarship	33	3.90
Plan to collect the necessary data about my community engagement project, so that I can publish about it later	12[a]	4.33
Write/publish with community partners		
Know strategies for writing with community partners as coauthors	33	3.48
Incorporate community partner voice and experience into my writing	12[a]	4.75
Unpack community projects into multiple pieces		
Understand how to unfurl a CE project into more than one peer reviewed publication	33	3.86
Identify broader array of publishing options		
Identify potential academic publishing outlets for your CE scholarship	34	4.10
Identify potential outlets for publishing my CE work for public audiences	12[a]	3.90
Become familiar with journals I did not know about before	13	4.75
Understand journal focus and editorial review criteria		
Consider review criteria for CE scholarship when writing my manuscript	34	3.62
Understand more about what journal editors are looking for	12[a]	4.82
Select journals to publish in more purposefully	33	4.00
Know where to turn for additional resources, advice, feedback and support for publishing CE scholarship	32	4.40

[a] These questions were added in 2021, which explains the lower number of responses.

Writing Retreats

The CES Writing Retreat has been held for 5 years, starting in 2016, with a pause in 2020 due to state restrictions on in-person events during the COVID-19 pandemic. Over the 5 years, we have hosted 96 writers and have received 85 written evaluations, for a response rate of 88%. Of the 73 participants who completed a fill-in-the-blank about their gender, 5% specified male, 94% specified female, and 1% specified nonbinary or transgender. Of the 76 participants who self-reported their age ranges, 3% were in their 20s, 30% were in their 30s, 37% were in their 40s, 25% were in their 50s, and 5% were 60 or older.

Of the 71 participants who self-reported their race, 1% were American Indian or Alaska Native, 3% Asian or Asian American, 30% Black, African American, or African, and 68% were White or European American. None reported being Native Hawaiian or Pacific Islander. Percentages add up to more than 100% because participants could select more than race. Of the 67 participants who self-reported their ethnicity, 10% were of Hispanic, Latino, or Spanish descent. Seventeen percent of the participants indicated they were international, from Greece, Kenya, Mali, Nigeria, Peru, Taiwan, Tanzania, and Uganda.

Of the 80 participants who reported their colleges, participants were 28% from Education, 23% from Arts and Letters, 21% from Social Science, 11% from Human and Osteopathic Medicine, 3% each from Engineering, Natural Science, Extension, and Residential College for Arts and Humanities, 1% each from James Madison (an undergraduate residential college focused on public policy), Law, Veterinary Medicine, Nursing, and Communication Arts and Sciences. In addition to MSU participants, the writing retreats have attracted writers from Wayne State University, Iowa State University, and Helen DeVoss Children's Hospital in Grand Rapids, Michigan.

Of the 63 reporting their rank or role at the university, 3% were professors, 21% were associate professors, 38% were assistant professors, 13% were academic staff, and 25% were postdocs or graduate students. Of the 62 reporting their level of experience with writing about community-engaged scholarship, 1% indicated no experience at all, 60% indicated a little bit of experience, 26% indicated being moderately experienced, and 13% reported they were very experienced.

In summary, the writing retreat participants have predominantly been female self-identifying, in their 30s and 40s, of White or European-American and non-Hispanic descent, and from the Colleges of Arts and Letters, Education, and Social Science. They were predominantly assistant or associate professors and rated themselves as having a little bit of experience writing about community-engaged scholarship.

Table 8 summarizes quantitative evaluation data collected during 2016, 2017, 2018, 2019, and 2021. At the retreat's end, participants completed paper evaluations, with 4-point Likert-type scaled questions (with 1 being the lowest and 4 being the highest) about their retreat experiences. Questions were organized around Kornhaber et al.'s (2016) four domains—interpersonal benefit, protected time and space, development of academic writing competence, and community of practice. Starting in 2019, new questions were added to address diversity, equity, and inclusion. N/A in Table 8 indicates that a question was "not asked" that particular year.

With the majority of the writing retreat participants in early career stages or nontenured positions and self-reporting a little bit of experience, the writing retreat provided valuable protected time and space away from the office and home responsibilities for them to concentrate on writing and publishing. Across all evaluation years, data revealed the highest ranking benefits of the retreat to have been the following: (1) uninterrupted time and space for writing, (2) having time away from campus in a retreat-like setting, (3) the respectful and inclusive environment, and (4) defining my writing goal at the beginning. The findings are aligned with the purpose of the writing retreat.

Reflections on the Value of Our Institutional Partnership

In addition to the jointly offered professional development activities, the partnership between UOE and the WC has had other benefits as well. Together, we have given conference presentations at our respective professional conferences. In 2017, the WC director and associate director copresented at both the Engagement Scholarship Consortium (Doberneck, Smith, et al., 2017) and the International Association for Research on Service-Learning and Community Engagement conferences (T. G. Smith, Doberneck, et al., 2017).

Table 8. Writing Retreat Participants' Evaluation of Outcomes

Writing support domain	Year and evaluation response number				
	2016 (*n* = 9)	2017 (*n* = 16)	2018 (*n* = 21)	2019 (*n* = 20)	2021 (*n* = 19)
Intrapersonal benefit					
This writing retreat increased my motivation to publish my community-engaged scholarship.	N/A	3.88	3.55	3.37	3.47
This writing retreat increased my confidence in my ability to publish my community-engaged scholarship.	N/A	3.63	3.40	3.16	3.32
This writing retreat helped decrease my anxiety about writing up community-engaged scholarship.	N/A	3.59	3.38	3.28	3.22
Protected time and space					
I valued having uninterrupted time and space for writing about my community-engaged scholarship.	4.00	3.88	4.00	3.75	3.89
I valued having time away from campus, in a natural, retreat-like setting for my writing.	N/A	4.00	4.00	3.75	3.79
The blend of open writing time, optional workshops, and peer feedback sessions worked for me.	3.78	3.81	3.57	3.68	3.37
Development of academic writing competence					
Defining my writing goal at the beginning helped me to focus my efforts during the retreat.	3.78	3.75	3.33	3.50	3.61
Check-ins, works-in-progress, and question/answer times helped me to stay focused throughout the retreat.	N/A	3.25	3.32	3.33	2.94
I left the writing retreat with clear next steps for my writing project.	3.89	3.63	3.81	3.65	3.53
Community of practice					
Access to writing and community-engagement mentors was valuable.	3.75	3.69	3.57	3.35	3.33
Writing in the company of peers helped me to feel supported.	N/A	3.63	3.86	3.70	3.37
Presenters came from a variety of backgrounds, experiences, and perspectives.	N/A	N/A	N/A	3.44	3.50
This writing retreat created a respectful and inclusive environment.	N/A	N/A	N/A	3.75	3.74

Conversely, a UOE director copresented at the International Writing Centers Association annual conference later that same year (T. G. Smith, Baldwin, & Doberneck, 2017). This cross-fertilization of ideas has led to other collaborations, including two campus workshops on a participatory methodology called photovoice. UOE and the WC also regularly cross-promote one another's events through our respective campus networks. New partnerships and projects, including disciplinary writing retreats led by our retreat participants for their own departments, emerged as well.

Lessons Learned

As we reflect on multiple years of experience, some lessons learned emerge from our shared experience as intrainstitutional partners supporting CES writing and publishing and from the participants' evaluation and feedback. These lessons may be helpful to leaders at other higher education institutions as they consider offering their own professional development for writing about community-engaged scholarship.

- *Consult the literature on successful academic writing.* Although not commonly known in the community engagement field, there is a rich, varied literature on writing practice in general and on scholarly or academic publishing more specifically. Tap into best practices, conceptual frameworks, and strategies that are proven successes to guide your professional development activities. Continue to revisit the literature for new approaches developed to address the changing needs of academic writers and publishers.

- *Build out your continuum of professional development gradually.* With 5 years of experience, we can talk about a full continuum of professional development; however, we did not start that way. We focused on one offering at a time and built out the continuum gradually. We also intentionally strategized on ways in which different professional development activities could create synergy with one another (e.g., online materials referred to during a workshop, consultations occurring within a write-in, mini workshops within the retreat, the Table 5 handout at write-ins and retreats).

- *Develop partners on and off campus.* Offices of outreach and engagement typically do not have academic writing professionals as part of their staff. Establishing an internal partnership with our writing center was essential to our success. Other campus units, such as the graduate school, the faculty development office, the university library, the diversity office, or your university press, can make contributions to activities along your professional development continuum. As for off-campus partners, we have partnered with our state Campus Compact chapter occasionally and community-engagement journal editors. All partners, on and off campus, were vital in advertising events and recruiting participants through their email lists, events calendars, and webpages.

- *Use "talent, perspectives, and expertise of your own" scholars* (Elbow & Sorcinelli, 2006, p. 22). Your campus has faculty, academic staff, and graduate students whose expertise is in writing and publishing; they are in academic departments such as English and Writing and Rhetoric, as well as units such as University Communications or University Libraries. You may also have faculty who serve as editors or section editors for journals that frequently publish community-engaged scholarship. These members of campus can be invited to serve as retreat cohosts, workshop guests, or journal editor panel members within workshops or retreats. In this way, your professional development offerings can amplify successful scholars and campus leaders through peer-to-peer learning and promote an "it can be done at this institution" ethos.

- *Tend to Diversity, Equity, and Inclusion (DEI) issues.* Sharing one's writing with others is an especially vulnerable and risky act. Organizers of professional development for writing need to ensure the atmosphere is respectful and inclusive through community ground rules and clear expectations about feedback (e.g., critique the writing, not the writer; Elbow & Belanoff, 1999). Having diverse speakers, facilitators, and hosts for events reflects the DEI commitment necessary for supporting *all* faculty, academic staff, postdocs, and graduate students, especially those who feel their voices, methods, or subject matter have been marginalized in the academy (Overstreet et al., 2021). Consider DEI issues in the logistical planning and venue selection to ensure gender-neutral bathrooms and spaces for nursing parents. As our evaluation data showed, traveling to and from more rural, scenic retreat locations needs to be made comfortable for those who feel uncomfortable in rural settings. Strategies such as carpooling, caravanning, evening group walks, and alternating between rural and urban sites are responsive to such concerns.

- *Set clear expectations for dedicated time for writing.* For write-ins and writing retreats especially, set expectations early about the importance of prioritizing writing over the everyday distractions of emails, meetings, and other deadlines. Communicate prior to events, during events, and afterward that these special writing times and places are to be preserved as much as possible for writing. Our evaluations showed that prompting participants to enable out-of-office automatic responses, write with their email programs closed, and check emails only once or twice during the writing time were effective strategies for protecting their writing time.

- *Remain flexible and writer-focused.* Different writers need different things at different times. For example, we use participant preretreat surveys to identify workshop topics and support needs each year. During the retreat, we remain flexible by emphasizing the optional nature of the workshops and encouraging people to stay in the flow of their own writing even if that means they miss a workshop within the retreat.

- *Be intentional about creating a sense of community among writers.* To counteract a sense of isolation that many writers experience, it is important to intentionally build a sense of community among writers. Take time to have everyone introduce themselves and their community-engaged scholarship focus. Share participant contact information (with permission). Make sure name tags for in-person events are descriptive of people's scholarly areas of interest. Build in socializing and networking time at meals or in evenings. Encourage connections and invite participants to be encouraging of one another's writing.

- *Evaluate your offerings and make improvements over time.* Build in both formative and summative evaluations to gauge what is working and not working from your participants' point of view. We use evaluation data from the write-ins, publishing workshops, and writing retreats, to improve our programming and resources every year. When improvements suggested in evaluations from one kind of event can be applied across all of the events, we make those improvements broadly. These data allow us to improve current activities, identify opportunities for new resources or activities, and document the impact of the professional development offerings, which is especially important for institutional reporting. As we move forward, improvements in what data we collect and how we collect it will allow the author team to analyze data by demographic group and potentially to link impacts from these programs to overall institutional publishing metrics.

- *Celebrate writing and publishing successes.* As Duhigg (2014) noted, one of the key parts of habit formation is the celebration of success. This continuum of professional development is geared toward developing skills, practices, community, and ultimately a habit of scholarly publication about community engagement. Celebrating steps along the way, progress made, as well as final accomplishments, is essential in this habit formation.

Conclusions

After the COVID-19 pandemic, we have entered different patterns of living and working, faculty, Extension professionals, academic staff, postdocs, and graduate students, especially those who have had increased and complicated caregiving responsibilities for children and elders or new chronic diseases themselves, may need additional support to find their way back to successful writing habits or to develop new writing practices, given changes in their personal and professional lives (Lang, 2021). Community-engaged scholars and practitioners encountered more interruptions to their scholarship than traditional scholars because they had to contend with disruptions with their community partner organizations and with individual partners themselves. Without increased institutional support, these disruptions have the potential to undermine the academic success of community-engaged scholars and practitioners. Research about supporting

successful academic writing in general shows that a continuum of support reaches more participants more successfully than a singular approach (Baldi et al., 2013). As MacLeod et al. (2012) noted, it takes more than protected writing time; supporting successful writers takes coordinated and strategic approaches so that participants begin to feel the writing becoming less daunting, the mystery surrounding writing for publication diminishing, the feelings of being capable of writing growing, and identities as writers strengthening. They point out the importance of "confidence tied to a sense of achievement related to their writing, conveying the psychological satisfaction they took from task completion" (p. 648). Evidence from our institution shows that using a modified continuum of professional development is effective in reducing barriers to writing, increasing self-efficacy and identity formation as a writer, and supporting the success of community-engaged scholars and practitioners. As the writing and publishing needs of our community-engaged scholars and practitioners continue to change, this author team looks forward to continuing our intrainstitutional partnerships to develop innovative and responsive professional development programming with and for our colleagues.

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Declaration of Interest

We have no known conflicts of interest to disclose.

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