CONSTRUCTING AN UNDERSTANDING OF *PROFESSIONAL ACADEMIC WRITING*:

THE SEPIA MODEL

MARIA JOY GRANT

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Thesis Abstract

Background

Professional academic writing is a key part of an academic's role within higher education institutions (HEIs), though only a subset of academics publishes on a regular basis. This research sought to identify the process or processes that help academics write for publication.

Methodology

A convergent mixed methods grounded theory methodology was used. Social network analysis of the longitudinal development of co-author personal networks (ego-nets) of four highly published academics informed the staged sampling (purposive, then theoretical) of eight academics employed in HEI nursing departments: Australia; Belgium; Canada; Italy; Singapore; United Kingdom; United States of America. Open-ended interviews were recorded and transcribed verbatim. Constant comparative analysis (CCA) of transcripts, diagramming and story lining, were employed in the construction of a *substantive grounded theory*.

Results

Ego-net analysis of co-author relationships (number, employer, country, gender) indicated it takes 4-to-7 years from first co-authored publication to achieve the sustained levels of publication desired by HEIs. *The SEPIA Model* of how academics conceptualise the breadth of *professional academic writing* was constructed from interview data. *Sector:* Organisational/Publishing context. *Equipping*: Generalised pursuits preceding writing. *Purpose* and *Identity*: Attributes to maintain a sustained and focused engagement with *professional academic writing*. *Activity*: Process of writing.

Discussion

The SEPIA Model highlighted the disjointed and inconsistent levels of awareness and access to *professional academic writing* and research development; best characterised as an emphasis in supporting writing *Activity*, while largely being unaware or ignoring *Sector*, *Equipping*, *Purpose* and *Identity*. The sustaining influence of an academics' sense of purpose and professional identity may provide a practical route to enhancing *professional academic writing* support.

Conclusion

The SEPIA Model provides a framework for holistic and equitable programmes of *professional academic writing* support, engagement and networking. Medium-term investment may be required before the impact of that investment becomes apparent.

Declaration

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Dedication

Thank you to Kathy Charmaz for her time, advice and encouragement. I had the privilege of being taught by Kathy at the Society for the Study of Symbolic Interaction workshop on constructivist grounded theory, Lancaster University in July 2018. We continued our discussions during the associated conference and later, as Former Director of Sonoma State University Faculty Writing Program, exchanged regular correspondence on the topic of scholarly writing until her death in July 2020. I found Kathy to be pragmatic in her approach to grounded theory and consider myself very lucky to have had the opportunity to have known her.

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Chapter 1 Introduction

Personal and Professional Motivations for the Research

The inspiration for this thesis built gradually, informed by my experiences of *professional academic writing* in higher education. When first employed in the higher education sector I directly experienced the weight of expectation to write for publication, and the sense of bewilderment about how to even embark on such an endeavour. Support for *professional academic writing* was limited while the perception that "writers just write" pervaded the culture.

Stimulated by discussions at a writing workshop, and a desire for ongoing support, I was a founding member of what was to become a cross disciplinary writing group (Grant et al., 2010). From a search of the literature, we had identified several types of writing interventions, including courses, workshops, retreats and textbooks, though the dominant model was writing groups. Informed by literature on successful writers' groups, the group adopted a practical and structured approach to monthly meetings as we sought to extend our knowledge of writing practice. Group roles rotated between members including meeting chair, submitting writing for peer feedback, or leading a writing related activity e.g. collaborative writing projects, negotiating authorship or writing abstracts.

Three years from inception, a questionnaire survey was distributed to current and past group members exploring reasons for continued engagement or disengagement with the group *(n=8; response rate 50%)*. Findings were published in Grant et al. (2010), in which current members, those who had attended four or more meetings from the six most recent meetings, spoke of the regularity of the writers group meetings building a sense of momentum and achievement from participation and contribution to the group, and of shared responsibility and ownership of the group. Those who discontinued participation in the writers' group indicated that they received support from colleagues and through participating in local collaborative writing projects, had been encouraged to attend by a colleague, or were unable to attend because of external factors such as centralised timetabling for teaching or exam scheduling.

When the group started meeting an explicit intention was to support our endeavours in meeting organisational expectations by building our writing portfolios. From an organisational perspective this goal was achieved, with current group members reporting an increase in the number of articles published. Levels of writing related activity had also increased including conference and poster presentations, and peer reviewing for professional journals and funding bodies. From a group perspective, members reported increased levels of confidence and of friendship with other group members. I similarly valued the sense of collegiality provided by the writers group, and the sense of impetus provided by the monthly opportunity to review, plan and share details of my writing activity. The regular sharing of my *professional academic writing* was experienced in a safe and supportive environment that motivated me to prioritise *professional academic writing* as part of my day-to-day practice.

Working in academic nursing departments I was aware that the experience of staff transitioning from a clinical role into the higher education sector was often a challenging one. In a qualitative study of 30 academics in five UK higher education institutions, researchers found that inductions into academia were frequently inadequate, with staff feeling abandoned and ill prepared for working in the university sector (King et al., 2018). This sense of abandonment included nurses having little or no experience of, or prior realisation of the expectation that they need to engage in, writing for publication. This disparity between experience and expectation was characterised in a quote reported in the results of a qualitative study of 14 Australian nurses transitioning to full-time academic roles stating *"I never expected that I would have to do research and write papers"* (McDermid et al., 2013).

Though some of my colleagues appeared to find that *professional academic writing* came easily to them this was not the case for all, and my desire to understand this differential in experience led me to read widely on the subject. However, despite recourse to the *professional academic writing* literature, studies tended to focus on success stories and accounts of increased publication levels (Cayley, 2020, Dwyer et al., 2012, Grant et al., 2010, Johnson et al., 2017, Nairn et al., 2015, Noone and Young, 2019, Dwyer et al., 2015, Murray and Newton, 2009, Murray and Thow, 2014, Smith and Deane, 2014) or made reference to small communities of academics benefitting from social support, friendship or increased levels of self-belief having attended writing support (Dwyer et al., 2012, Grant et al., 2010,

Johnson et al., 2017, Murray and Newton, 2009, Noone and Young, 2019). In setting the context for their studies, authors occasionally referred to the lack of available time for academics to write due to heavy workloads (Kenny, 2018, Murray and Newton, 2009), though this was not presented as a finding of their research. An explanation of what lay behind the marked differences in academics' experience of *professional academic writing*, of the differential in ease or dis-ease in relation to this aspect of their academic career, was absent. One possible explanation of the dearth of evidence could, in part, be related to the concept of publication bias, where studies with positive results e.g. increased publication levels, are published more easily than those with negative or inconclusive results e.g. lack of time (Mlinaric et al., 2017). The question of why some of my colleagues were apparently at ease with *professional academic writing* while others appeared to struggle could not be answered by the available academic literature.

I began developing research ideas about how to explore the phenomenon of *professional academic writing,* ideas that subsequently became the proposal for this PhD Fellowship. Drawing on my experience of writing about review methodologies (Grant and Booth, 2009) and of conducting reviews (Grant et al., 2012, Urquhart et al., 2018, Hardiker and Grant, 2011, Sutton and Grant, 2011, Collier and Grant, 2018, Grant, 2007), an approach in which a general topic area is refined through a scoping search and subsequent review, and a narrative built from the evidence retrieved, a grounded theory methodology was selected. Like systematic reviews, grounded theory studies do not make prior assumptions about the focus or likely outcomes of the research process. While the focus of a systematic review is refined based on the results of a scoping search and review, the scope of this grounded theory study was informed by the priorities of the participants; the similarity for both the systematic reviews and *substantive grounded theory* studies is that the product is constructed from the data gathered.

This thesis was conceived to help understand the different experiences of, and inform the development of equitable opportunities for, academics' *professional academic writing*. The term *professional academic writing* is used purposefully throughout this thesis to delineate writing by academics for publication from the term *academic writing*, more commonly used within the academic literature to relate to student writing for assessment.

Statement of Problem

Professional academic writing is a key part of an academic's role, though research suggests that only a subset of academics publish on a regular basis (McGrail et al., 2006). In a review of writing interventions, 17 studies published between 1984 and 2004 were examined to determine the impact of writing courses, coaches and workshops on publication rates (McGrail et al., 2006). Though the authors were unable to determine a causal link between writing intervention and outputs, all three intervention types were found to be associated with increased rates of publication rates. The authors propose that a lack of a support system to provide academics with confidence, motivation and a sense of momentum in their *professional academic writing* may be a determining factor in achieving regular publication. In a narrative review of barriers and support strategies for nurses' writing for publication, Keen (2007) noted that academics typically acquire *professional academic writing* skills through the time-consuming process of trial and error. In an exploration of the role of a facilitator in supporting novice writers in their *professional academic writing* endeavours, Smith and Deane (2014) noted that achieving *professional academic writing* competence through trial and error can be a demanding and stressful experience. Notwithstanding, the premise that most academics learn *professional academic writing* in ad hoc or noninstitutionalised processes was found to continue to prevail in a mixed method study of 1,323 staff, post-doctoral and graduate students published ten years after Keen's review of support strategies, when 47% of respondents *(n=622)* reported acquiring *professional academic writing* skills through informal means, including trial and error publishing (Sword, 2017b).

In an evaluative study of 13 UK academics and their use of paired six-point structured writing conversations, Murray and Thow (2014) discussed the merits of considering *professional academic writing* as a behaviour in which academics reframe how they view and ultimately engage in new patterns of writing behaviour. The authors suggested that use of a writing meeting template can structure how academics think about *professional academic writing*, encouraging them to articulate writing goals and track progress. However, as noted above, Murray and Thow (2014) noted that there was no theoretical framework to explain why some but not all academics thrive in their *professional academic writing* endeavours. In the absence of a theoretical understanding of the factors that help academics achieve *professional*

academic writing success, a case study evaluation was carried out of an Australian writing retreat that aimed to foster the creation of a scholarly community to enhance the quality and quantity of *professional academic writing* by nurse academics (Dwyer et al., 2015). The retreat incorporated planned activities before, during, and after the writing retreat, including preparation of a "strong" manuscript draft *(before)*, engagement with writing activities *(during)*, and submission of a manuscript within three months of completion of the retreat *(after)*. Opportunities for individual reflection, and a post retreat group evaluation, also constituted part of the retreat programme. Although the structured programme of the writing retreat was well received by participants, and a checklist is given for anyone planning a retreat *(experienced facilitators; location; maximising time for writing; facilitate fellowship; reframing barriers to writing)*, the authors advocated further exploration of the factors assisting academics in their *professional academic writing*. The absence of a theoretical understanding of *professional academic writing* remained.

Research Population

Research findings indicate that nurses typically transition from clinical practice to Departments of Nursing without prior knowledge or experience of *professional academic writing* (McDermid et al., 2013, King et al., 2018). Despite *professional academic writing* being a core aspect of their academic role, a narrative review of university based nurses' writing for publication found that this population typically acquire *professional academic writing* skills through the time-consuming process of trial and error (Keen, 2007). Academics in Departments of Nursing have reported feeling ill prepared to engage in *professional academic writing* in the university sector (King et al., 2018). In this context, the question of what helps academics working and publishing in nursing merits investigation.

Research Approach

In Study 1, quantitative social network analysis was used to construct a longitudinal understanding of identifiable trends in the publication profiles of elite academic authors. Combining the strengths of mixed methods research, Study 2 involved open-ended qualitative interviews conducted with academics publishing in the field of nursing. The collective results of the literature review presented in Chapter 2 represented an initial review of the literature that facilitated a broad insight into current knowledge of *professional academic writing*

without seeking to shape or influence my thinking about potential explanations. The literature review, combined with the theorisations arising from the social network analysis presented in Chapter 4, primed me to recognise and extract data from interview transcripts of relevance to the theory's construction presented in Chapter 5.

Research Aim and Questions

The aim of this thesis was to construct a *substantive grounded theory* of the process or processes that help academics in their *professional academic writing*. The resulting grounded theory would meet the previously identified gap in the understanding of the factors that help academics achieve *professional academic writing* success. The grounded theory would provide a model of how academics conceptualise *professional academic writing* which could be used by those providing, or responsible for developing and supporting, *professional academic writing* programmes for academic staff in the higher education sector. The thesis sought to address the following research questions:

1. What can be learnt from analysing the longitudinal co-author relationships present in publication portfolios of a cohort of academic writers? (Study 1)
2. How does an author's conceptualisation of *professional academic writing* inform their writing activity? (Study 2)
3. What learning can be taken from Studies 1 and 2 to inform the development of *professional academic writing* programmes?

Thesis Structure

Adopting a grounded theory methodology to understand the processes underlying *professional academic writing*, this thesis is presented over seven chapters, including this introduction.

In Chapter 2, an initial literature review is presented examining the drivers of *professional academic writing* within higher education institutions, both internationally and in the United Kingdom. Characteristics of academic communities are outlined, with reference to academics

working and publishing in the field of nursing, and an examination made of the competing paradigms within which formal and informal writing support initiatives operate.

In Chapter 3, the methodology and methods of grounded theory are introduced, including an outline of the core characteristics needing to be present for research to be accurately described as grounded theory research. The chapter outlines the strengths of using mixed method research in extending data gathering to further explore areas of interest, before concluding with a description of quantitative social network analysis and open-ended qualitative interview research methods used within this thesis.

In Chapter 4, a social network analysis of the publication portfolios of four elite academics publishing in SCOPUS defined field of *General Nursing* is presented. By constructing and reflecting upon the co-author relationship networks manifest in the academics' personal networks, as represented in their publication portfolios, it was possible to identify general types of network structure, including similarities and differences across individual cases. From this analysis, general theories of successful writing practices were constructed to inform the next phase of the research, open-ended qualitative interviews presented in Chapter 5.

In Chapter 5, the methods and analysis of open-ended qualitative interviews with eight academics working in academic nursing departments are presented. Constant comparative analysis of interview transcripts, diagramming and story lining, facilitated the construction of *The SEPIA Model*, a holistic representation of how academics conceptualise the breadth of *professional academic writing*.

In Chapter 6, I revisit the choice of using a mixed method grounded theory methodology in this thesis. I explore and summarise the steps taken to mitigate the potential limitations of grounded theory methodology, and of social network analysis and open-ended qualitative interviews as methods. I conclude by discussing the relevance and implication of the results of this thesis for those providing, or responsible for developing and supporting, *professional academic writing* programmes for academic staff in the higher education sector.

This thesis concludes in Chapter 7 with selected examples of memos written throughout this research process. Within grounded theory, memos provide an audit trail of how and when decisions were made, and assumptions questioned, with a view to increasing the robustness of the research process. This final chapter provides insight into my reflexive practice across the research journey of this thesis.

Memo: Why Grounded Theory? 12 October 2016*

I was drawn to grounded theory because of its parallels with an existing area of expertise, that of systematised reviews. Like grounded theory, rather than presume what will be found and look for that knowledge, systematised reviews seek to build knowledge from the ground up. This method contrasts with the approach adopted in thematic analysis, which typically uses a list of potential codes derived from the literature upon which to map data.

** Memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos. This memo provides an example of the type of reflective practice engaged in throughout the research project. Memos provide an audit trail of how and when decisions are made and assumptions examined in the ongoing construction of a grounded theory. Examples of memos have been inserted throughout this thesis, with a fuller reflective account of my research journey presented in a set of selected memos in Chapter 7.*

Chapter 2 Literature Review

> ***Memo: Grounded Theory: Appended: 21 November 2017 – Coming to Peace with Undertaking a Literature Review (Sensitising)****
> *From the very beginning I was conflicted about the timing of undertaking a literature review as part of my grounded theory study. Literature reviews remain one of the most contentious and misunderstood aspects of grounded theory studies. Some research methodologies, including certain qualitative research methodologies, use the literature to identify theoretical frameworks and employ these to direct and interpret study results. However, grounded theorists differ in their approach to the literature by actively seeking not to be influenced by preconceived ideas of an area, instead generate theory based on their study's data.*
>
> ** Shortened memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos*

One of the most contentious aspects of grounded theory studies is the timing of the literature review (Birks and Mills, 2015b, Charmaz, 2014a). Some research methodologies, including certain qualitative research methodologies, use the literature to identify theoretical frameworks and employ these to direct and interpret study results (Braun and Clarke, 2013e). Grounded theorists differ in their approach to literature reviews by actively seeking not to be influenced by preconceived ideas of an area and instead generate theory based on their study's data (Charmaz, 2014a).

Grounded theorists were originally encouraged to limit the impact of excursions into the literature to avoid contaminating their thinking or, later, constraining their analysis to a pre-existing framework (Glaser, 1992). However, Charmaz (2014a) advocates staged literature reviews, beginning with an initial or preliminary literature review, prior to data gathering, to orientate the researcher to the substantive area and how it has previously been studied. An initial literature review is also framed as aiding the development of a researcher's theoretical sensitivity, that is, their ability to recognise and extract relevant data from the data gathered when constructing their grounded theory (Thornberg and Dunne, 2019, Birks and Mills, 2015b).

By revisiting the literature later in the research process, the literature review is reframed as a focused review in which, having now constructed the grounded theory, literature searches are undertaken in relation to the known parameters of the theory (Urquhart, 2007, Dick, 2007, Strauss and Corbin, 1990). Within the context of a discussion of the grounded theory,

focused reviews assist in strengthening arguments, enabling the researcher to test and refine the grounded theory (Dick, 2007), demonstrating how the grounded theory enriches, extends or challenges current thinking (Charmaz, 2014a), or adds a new dimension to the subject area (Stern, 2007).

The remains of this chapter present an initial literature review, completed in November 2019 prior to the start of data collection, as a foundation for the forthcoming chapters. This chapter presents an examination of the drivers of *professional academic writing* within higher education institutions internationally and the United Kingdom and outlines the characteristics of academic communities with reference to academics working and publishing in the field of nursing. Finally, competing paradigms within which formal and informal writing initiatives operate are presented with the purpose of orientating the reader to how the phenomenon of *professional academic writing* has previously been studied.

Writing Activity in Higher Education Institutions

Funded by the Economic and Social Research Council (Economic and Social Research Council, 2019) of UK Research and Innovation (UK Research and Innovation, 2019a), *The Dynamics of Knowledge Creation* project examined contemporary academics' writing practice (Tusting et al., 2016). Subsequently published as a text (Tusting et al., 2019), the project highlighted the breadth of writing activity undertaken within higher education institutions. They found that writing encompassed a range of genres including teaching (feedback to students, lecture slides, course notes, exam questions etc.), administration (appraisals, course descriptions, minutes, reports, to do lists etc.), service (external examiner reports, peer reviews, reference letters etc), and research (conference papers, grant applications, journal articles etc.).

The range of writing activities identified characterise the multiplicity of competing and conflicting demands in a typical academic's working week. The potential pleasure of engaging in *professional academic writing* has been redefined as pressure to produce outputs, part of a wider regime of productive and output driven academic life (Dwyer et al., 2012, Johnson et al., 2017). Within this context, *professional academic writing* competes with the immediacy of demands such as teaching, administration and service, with the associated risk of the

longer-term gestation and the less imminent deadlines of *professional academic writing* becoming subsumed in the everyday frenetic activity of academia.

External Drivers Promoting Professional Academic Writing

Funding Sources

The United Kingdom higher education sector is funded by two main sources (Office for Students, 2018): student fees, and grants and funding from UK Research and Innovation (UKRI) (UK Research and Innovation, 2019a). UK Research and Innovation was founded in 2018 as an umbrella organisation for: seven research councils *(Arts and Humanities Research Council [2005-]; Biotechnology and Biological Sciences Research Council [1994-]; Engineering and Physical Sciences Research Council [1994-]; Economic and Social Research Council [1965-]; Medical Research Council [1913-]; Natural Environment Research Council [1965-]; and Science and Technology Facilities Council [2007-]);* Innovate UK, which funds business and research collaborations (UK Research and Innovation, 2019c); and Research England (UK Research and Innovation, 2019b), with responsibility, amongst other things, for the selective quality-related funding research evaluation initiative, the UK Research Excellence Framework (REF) (2019a).

Research Evaluation Initiatives

Research evaluation initiatives are evident across the globe, typically used by governments and funding bodies to determine levels of higher education research funding (ANVUR: Italian National Agency for the Evaluation of the Universities and Research Institutes, n.d., Australian Research Council, 2015, Tertiary Education Commission, 2019, Research Excellence Framework, 2019a). An independent review of the UK research evaluation initiative (Stern, 2016), the *Research Evaluation Framework* (Research Excellence Framework, 2019a), has proposed a move from a selective staff inclusion in 2014 to submitting all staff with 20% or more of their role being assigned to research in the 2021 census. This change in inclusion criterion will, it has been proposed, result in a 60% increase in the number of full-time equivalent staff included in the 2014 research evaluation (Higher Education Funding Council for England, 2017). The anticipated increase in the number of academic staff included in

future research evaluation initiatives emphasises the importance of supporting *professional academic writing* activity, both for individual members of staff and for the wider organisation.

The introduction of research evaluation initiatives has been characterised as being part of wider shift of viewing education as a public good to viewing higher education institutions and the staff they employ as a means of making a positive contribution to the economy, translating research for the benefit of wider society (Universities UK, 2016). Being research active with the expectation to consistently apply for external grants and produce publications from projects (Dwyer et al., 2012) is evident in the writing practice highlighted in ESRC *The Dynamics of Knowledge Creation* project (Tusting et al., 2019). However, the explicit expectation to demonstrate society benefit on a short-term cyclical basis has led to concerns about the unintentional impact research evaluation initiatives have in informing the types of research undertaken, favouring research and research designs that demonstrate social impact and economic return in comparatively short timeframes (Stern, 2016). Each research evaluation initiative has associated rating scales or assessment schemes developed with the intent of determining the quality of research in relation to originality, innovation, internationalisation or impact. Research is typically ranked or assessed on a scale e.g. from limited to excellent (ANVUR: Italian National Agency for the Evaluation of the Universities and Research Institutes, n.d.), or from 1* to 4*, with 4* representing the highest quality (UK Research and Innovation, 2019b), and assessments are commonly perceived to preference research published in high impact factor journals, at the expense of other forms of publication. Within this context, from a *professional academic writing* perspective, higher education institutions are more inclined to preference research where the prospect is of the regular publication of articles likely to be rated highly by an assessment panel, most commonly those published in high impact factor journals, at the expense of other forms of publication.

The established nature of these research evaluation initiatives suggests they are likely to remain a feature of the academic landscape. Taking the UK *Research Excellence Framework* as an example, and the suggestion there will be a 60% increase on the number of full-time equivalent staff included in the 2014 research evaluation (Higher Education Funding Council

for England, 2017), it is estimated that eligible academic staff numbers will increase from 52,061 to 83,298 full-time equivalent staff. It is unclear what proportion of the current 10,535 full-time equivalent nursing and allied professionals academics employed in the United Kingdom higher education sector in 2017/2018 (Higher Education Statistics Agency, 2019b) will contribute to Panel A: Medicine, Health and Life Sciences. However, given the research intensity of disciplines such as medicine and neuroscience also represented in Panel A (Research Excellence Framework, 2019b) it seems unlikely that publications from all full-time equivalent nursing academics will be assessed. Notwithstanding, as noted above, the increase in academic staff numbers anticipated to be included in future research evaluation initiatives emphasises the importance of supporting *professional academic writing* activity in what is becoming an increasingly inclusive research evaluation initiative.

Examples of International Research Evaluation Initiatives

In Australia, the *Excellence in Research for Australia (ERA)* seeks to assure the excellence of research conducted in Australian higher education institutions in 22 fields of research, stocktaking discipline strengths and areas for development (Dwyer et al., 2012, Australian Research Council, 2015). Administered by the Australian Research Council (Australian Research Council, 2015), disciplines are defined using two-digit and four-digit Fields of Research (FoRs) codes as delineated in the Australian and New Zealand Standard Research Classification (Australian Research Council, 2019). Assessments are made against the *ERA* Rating Scale; Rating 5 – well above world standard, Rating 4 – above world standard, Rating 3 – at world standard, Rating 2 – below world standard, Rating 1 – well below world standard. A sixth category of n/a indicates that an assessment was not made because the number of research outputs did not meet the *ERA* volume threshold standard for evaluation.

In Italy, the *Research Quality Assessment (VAR)* project, seeks to evaluate the quality of research outcomes in universities and research institutes in 14 disciplinary areas against criteria of originality, innovation and internationalisation assigned against four levels: Excellent; Good; Acceptable; Limited (ANVUR: Italian National Agency for the Evaluation of the Universities and Research Institutes, n.d.).

In the UK, the *Research Excellence Framework (REF)*, which replaced the *Research Assessment Exercise (RAE)* (1986-2014), seeks to assess the quality of research undertaken in UK higher education institutions in 34 disciplinary areas, referred to as Units of Assessment, within 4 main panels (Research Excellence Framework, 2019a). Assessments are made against a five-point quality scale: 4*; 3*; 2*; 1*; unclassified. The Research Excellence Framework is undertaken by the four UK higher education funding bodies with the intention of providing accountability for public investment in research, evidence of the benefits of research investment, and directly informing the selective allocation of quality-related research funding based on an institution's research evaluation assessment (UK Research and Innovation, 2019b).

Unlike the organisation and group-based assessment of other countries, the New Zealand *Performance Based Research Fund* assesses the research performance of individual academic staff from the submission of an evidence portfolio of research outputs, contributions to research environment, and peer esteem (Tertiary Education Commission, 2019). A four-level assessment scheme is used: A - international standing; B – national standing; C - local standing; R - research inactive or active at a lower level. However, the purpose is the same, and 60% of future research funding is based on an external assessment of the quality of research outputs of university staff and other tertiary education organisations e.g. trade schools and colleges. The remaining 40% equally comprise external research income and research degree completions.

Internal Drivers Promoting Professional Academic Writing

Writing for Tenure or Promotion

Perhaps informed by external financial considerations such as selective allocation of research funding by government bodies (Australian Research Council, 2015, Research Excellence Framework, 2019a, Tertiary Education Commission, 2019), *professional academic writing* is used as a routine and fundamental marker of achievement by universities (Johnson et al., 2017). Evidence that an academic has a sustained record of high quality and impactful research outputs in scholarly journals is explicitly used in making decisions regarding academic staff review (Dwyer et al., 2012, Johnson et al., 2017, McKiernan et al., 2019,

Liverpool John Moores University, 2019), promotion (University of Manchester, 2019, Dwyer et al., 2012, Johnson et al., 2017, McKiernan et al., 2019, Liverpool John Moores University, 2019) or tenure (McKiernan et al., 2019, Dwyer et al., 2012, Liverpool John Moores University, 2019). Although professional associations promoting excellence in higher education have called for the processes, policies and practice of achievement markers to be refined (AdvanceHE, 2017), publishing research papers remains a key marker that needs to be achieved to assure career progression.

Practice-Based versus Peer-Reviewed Professional Academic Writing

It has been suggested that a nursing academic's writing activity is often informed by a desire to enable positive change in care provision through publication in practice-based journals, as opposed to peer-reviewed academic research journals (Clark and Thompson, 2015). A focus on publishing in practice-based journals is in tension with organisational expectations to publish in high impact journals, achieve high citation rates and achieve a high *h*-index (Clark and Thompson, 2018) necessary for successful allocation of funds through research evaluation initiatives (ANVUR: Italian National Agency for the Evaluation of the Universities and Research Institutes, n.d., Australian Research Council, 2015, Tertiary Education Commission, 2019, Research Excellence Framework, 2019a). While it could be argued that there is a role for both forms of *professional academic writing*, in an already busy workplace, whether academics are purposefully selecting to prioritise practice-based publication, at the potential expense of the individual and institutional indicators of performance facilitated by peer reviewed publications, merits investigation.

Writing Support, Interventions and Paradigms

In a literature review exploring *professional academic writing* in universities and research institutes, Guraya et al (2016) enumerate some of the consequences of organisational pressure on academics to publish prodigious numbers of journal articles. Among these consequences was an increase in the number of post-publication retracted manuscripts arising from poorly crafted manuscripts, issues of plagiarism, and simultaneous submissions. Guraya et al (2016) conclude by suggesting that universities have an obligation to train staff in sound scientific practice and *professional academic writing*. The apprenticeship model of

doctoral level study has traditionally been viewed as providing the skills, training and competence necessary for a career in research or education (Rees et al., 2019), though the results of a study of the perspectives and experiences of doctoral level study suggest this may not be the case (Stylianou et al., 2017). In their mixed methods examination of the research training experiences of 15 individuals who were undertaking (n=8) or had completed doctoral programmes (n=7) in 10 research intensive institutions in Australia and New Zealand, Stylianou et al. (2017) found one of the biggest challenges raised by participants was learning *professional academic writing*. Participants noted that writing a thesis and writing a journal article are very different skills, the authors concluding that the most effective forms of *professional academic writing* training remain unknown.

The following section of this initial review provides an overview of the types of formal and informal *professional academic writing* interventions currently known to be in use in assisting academic staff on their journey to published author.

Formal Programmes & Organisational Support

Professional academic writing training covering issues such as disciplinary styles or writing conventions are rare in an academic context (Sword, 2017b). In a mixed method study of 1,323 staff, post-doctoral and graduate students, only 15% *(n=198)* of those surveyed reporting acquiring *professional academic writing* skills through accredited writing courses or institutionally sponsored mentoring programmes (Sword, 2017b). Where formal *professional academic writing* training programmes were provided it was suggested that it was seen as a form of remediation, indicating that those who attended were flawed or deficient for not being more accomplished writers (Dwyer et al., 2012). Preparatory training in *professional academic writing* was evident in results related to doctoral students with English is a second language, a cohort who were required to enrol on mandatory academic English courses (Sword, 2017c). These mandated academic English courses were found to have covered a range of writing-related issues including work habits, variations in disciplinary styles, social networking, and peer review, though no reference was made to the impact of the preparatory training on *professional academic writing* activity.

Mentoring

Traditionally a mentoring relationship could be characterised as a hierarchical one-to-one uni-directional relationship between an experienced colleague *(the mentor)* and a new or less experienced member of staff *(the mentee)* (Gravells and Wallace, 2007). The role of the mentor was typically to provide guidance and support to the mentee across all professional areas, setting goals and developing professional competence. The focus of mentoring relationships has evolved, moving from a relationship perceived as being purely beneficial to the mentee to one which recognises the mutual benefits for all involved, now characterised as bi-directional collaborative mentoring (Yun and Sorcinelli, 2009, Higgins and Kram, 2001). Additionally, alternative mentoring models have developed utilising multiple mentors in a constellation or network approach in which a mentee has different mentors to meet a range of professional competencies (Higgins and Kram, 2001, Girves et al., 2005, van Emmerik, 2004, Baugh and Scandura, 1999), including those related to *professional academic writing*.

In the context of *professional academic writing*, in addition to informal one-to-one mentoring, mentorship relationships are evident in writing interventions such as writing retreats or in support of doctoral level studies (Jackson, 2009, Sword, 2017a, Noone and Young, 2019). In their evaluation of a writing retreat, Jackson (2009) describes the use of mentoring as providing a framework for relationships between a novice academic writer, the mentee, and a more experienced academic writer, the mentor. In addition to being available to provide advice and support throughout each day of the writing retreat, the mentor also provided feedback on the writing completed each day. The writing retreat mentees reported finding the retreat and associated timely feedback an enriching experience, a practice also reported as rewarding by mentors, who continued to support and develop new writing projects with their mentees after the retreat. However, as noted by Sword (2017a), not all aspiring authors have the opportunity to work with someone willing to offer advice on the development of a manuscript in a mentoring capacity. In such circumstances academics must either work alone or seek alternative modes of *professional academic writing* support.

Writing Retreats

Writing retreats typically provide structured *professional academic writing* support focused on text generation and structuring content, time for writing, and facilitated discussion in terms of peer review, support and encouragement (Murray, 2013, Noone and Young, 2019). By protecting time for *professional academic writing*, writing retreats enable authors to make significant progress towards completing a writing project (Murray, 2013). Additionally, dependent on who is invited to participate, writing retreats can provide an environment in which to foster the development of collaborations and interdisciplinary exchange (Sword, 2017d).

Successful writing retreats can be expensive to organise, being hosted away from the workplace and associated distractions and interruptions, and typically led by an experienced facilitator (Murray, 2013, Sword, 2017d). However, writing retreats can show demonstratable return on investment in terms of publication output, facilitating productivity by providing a place to develop new habits quickly through repeated practice, and reducing the time to submission (Noone and Young, 2019, Lee and Golde, 2013, Murray, 2013). Additional benefits can also accrue such as developing a research culture, and reigniting an individual's interest in *professional academic writing* (Murray, 2013).

Although writing retreats can be useful for those with a dedicated piece of *professional academic writing* to work on, their primary focus on productivity has led to the criticism that, by focusing on the product of writing rather than the process of writing, retreats can present a missed opportunity to develop individuals as writers (Lee and Golde, 2013). Taking the example of *Just Write* retreats as a baseline, in which there's an assumption that by providing monitored time and space, writers will overcome writers block and become productive writers, Lee and Golde (2013) advocated for an alternative *Writing Process* focused retreat. In addition to monitored time and space, *Writing Process* retreats enabled participants to engage in ongoing conversations about writing while introducing the benefits of structured writing time, quiet space and productivity logs. The intent behind the focus on the writing process was to equip participants for future writing activity, though no longitudinal follow-up data was provided to determine whether the alternative form of writing retreat was a success.

Notwithstanding, the focus on process and writing skills development rather than emphasis on the completion of single writing project is an interesting one, a focus that has informed the selection of grounded theory methodology within this thesis; a methodology employed to uncover the intrinsic process or processes of *professional academic writing*.

Writing Courses and Workshops

In a review of writing interventions, courses and workshops were the second most common type of intervention provided in support of *professional academic writing* (McGrail et al., 2006). Writing courses and workshops can be single or multi-staged events of structured content focused on aspects of *professional academic writing* e.g. knowledge of publishing, preparing a manuscript, and peer review (Kulage and Larson, 2016, Oman et al., 2016, Wilson et al., 2013). While retaining an awareness of organisational expectations around productivity, *professional academic writing* workshops have been demonstrated to faciliate additional benefits for the participants including increased knowledge of writing and writing related content, greater motivation to write and increased confidence in writing ability (Wilson et al., 2013, McGrail et al., 2006).

Despite these results, together with the premise that learning takes place most efficiently and effectively through guided formal learning, the combined results of two surveys of 1,323 staff, post-doctoral and graduate students reported that most academics are reluctant to attend facilitated *professional academic writing* workshops (Sword, 2017a). Somewhat surprisingly, a lack of writing experience or lack of confidence in their writing ability (Dwyer et al., 2015, Noone and Young, 2019) have been reported as factors in deterring academics from attending *professional academic writing* workshops intended to cultivate these qualities. Further exploration of these factors, should they arise during data gathering, is warranted.

Informal Support & Noninstitutionalised Processes

In this section of the initial literature review, *professional academic writing* support and development is considered in relation to informal support received through writing groups and noninstitutional processes such as books and publisher resources. Revisiting Sword's

(2017b) mixed method study of 1,323 staff, post-doctoral and graduate students, 47% *(n=622)* of respondents reported acquiring *professional academic writing* outside formal structures. Sword (2017a) goes on to criticise the reliance on informal support for its lack of rigour and scope, suggesting that the sporadic or serendipitous nature of learning results in many people missing out on development opportunities. Whether Sword's analysis of the prevalence of skills acquisition through informal support or serendipitous opportunities is borne out in the data gathering for this thesis remains to be seen.

Writing Groups

From an organisational perspective, the assumed purpose of writing groups is to increase academic productivity and publication outputs in terms of quantity, quality and impact (Johnson et al., 2017, Dwyer et al., 2012, McGrail et al., 2006, Lee and Golde, 2013). Organised with or without a facilitator, or over a fixed term or open-ended extended period (Murray and Thow, 2014, Smith and Deane, 2014), writing groups provide a discursive space for consistent and ongoing conversations about *professional academic writing,* opportunities for academic review and debate, and habitualise *professional academic writing* activity (Dwyer et al., 2012, Johnson et al., 2017, Sword, 2017d, McGrail et al., 2006, Grant et al., 2010, Lee and Golde, 2013). Like writing retreats reported above, writing groups have been found to enable the development of collaborations and interdisciplinary exchange (Sword, 2017d).

In addition to the sense of momentum that attending a writing group can engender in an academic's *professional academic writing* activity*,* writing groups have been found to confer social benefits through peer support for their members (Dwyer et al., 2012, Johnson et al., 2017, Sword, 2017d, McGrail et al., 2006, Grant et al., 2010, Lee and Golde, 2013). By giving and receiving social support academics have reported a growing sense of academic resilience and, as an unintended but welcomed side benefit, friendships (Dwyer et al., 2012, Johnson et al., 2017, Sword, 2017d, McGrail et al., 2006, Grant et al., 2010, Lee and Golde, 2013). These social aspects of writing groups, particularly those groups convened by individuals within an organisation rather than as a management initiative, have been found to reduce the sense of pressure to publish, replacing it with a sense of pleasure in writing; a sentiment aligned with those who advocate for the deeper values of writing groups such as enjoyment and satisfaction (Johnson et al., 2017, Nairn et al., 2015, Dwyer et al., 2012).

As with other sections of this literature review, the theoretical sensitivity developed of the diversity of perspectives on writers' group will be taken into the data gathering, analysis and construction later in this thesis; in particular the social network analysis presented in Chapter 4 and the open-ended qualitative interviews presented in Chapter 5.

Books on Professional Academic Writing

Lack of self-confidence has been reported as a factor in deterring academics from events designed to support their *professional academic writing* (Dwyer et al., 2015). Into this void, opportunities to develop writing skills in relative anonymity have been filled by publishers targeting self-help and how-to books to academic authors with reassuring titles such as *Getting Published in Academic Journals: Navigating the Publication Process (Paltridge and Starfield, 2016), Writing for Publication in Nursing (Oermann and Hays, 2018),* and *Writing Your Journal Article in Twelve Weeks (Belcher, 2019)*.

The proliferation of how-to text books aligns with results from an international survey of 1,323 staff, post-doctoral and graduate students that 47% of *professional academic writing* skills development occurs through ad hoc, opportunistic and non-institutionalised processes, including the reading of books (Sword, 2017b). However, a detailed breakdown of the response of the 622 respondents indicating the use of informal learning of *professional academic writing* is not provided; it is not known how many academics were part of this subset of respondents nor, of those academics, how many used books as a source of *professional academic writing* skills support or development. Evidence of the role of books in developing an academic's *professional academic writing* knowledge and skills is limited, and further exploration of the role of books as a mode of informal writing support is recommended.

Publisher Resources

Alongside books on *professional academic writing*, journal publishers increasingly provide a range of free to access web-based author resources to support those wishing to write for publication without access or recourse to face-to-face writing interventions. Although some

of the resources are tailored to the publisher's own library of publications (*Choosing the Right Journal for Your Research* (Taylor & Francis, 2019)), others provide more generic advice on how to *Write Your Paper* (Taylor & Francis, 2019), *Getting Published* (Elsevier, 2019), and *Everything You Need to Know to Prepare, Submit, Publish and Promote Your Next Article* (Wiley, 2019a). Expert advice is also available via author facing publisher-based webinars on a range of *professional academic writing* related topics including *How to Get Published (Wiley, 2019b), How to Write for Scientific Publications (Wiley, 2019b) and Open Access Publishing (Wiley, 2019b)*. However, as noted above, it is not known what role, or to what extent, this type of informal *professional academic writing* support provides for academics. What is the level of awareness of these resources? What is the level of use of these resources? Are they used as part of general *professional academic writing* skills development? Or are they accessed in relation to specific *professional academic writing* projects?

Competing Paradigms

Publish or Perish! versus Publish & Flourish!

The phrase *Publish or Perish!* first appeared in print in 1970, though it was acknowledged to have been in common use for decades (Lynch, 1970). As a concept, *Publish or Perish!* encapsulates the expectation to publish, and publish prolifically, as part of an academic career. However, instead of motivating academics to engage in *professional academic writing*, *Publish or Perish!* has come to be seen as having negative connotations, representing a pessimistic perspective of publishing that is unhelpful and discouraging to those working in academics (Yang, 2010). *Publish or Perish!* has come to symbolise the pressure to publish for career advancement that discourages cooperation between academics (Duh et al., 2019). The detrimental impact of the pressure to publish personified by the *Publish or Perish!* mantra has been proposed as an explanation for the continuing rise in the number of cases of plagiarism, violation of research practices, falsification or fabrication of data, and of article retractions (Guraya et al., 2016).

Characterised as an outmoded concept, the idea of re-conceptualising the *Publish or Perish!* mantra, replacing it with the more positive maxim of *Publish & Flourish!,* is not a new one. The phrase *Publish & Flourish!* first appeared in an editorial in the mid-1990s (Halban, 1995),

and seeks to substitute the fear, high stress levels and negative connotations of *Publish or Perish!* (Yang, 2010, Duh et al., 2019, Fowler and Agha, 2013). Advocating that academics forefront the pleasure of writing, the mantra of *Publish & Flourish!* seeks to capitalise on the perceived intrinsic motivation of academics towards *professional academic writing*, and fosters a culture of positive reinforcement that seeks to enable productivity rather than penalise a lack of output (Dwyer et al., 2012, Guraya et al., 2016). Despite the apparent groundswell towards a more positive conceptualisation of *professional academic writing*, *Publish or Perish!* remains the dominant refrain in the evidence base; it remains to be seen whether the ideas driving the *Publish & Flourish!* movement will be evident in the data gathered as part this thesis.

Solo Authorship versus Multiple Authorship

Studies have indicated that patterns in the number of authors cited on research papers are changing, with the proportion of solo authored papers decreasing alongside the commensurate increase in the number of co-authored papers (Woods et al., 2010, Cecil et al., 2006, Çakır et al., 2019). In the introduction to their analysis of the impact of CERN, the European Council for Nuclear Research, on the publication patterns of physics departments in universities in Turkey, Çakır et al. (2019) present a thorough overview of the authoring patterns of research papers since the 17th century. They note that in the early nineteenth century most research papers were attributed to a single author, giving Great Britain (98%) and Germany (94%) as examples. However, less than 100 years later the proportion of single authored papers had begun to decrease (Great Britain – 70%; Germany 61%) and, by the twentieth century multi-authored research papers were dominant, with 95% of all articles published worldwide now multi-authored. Acknowledging that different subjects exhibit different authoring patterns, Cecil et al. (2006) published an analysis of the characteristics of publications included in the nursing submissions of the UK 2001 research evaluation initiative. Comparisons were made between departments at either end of a 5-point rating scale. In addition to details regarding methodology and subject coverage, their analysis indicated that most research papers were multi-authored *(n=62% to 75%)*. Suggestions for the reasons in the continued increase in multiple authorship have included the greater levels of visibility and increased citation rates associated with research papers with multiple authors, and the

growing tendency to allocate grants to multi-institution and multi-disciplinary collaborative research projects (Woods et al., 2010, Cecil et al., 2006, Çakır et al., 2019). An analysis of the evolving nature of co-author collaborations evident in the publication portfolios of elite authors publishing in the SCOPUS defined field of *General Nursing* (Elsevier, 2020b) is presented in Chapter 4 of this thesis.

Support versus Intervention

The importance of self-confidence is both implicitly and explicitly stated in studies of *professional academic writing* (Dwyer et al., 2015, Noone and Young, 2019). Frequently referred to as writing interventions (McGrail et al., 2006, Dwyer et al., 2015, Galipeaua et al., 2015, Lee and Golde, 2013, Nairn et al., 2015, Murray and Newton, 2009), the term *intervention* suggests the need to intercede because a member of staff's *professional academic writing* skills are lacking or deficient, and an *intervention* is required to remediate the situation. Such a framing may provide an explanation for the reported reluctance of academic staff to engage with the provision of *professional academic writing* "*interventions"*, and alternative terms such as support, programme or initiative may be preferrable. Though not a discourse analysis, a methodological approach premised on the idea that language creates rather than reflects meaning (Braun and Clarke, 2013d), a sensitised awareness of the alternative terms used in relation to *professional academic writing* "interventions" was taken into the open-ended qualitative interviews presented in Chapter 5 of this thesis.

Effectiveness of *Professional Academic Writing* Interventions

In a review of 17 studies on the effectiveness of *professional academic writing* interventions published between 1984 and 2004, McGrail et al. (2006) evaluated the impact of publication rates of three intervention types: writing groups *(n=9)*, writing courses *(n=6)*, and writing coaches *(n=2)*. Where available, publication data was converted from publication rates to publications per person per year (PPY) to allow comparability between interventions. They reported that all interventions led to an increase in publication numbers: courses (0.02-1.1PPY); coaches (0.4-0.9PPY); writing groups (0.25-4.4PPY). Although they did not purposely restrict the review to the interventions to particular professional groups, most interventions reported working with health academics, including nursing academics. They concluded that

regular ongoing writing interventions were most effective in increasing publication rates, though had purposely excluded studies on the role of mentoring in supporting *professional academic writing*, help in managing time, promotion of *professional academic writing* activity, and how-to-guides.

Beyond the *professional academic writing* interventions listed above, including the three evaluated in McGrail et al. (2006) review, reports of interventions targeting specific aspects of *professional academic writing* are also evident in the academic literature. These reports include a focus on promoting motivation to start and remain engaged in *professional academic writing* (Smith and Deane, 2014, Noone and Young, 2019, Silvia, 2018), and the use of specific software packages to provide an underlying structure for a piece of academic writing (Smith and Deane, 2014). How-to-guides (Belcher, 2019, Silvia, 2018), publisher provided author resources (Elsevier, 2019, Taylor & Francis, 2019, Wiley, 2019a) and publisher webinars (Wiley, 2019b) are also available. As evidenced in the McGrail et al. (2006) review, writing interventions have been shown to facilitate increased publication rates. However, in a related review of writing interventions, the authors proposed that absence of an operational strategy meant that the impact and sustainability of *professional academic writing* interventions were generally limited (Kempenaar and Murray, 2018). In this context, it is proposed that an alternative approach to conceptualising *professional academic writing* is required.

Characteristics of Academic Communities

This final section of the literature review presents an overview of the characteristics of academic communities to enhance my knowledge of the population to be recruited and interviewed in the construction of a *substantive grounded theory* of *professional academic writing*. In particular, data on the characteristics of British academic communities are drawn from the Research Excellence Framework (2019a) and UK Higher Education Statistics Agency (2019b). UK employment status, gender breakdowns and ethnicity are presented, and the anticipated number of British academics who will have work included in Research Excellence Framework (2019a) used as a proxy for the number of academic staff engaged in *professional academic writing*. Where available, data of the number of academics working in Departments

of Nursing are presented. Although based in a UK higher education data, for the purposes of preparing for open-ended qualitative interviews, a general understanding of higher education characteristics sensitised me to sectorial traits likely to be relatable in an international context.

Full-Time versus Part-Time

In the academic year 2017/2018, 213,270 academic staff were employed in UK higher education institutions: 139,880 full-time, 70,805 part-time on teaching, research or teaching-and-research contracts, with a further 845 full-time and 445 part-time staff employed on an academic contract that do neither e.g. Vice Chancellor (Higher Education Statistics Agency, 2019a).

Gender

Of the 213,270 academic staff employed in UK higher education institutions 2017/2018, 114,745 *(54%)* were Male, 97,200 *(45%)* Female, and 35 *(<1%)* classified as Other (Higher Education Statistics Agency, 2019c). This gender split contrasts with academic staff employed in Departments of Nursing over the same period, when female academics comprised the largest sector *(n=7,875; 75%)* compared with their male counterparts *(n=2,660; 25%)* (Higher Education Statistics Agency, 2019c). A potential explanation for the gender split differential between Departments of Nursing and elsewhere in the UK higher education sector could be the even higher gender split within the nursing profession: 89% *(n=575,507)* Female to 11% *(n=71,130) Male* (Nursing and Midwifery Council, 2019).

Differences in the roles male and female academics undertake were examined in a national survey of approximately 19,000 academics in 143 US colleagues and universities (Guarino and Borden, 2017). Controlling for seniority, ethnicity and subject specialty, women were found to perform statistically significantly more internal administrative roles compared with the service roles with professional organisations of their male counterparts; typically, 0.6 hours per week and 1.4 more service activities per year. Similar results were reported in a

nationwide qualitative survey of gender and career experience in UK universities, with female academics accommodating a higher degree of pastoral duties (Maddrell et al., 2019).

The Athena Swan Charter was originally established to encourage, recognise and advance the careers of women in the fields of science, technology, engineering, maths and medicine, and has since been expanded to address gender equality more broadly (AdvanceHE, 2019). Notwithstanding, the preferencing of internal roles listed above were noted as being considered of less value in terms of promotion and tenure (Guarino and Borden, 2017, Maddrell et al., 2019). In addition to the implications for limited credit accrued in relation to promotion criteria, the heavier workload associated with pastoral or administrative roles further diminishes the opportunity for female academics to engage in research and *professional academic writing*; an issue for me to be ready to examine further should it arise during the social network analysis presented in Chapter 4 or open-ended interviews presented in Chapter 5 of this thesis.

Ethnicity

In the academic year 2017/2018, 213,270 academic staff were employed in UK higher education institutions (Higher Education Statistics Agency, 2019a). Most academic staff were classified as being of white ethnicity *(n=164,115; 77%)*, followed by Asian *(n=18,980; 9%)*, mixed *(n=4,100; 2%)*, black *(n=3,725; 2%),* and other *(n=4,165; 2%)*, a category including Arab and other ethnic backgrounds. Not Known *(n=16,895; 8%)* including instances where an individual's ethnicity is not known or in instances where an academic staff member has chosen not to reveal their ethnicity (Higher Education Statistics Agency, 2019c).

Social Class

Despite gathering data on equality characteristics of academic staff employed in UK higher education institutions including age, disability status, ethnicity, nationality and sex (Higher Education Statistics Agency, 2019c), no data is collected on the social or economic background of academic staff. In an environment rich with cultural capital – defined by Bourdieu (1973) as an individual's accumulation of knowledge, behaviours and skills – the casualisation of early

career academic posts can make academia a difficult career choice for working-class colleagues without the innate confidence or financial and social safety nets necessary to sustain those early years in terms of networking or self-funding to attend international conferences (Craddock et al., 2018).

The emergence of organisations such as the Association of Working Class Academics (2019) indicates academics from diverse social groups are raising in profile. Craddock et al. (2018) have suggested that working class academics engage and experience academia in strikingly different ways from their colleagues, with working class academic women in particular aligning themselves with the emphasis on lecturing and providing pastoral student care as a means of conferring a sense of value and belonging. As noted above in relation to gender, privileging this type of work can reinforce gender, and in this instance, class structures, while detracting from more organisationally valued activities such as *professional academic writing*. While being detrimental to the longer-term ambitions of working-class academics, the reduced opportunity or focus on *professional academic writing* also raises the risk of absenting the diversity of experience, perspectives and areas of investigation likely to be prioritised by this cohort of academic staff.

Summary

Undertaken in 2019, this initial literature review oriented me to the contemporary thinking regarding *professional academic writing*, drawing attention to the influence of internal and external factors driving *professional academic writing* within the higher education sector. My knowledge of existing studies exploring the strengths and limitations of the formal and informal programmes and processes provided in support of *professional academic writing* was affirmed. I also developed a familiarity with the characteristics of the UK higher education sector, in terms of employment status, gender, ethnicity and social status, to take into the international context of the open-ended qualitative interviews presented in Chapter 5.

This initial literature review was undertaken to develop my theoretical sensitivity, that is, my ability to recognise and extract relevant data from data gathered in constructing my grounded

theory. Further literature searches were undertaken once the parameters of the grounded theory presented in Chapter 5 were known, facilitating focused reviews to test and refine the grounded theory and demonstrate how it extends current thinking in relation to *professional academic writing*.

Chapter 3 Methodology & Methods: Grounded Theory

Grounded theory is a qualitative research methodology that seeks to generate contextually situated theories relevant to the population being studied (Braun and Clarke, 2013b). First described in the mid-1960's by Glaser and Strauss (1965), grounded theory methodology has been continually adapted in the intervening decades, leading Crotty (1998) to emphasise the importance of researchers developing a strong ontological awareness when preparing to undertake a grounded theory study. Crotty (1998) advocated that a researcher's ontological awareness, their belief in whether reality exists separate from or cannot be separated from human practice and understanding, will enable them to appraise methodological differences between generations of grounded theory. Developing their ontological awareness should subsequently inform a researcher's decision making, in terms of their use of research methods, and encourage them to adopt an epistemological perspective appropriate to their data. The following sections outline the development of my ontological awareness and epistemological perspective.

Ontological Awareness & Epistemological Perspectives

Glaser and Strauss (1965) first described grounded theory in their seminal study on death and dying, *Awareness of Dying*. At that time, Glaser and Strauss (1967) proposed a shift in emphasis from the prevailing practice of gathering data to confirm an existing theory, to one in which researchers sought to generate an understanding of a situation grounded in the data gathered, before making reference to existing theories. In what was to become known as classic grounded theory, Glaser and Strauss (1967) are viewed as positioned within a objectivist epistemology. Objectivist epistemology holds that meaning exists separate from consciousness, a state in which a single, objective truth or theory exists independent from its discovery (Crotty, 1998).

To prevent existing knowledge influencing theory development, Glaser (1978) advocated that the researcher should be a "tabula rasa" or "blank slate" when beginning a research project. Thus, Glaser argued for a delay in undertaking a literature review until after data collection had started and categories had begun to "emerge" during data analysis (Glaser 1992). While advocating a "blank slate" approach to research, Glaser (1978) concurrently emphasised the

importance of the researcher being sensitive to what might be meaningful or significant to theory development. Notwithstanding, it has come to be understood that Glaser's intention was not to commence research from a state of ignorance, but to engage in data analysis without preconceptions informed by existing theories (Urquhart and Fernandez, 2013, Mills et al., 2006, Timmermans and Tavory, 2007). The lack of clarity provided by Glaser and Strauss (1967) on how to conduct a grounded theory study was an initial source of criticism of the grounded theory methodology, something Strauss later sought to address in their later collaborative works on grounded theory procedures and techniques (Strauss and Corbin, 1998, Strauss and Corbin, 1994, Strauss and Corbin, 1990). Included in their accounts of procedures and techniques was the role of an initial literature review in developing a researcher's theoretical sensitivity (Strauss and Corbin, 1990), that is, their ability to recognise and extract relevant data from the data gathered (Thornberg and Dunne, 2019, Birks and Mills, 2015b). The role of memos, a record of the researcher's reflections and decision making processes, in increasing the robustness of the research process was also clarified (Glaser, 1998). At that time, Glaser explained the role of memos in providing an audit trail of a research project, including the recording of a researcher's thoughts and ideas on coding, and the relationships between codes.

In contrast to Glaser and Strauss's objectivist standpoint, Charmaz (2006, 2014) adopted an interpretivist constructivist epistemological approach to grounded theory. Crotty (1998) defined interpretivist research as one in which the meaning of situations is negotiated, facilitating what Charmaz (2014e) described as an interpretative portrayal and understanding of a research context. The constructivist approach acknowledged the subjectivity of the researcher and the personal history, assumptions and perspectives they bring into their research, and their involvement in interpreting and negotiating meaning of the phenomenon (Charmaz, 2014e, Braun and Clarke, 2013d). Charmaz noted that contemporary parallels drawn between her constructivist approach and that of social constructionism reflect the shift in the way in which constructionism has come to be defined since her first constructivist writings in 2000; in this context, constructionism was originally presented as an accurate rendering rather than a construction of reality (Charmaz, 2014e). Within a constructivist grounded theory study, the prior knowledge and experience of the researcher is acknowledged through memoing, and an initial literature review is advocated to sensitise the

researcher to issues of potential relevance during data gathering. Once the grounded theory has been constructed a further focused literature review is undertaken in response to the known theoretical concepts and categories of the *substantive grounded theory* (Urquhart, 2007, Dick, 2007, Strauss and Corbin, 1990).

Notwithstanding the epistemological differences of Glaser, Strauss and Charmaz, a useful consensus has formed about the four core characteristics of grounded theory research: staged sampling, concurrent data gathering and analysis including memoing, theoretical sensitivity, and theoretical saturation, further details of which are presented below (Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz and Thornberg, 2020). Latterly, Birks and Mills (2015b) have critiqued previous generations of grounded theory, noting that despite their use of alternative terminologies, similarities and areas of overlap exist.

In this thesis, I construct an understanding of *professional academic writing*, that is, writing for publication, by academics working and publishing in nursing. I had worked in Departments of Nursing for many years and knew first-hand the challenges experienced by many of my colleagues who, having transitioned from clinical practice to a higher education setting, felt ill prepared to engage in *professional academic writing*. To build a *substantive grounded theory* of *professional academic writing*, I adopted an interpretivist constructivist epistemological approach to grounded theory favoured by Charmaz, believing that shared meaning and understanding is constructed through social interaction (Bryant and Charmaz, 2007b, Bryant and Charmaz, 2019, Charmaz, 2006, Charmaz, 2014a). In Chapter 2, I presented an initial literature review to sensitise myself to issues of potential relevance to *professional academic writing* as preparation for the larger study. In Chapter 4 I present the results of a social network analysis of the portfolios of elite academics publishing in the SCOPUS defined field of *General Nursing* (Elsevier, 2020b), providing insight into the development of co-author relationships over time. Key points in an academic's *professional academic writing* career are identified when support could be provided for maximum benefit. In Chapter 5 I present the findings of open-ended qualitative interviews regarding the *professional academic writing*, revisiting the evidence base in response to the known theoretical concepts and categories of the *substantive grounded theory* to consider *professional academic writing* in the wider

context. In Chapter 6 I discuss the implications of the thesis findings in the current climate and the contribution to knowledge of the *substantive grounded theory*. As a means of ensuring methodological rigour, I acknowledged and responded to my personal history, assumptions and perspectives throughout the lifetime of this thesis through reflexive memoing, selected examples of which are presented in Chapter 7.

Core Characteristics of Grounded Theory Research

To facilitate the depth and richness of data in a grounded theory study requires the presence of four core characteristics: staged population sampling (purposive sampling followed by theoretical sampling), concurrent data generation and analysis including the use of reflexive memos to facilitate theoretical conceptualisation, theoretical sensitivity, and theoretical saturation (Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz and Thornberg, 2020). The presence of these four core characteristics distinguish grounded theory from other forms of qualitative research by facilitating the extrapolation of individual cases to a generalised and abstracted conceptualisation of a phenomenon (Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz, 2014a). The following sections present an extended account of the four core characteristics of a grounded theory study in general, and the approach taken within this grounded theory study.

Staged Sampling: Purposive & Theoretical Sampling

Sampling is the selection of a portion of potential participants who can provide data to analyse in answer to a research question or study aim (Braun and Clarke, 2013c, Fritz and Morgan, 2012). In grounded theory studies the changing nature of the researcher's understanding informs the changing staged nature of their sampling strategy, first purposive sampling followed by theoretical sampling (Morse and Clark, 2019). Purposive sampling can be defined as when potential participants known to have knowledge or experience of the research phenomenon are invited to join the study (Bryant and Charmaz, 2007b, Charmaz, 2014a, Coyne, 1997, Morse, 1991, Morse and Clark, 2019). As the researcher's understanding of the phenomenon changes, the nature of sampling changes to theoretical sampling, one which informs the strategic direction of data gathering (Morse and Clark, 2019). Theoretical sampling can be defined as when potential participants are invited to join the study in support of the ongoing construction of the grounded theory, providing detailed, complex and

contradictory accounts of the research topic (Birks and Mills, 2015b, Charmaz, 2014a, Morse and Clark, 2019, Coyne, 1997).

Opinions differ about when to start theoretical sampling, Charmaz (2014a) argued that theoretical sampling only has value once high level groups of codes, known as categories, are constructed, in confirming, clarifying and expanding the characteristics of the category. In contrast, Birks and Mills (2015b) proposed that theoretical sampling may commence from the first occurrence of data analysis as the researcher follows-up areas of interest as they arise. Preceding both these viewpoints, Hood (2007) noted that *"all theoretical sampling is purposeful sampling, but not all purposive sampling is theoretical"*, suggesting that once theoretical sampling in support of the ongoing construction of the grounded theory has commenced, the researcher continues to remain cognisant of recruiting participants with knowledge or experience of the research phenomenon. In all of these scenarios, an ordered approach to sampling is undertaken with the intention of exploring a full range of experiences (Morse, 1991). Initially participants with specific knowledge of the phenomenon are sought, concluding with those with atypical experiences. In this context, the nature of staged sampling means that an expectation to predetermine an exact research population or sample can distort a study, in that it would presuppose that it is possible to define what the theory will contain, where data should be collected, and who or what to sample to meet that expectation (Charmaz, 2014a, Glaser, 1978, Birks and Mills, 2015b, Mruck and Mey, 2007). Acknowledging the aim of facilitating depth and richness in the data of a grounded theory study, theoretical sampling continues until theoretical saturation has been achieved, that is, when the theory's categories have been clearly articulated (Birks and Mills, 2015b, Braun and Clarke, 2013d, Bryant and Charmaz, 2007b, Charmaz, 2014a). The subject of theoretical saturation as a core characteristic of grounded theory research is discussed in further detail later in this chapter.

Concurrent Data Generation and Analysis

A distinguishing feature of grounded theory studies from other forms of qualitative research is the concurrent nature of data generation, analysis and theory construction (Bryant and Charmaz, 2007b). As outlined below, these concurrent activities include the processes of

inductive and abductive thinking as part of constant comparative analysis, and of reflexive memoing.

Constant Comparative Analysis

Constant comparison is a recursive analytical process by which incoming data is compared with all existing data sets (Birks and Mills, 2015b, Braun and Clarke, 2013a, Lewis-Beck et al., 2011a). Though constant comparison can be applied in quantitative research it is more commonly associated with qualitative research (Lewis-Beck et al., 2011a), and has been described by Braun and Clarke (2013a) as an essential element of rigorous qualitative analysis. Qualitative data methods that commonly employ constant comparison include ethnography, *a descriptive technique in which the researcher observes and records behaviour in its natural setting over an extended period*, phenomenology, *the descriptive study of how people experience of the world* and, most notably, grounded theory data analysis (Lewis-Beck et al., 2011a, Lewis-Beck et al., 2011c, Lewis-Beck et al., 2011e, Lewis-Beck et al., 2011b)

Within grounded theory studies, constant comparative analysis interlinks all aspects of the research project, commencing with the first instance of data gathering e.g. recorded interview. Data is initially compared within a single data set e.g. interview transcript, to identify similarities and differences, before comparing new data with existing data sets (Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz, 2014a, Braun and Clarke, 2013a). Line-by-line coding is used by the researcher to fragment the data to promote analytical thinking about the processes underlying the phenomenon being researched, and to generate an initial set of codes (Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz, 2014a). The constant comparison and generation of data and codes encourages the researcher to challenge and refine their theory (Dey, 2007, Glaser and Strauss, 1967). Codes are compared with codes, and gradually grouped into categories of similar and related codes. Constant comparative analysis continues, as the researcher seeks to construct successively more abstract conceptualisations of the data, with the relationships between categories eventually grouped within higher level theoretical concepts that encapsulate a characteristic of the phenomenon being researched (Birks and Mills, 2015b, Charmaz, 2014a); resulting in what Glaser and Strauss (1965) refer to as a *substantive grounded theory*.

Inductive and Abductive Thought

Constant comparative analysis requires the researcher to engage in ongoing acts of decision making, using a combination of inductive and abductive thought as they seek to construct an understanding of a phenomenon (Birks and Mills, 2015b). Within this context, Bryant and Charmaz (2007a) define inductive thought as the process of recognising and extrapolating patterns from the detailed description of individual cases to a generalised and abstracted conceptualisation of a phenomenon. This is an inversion of the more familiar process of deductive thought in which a general or abstract ideas is examined and, through logical argument, inferences made until a specific conclusion is reached (Walliman, 2005). Engaging in abductive thought or reasoning extends the constant comparative analysis process. Engaged in abductive thought, the researcher looks at data that does not fit within the existing interpretive rules and considers possible alternative interpretations until the most plausible explanation is reached (Birks and Mills, 2015b, Charmaz, 2014a, Reichertz, 2007).

In adapting Peirce's (1931-1935) three-stage – *abduction, induction, deduction* – discovery process for a grounded theory context, it has been suggested that the grounded theorist begins by inductively interrogating their data for patterns, moving across different platforms e.g. paper to post-its, to facilitate abductive insight, later returning to the data to deductively test the concepts constructed (Gorra, 2019). Beginning with inductive codes, creating visual representations of the data, that is, diagramming, can assist in data analysis by stimulating abductive thinking of potential interpretations and relationships between codes and categories (Charmaz, 2014i).

Reflexive Memos

Reflexivity is the active and systematic scrutiny of experiences, decisions and interpretations from which a researcher can gain insight to inform how they conduct their research, their future activity and the interpretations of their data (Birks and Mills, 2015b, Charmaz, 2014a). Memos present a platform for reflexivity, providing a record of their reflections on their research and the wider context in which it takes place (Lewis-Beck et al., 2011d, Birks and Mills, 2015b, Lewis-Beck et al., 2011f, Charmaz, 2014a). By engaging in memoing the researcher is induced to recognise, record and reflect on the knowledge they bring into their

project, stimulating thinking and creativity as they interact with their data, and try out analytical ideas. Writing memos can facilitate quality within a grounded theory study, by capturing analytical insights as they occur and, in working out the logic of their *substantive grounded theory*, the researcher asking questions of themselves and their data that may later inform theoretical sampling or data analysis. In doing so, memos not only provide a space for researchers to scrutinise their actions but also provide an audit trail to demonstrate quality and the robustness of the research process (Lewis-Beck et al., 2011d, Birks and Mills, 2015b, Lewis-Beck et al., 2011f).

Within grounded theory studies, a researcher will typically commence their memoing during the planning stages of a project, as a means of establishing their memoing practice from the earliest point possible (Birks and Mills, 2015b). Recorded sequentially, memos are noted as additions rather than revisions or deletions to a text, mitigating the potential of discarding a thought that later becomes important to a grounded theory's development, or prematurely closing an analytical pathway (Lempert, 2007). Examples of the reflexive memos made during the lifetime of this thesis can be found in Chapter 7.

Theoretical Sensitivity

A researcher's theoretical sensitivity is their ability to recognise and extract relevant data from that gathered in support of the construction of the grounded theory (Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz, 2014d, Bryant and Charmaz, 2019). It has been suggested that a researcher can seek to enhance their theoretical sensitivity, initially through a limited but purposive literature review that articulates their existing knowledge and perceptions of the research phenomenon (Charmaz, 2014a).

In undertaking a limited initial literature review, the researcher seeks to orientate themselves to the substantive research area and how it has previously been studied (Birks and Mills, 2015c, Glaser, 1992, Urquhart, 2007, Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz, 2014g). As previously stated, by limiting the scope of their initial literature review, the researcher seeks to avoid unintentionally biasing their thinking towards existing theoretical concepts through exposure to the wider evidence base, or constraining their analysis to a pre-existing framework (Birks and Mills, 2015c, Glaser, 1992, Urquhart, 2007,

Birks and Mills, 2015b, Bryant and Charmaz, 2007b, Charmaz, 2014g). The use of memoing can further facilitate the development of the researcher's theoretical sensitivity by capturing their thoughts, ideas and analytical insights throughout all stages of the research process, including the initial literature review and the process of memoing itself (Birks and Mills, 2015b).

Charmaz (2014f) proposed that the use of gerunds, a verb which functions as a noun, during the coding process may contribute to raising the researcher's theoretical sensitivity by shifting the focus from topics to actions, for example, from *review* to *reviewing*. As such, the use of gerunds during coding provide a heuristic device that encourages the researcher to code for enacted processes, discern sequences and make connections between processes (Charmaz, 2014g, Charmaz, 2014f). Having developed their theoretical sensitivity, Charmaz (2014c) suggests that a researcher's ability to stay close to the data and construct analytical codes is increased. Additionally, by continuing to engage in gerund coding Charmaz suggests that the researcher continues to develop their theoretical sensitivity throughout the lifetime of a project.

As presented in Chapter 2, an initial literature review was undertaken to orient myself to the subject of *professional academic writing* and develop my theoretical sensitivity and ability to recognise and extract relevant data from interview transcripts; the resultant theory of which is presented in Chapter 5. Gerunds were used to focus my coding on the underlying processes discussed within interviews. For example, the literature review covered topics such as *tenure* and *promotion*, which sensitised me to an awareness of related issues and to use prompts and probes to elicit further information from interviewees when they referenced these topics. Memos were made to capture the processes underlying these codes, the relationships between codes/processes, and analytical insights. For example, a memo on the gerund *Making a Career* related to how this informed interviewee decision making in relation to *professional academic writing* activity; relationships existed between the gerund *Making a Career* and both organisational expectations and an academic's personal sense of purpose, while the analytical insights related to different definitions of a successful career. Selected examples of my memoing throughout this thesis can be found in Chapter 7.

Theoretical Saturation

Theoretical saturation is the criterion used to inform the cessation of theoretical sampling in grounded theory research (Birks and Mills, 2015b, Strauss and Corbin, 1990). In working towards achieving theoretical saturation, the theoretical sampling of participants is required to be representative of the theoretical categories under construction. Stern (2007) advised against mistakenly assuming that large data sets equate to theoretical saturation and suggested that gathering substantive amounts of data was unnecessary in constructing a grounded theory, a point supported by Dey (2007) who emphasised the importance of quality over quantity when gathering data in grounded theory research.

Theoretical saturation is different from data saturation, data saturation being determined as having been achieved when data gathered reveals no new insights. How to determine that theoretical saturation has been achieved is more contentious, with the existence of a plethora of overlapping definitions available in determining when and how to declare theoretical saturation. These definitions include: when theoretical concepts, categories, and their properties are well articulated and integrated (Strauss and Corbin, 1990); when enough data has been gathered to build a comprehensive and convincing theory (Morse, 1991); when gathering data no longer stimulates new theoretical insights or adds to the articulation of a grounded theory's categories and properties (Wiener, 2007); when no new conceptual insights are constructed and a level of conceptual density is achieved that lifts the theory above description (Holton, 2007); when a discernible pattern is present in the data necessary to make sense of the phenomena (Morse, 2007); when gathering additional data about a category reveals no new properties or further theoretical insights Charmaz (2014i); a discernible pattern is present within the categories, and their sub-categories and properties are well articulated and integrated (Birks and Mills, 2015b); and the development and articulation of, and relationship between, theoretical concepts and categories within a grounded theory (Saunders et al., 2018). Rather than provide clarity, the variety of definitions available instead leave a sense of ambiguity, with the individual grounded theorist left to determine how to manage theoretical saturation within their study.

In grounded theory research, as elsewhere, it has been acknowledged that there is always the potential for new insights in data gathering and analysis (Strauss and Corbin, 1998, Wiener, 2007). Within this context, Dey has suggested that theoretical saturation may in fact be unattainable if it is understood to imply that the process of generating categories has been exhausted (Dey, 1999, Dey, 2007). In place of theoretical saturation, Dey (1999) proposed that the term theoretical sufficiency should be used as an alternative: the point at which categories accommodate new data without needing frequent extension or modification. Though Charmaz (2014i) noted that researchers often claim rather than demonstrate that they have achieved theoretical saturation, the phrase remains the preferred terms within the grounded theory studies, and is the term used within this thesis.

Mixed Methods Grounded Theory

> ***Memo: Where to Locate SNA within the Research Process? 12 May 2017***
> *It was initially a challenge to determine whose publication profile the Social Network Analysis should be conducted upon, and its timing in the research process. As part of the theory development, it is logical that the publication profiles of research participants are analysed, though the question of when the analysis should take place remained. Recognising the potential to integrate the Social Network Analysis with the collection of interview data occurred in the latter stages of the first year, necessitating a short delay in initiating interviews as familiarity with the analysis, interpretation and potential of Social Network Analysis graphs (Adler-Kassner & Wardle, 2015).*
>
> ** Memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos*

Mixed methods research involves the collection, analysis, and integration of multiple data sets (Creswell, 2015, Creswell and Clark, 2017), and is a recognized approach within the grounded theory methodology (Charmaz, 2014h, Birks and Mills, 2015d). Within mixed methods research, Fetters et al. (2013) described four ways in which data integration can occur, including: *connecting*, the linking of data through sampling strategies; *building*, when the results from one form of data informs the approach taken in subsequent data collection; *merging*, when data sets are brought together for analysis and comparison; and *embedding*, when data collection and analysis and connected at multiple points in a research study.

In a review of 61 mixed methods grounded theory studies, published 2010-2015, Guetterman et al. (2019) examined the ways in which mixed methods grounded theory has been applied. Data were extracted from each study in terms of: general characteristics including

bibliographic details and subject area; mixed methods features including research design and method of integration; and grounded theory features including coding approach, constant comparison, memoing and saturation. They found mixed methods grounded theory was used by a wide variety of disciplines, including health science, education, social science, either singularly or in various configurations, for example, health and social sciences. Drawing on Cresswell and Clark's (2017) typology of convergent *(quantitative and qualitative arm of a study conducted independently with integration during the interpretation of results)*, explanatory *(quantitative followed by the qualitative arm of the study, the qualitative data used to explain the quantitative results)*, and exploratory *(qualitative arm of the study used to identify variables that are tested by the quantitative arms of the study)* mixed methods research, they conclude that most mixed methods grounded theory studies use a convergent study design.

A convergent mixed methods grounded theory methodology was used within this thesis, employing the data from social network analysis to quantify the characteristics of publication portfolios in the SCOPUS defined field of *General Nursing*, as presented in Chapter 4. The social network data provided insight into the time frames involved in developing co-author networks, informing the sampling strategy for open-ended qualitative interviews, and sensitising the researcher to themes that may merit further discussion during interviews. The core characteristics of staged sampling, concurrent data generation and analysis, theoretical sensitivity and theoretical saturation were presented above. In adopting staged sampling, comprising purposive and theoretical sampling through to theoretical saturation, the gathering of a rich data set that remained relevant to the research phenomenon was enacted. Constant comparative analysis was used within and across interview transcripts, including line-by-line coding using gerunds to fragment the data while shifting the focus from topics to actions, for example, from *review* to *reviewing*. Through a continual process of constant comparative analysis, codes were grouped into categories of related codes, while adopting Gorra's three-stage discovery process, the moving of data across different platforms including NVivo, paper and diagramming software, created opportunities to generate alternative insights and interpretations of the data.

Informed by Stern (2007) and Dey's (2007) recommendations to privilege quality over quantity when gathering data in grounded theory research, theoretical saturation was determined using the contemporary definition provide by Birks and Mills (2015b), chosen because of its ability to bring together and cohere the disparate elements of the plethora of other definitions. Birks and Mills' (2015b) definition calls for a discernible pattern in the relationships between categories, and that their sub-categories and their properties are well articulated and integrated in the construction of a *substantive grounded theory*, as presented in Chapter 5. The relationships between categories were defined and, by memoing throughout the research process, an audit trail created of how and when decisions were made, and assumptions questioned, with the intent of ensuring the robustness of the research process; see Chapter 7: Reflexive Account of a Research Journey: Selected Memos.

Study One: Social Network Analysis

Originating in Sociology, a social network can be understood as a web of relationships, while social network analysis facilitates the mapping of those relationships and the information flows between people and information/knowledge entities (Borgatti et al., 2018a). Social network analysis enables the researcher to uncover trends of interaction and determines the conditions under which those trends arose (Quatman and Chelladurai, 2008), integrating quantitative data with qualitative and graphical data to construct a rich analysis of phenomena (Scott, 2017).

Within social network analysis, personal networks of four individuals, commonly referred to as ego-nets, aim to facilitate an understanding of the social environment of individuals (Borgatti et al., 2018b). By constructing and reflecting upon several personal networks it is possible to identify general types of network structure, including similarities and differences across individual cases, from which to produce general theories (Crossley et al., 2015a). The number of personal networks included in an analysis is generally smaller than other forms of quantitative analysis (Crossley et al., 2015a). For example, a recent ego-net analysis of the teaching networks in Belgian was based on the personal networks four university lecturers (Van Waes et al., 2018).

As previously discussed in Chapter 2, the number of authors named on research papers has been steadily changing since as early as the 17th century, when most papers were attributed to a single author e.g. Great Britain – 98% (Çakır et al., 2019). As of 2019, this figure has almost completely reversed, with the latest available data indicating that 95% of all articles published worldwide are now multi-authored publications (Çakır et al., 2019). Acknowledging the prevalence of multi-authored publications, social network analysis was used within this thesis to construct and reflect upon the characteristics of the co-author relationships manifest in the publication portfolios of academics publishing in nursing. The intent was to theorise, and learn from, how the co-author networks of elite academic authors evolve to inform the universal support provided to higher education academic staff in their *professional academic writing* endeavours.

Using UCINET software in conjunction with the NetDraw visualization tool (Borgatti et al., 2002), analysis of the ego-nets represented in the publication portfolios of four elite academics was undertaken and are presented within Chapter 4 of this thesis. Network compositions were analysed using categorical data for number of co-authors, co-author employer, country of co-author collaboration and gender, to construct an understanding of the relationships between co-authors over time. By identifying general types of network structure, including similarities and differences across individual cases, recommendations on when support for *professional academic writing* could be provided for maximum benefit in an academic's career would be proposed.

Study Two: Open-Ended Qualitative Interviews

Open-ended qualitative interviews align with a grounded theory approach which highlights the importance of not leading participants. In preparing for interviews, the interviewer seeks to develop their theoretically sensitivity in terms of what each participant might say and its potential relevance to the developing theory (Birks and Mills, 2015b). Developing their theoretical sensitivity is typically achieved by conducting an initial literature review.

In constructivist grounded theory, an interview guide is viewed as a flexible and revisable tool (Charmaz, 2014a). The interview guide may begin with a single question which evolves as the

substantive grounded theory (Glaser, 2007, Glaser and Strauss, 1965) is constructed, informed by constant comparative analysis within and across interview transcripts (Charmaz, 2014a). The evolution of the interview guide can be characterised as moving from an invitation to an interviewee to tell their story, to targeted questions to saturate the theory (Morse, 2007). Broad open-ended questions are asked slowly to encourage participant reflection and elicit potentially unanticipated responses (Charmaz, 2014a). Prompts and probes are used to explore participant experiences during the interview, seeking clarification, eliciting more information and investigating variations over time.

Within this thesis, open-ended qualitative interviews were conducted with a staged sample of academics working in the higher education sector. Purposive sampling was used to recruit the initial interviewee, with seven further academics recruited through theoretical sampling informed by the concepts and categories of the grounded theory under construction through the constant comparative analysis of data, presented in Chapter 5. An interview guide was used in each interview. Data were managed using NVivo software (QSR International, 2021).

Throughout the research I remained mindful of Charmaz and Thornberg's four criteria of a well conducted constructivist grounded theory study: *credibility*, *originality*, *resonance*, and *usefulness* (Charmaz, 2014a, Charmaz and Thornberg, 2020). These criteria informed and quality assured the research process in terms of gathering sufficient relevant data with which to undertake thorough and systematic analysis; my reflexivity throughout the research process; the offering of fresh conceptualisation of the research phenomena; providing insight beyond the individual experiences of the interviewees; and revealing processes and practices as a foundation for policy and practice, alongside recommendations for future research. Examples of these criteria in action are presented throughout this thesis, with a compiled account presented in Chapter 6.

Ethical Approval

Ethical approval for this research was received from the Liverpool John Moores University Nursing and Allied Health Research Ethics Committee on 12th June 2017: 17/NAH/018.

Chapter 4 Social Network Analysis

Social network analysis can be understood as the analysis of a web of relationships and information flows between people and information/knowledge entities (Borgatti et al., 2018a). Social network analysis enables the uncovering of trends of interaction and the determining of the conditions under which those trends arose (Quatman and Chelladurai, 2008), using graphical representations of data to construct a rich analysis of phenomena (Scott, 2017).

Within this thesis, the relationships between the research participant as author, their co-authors, and their past writing and publication history were investigated. By analysing networks manifest in their publication portfolios, it was possible to describe social networks and patterns of publication at an individual and cohort level, and to consider the significance of the network characteristics as part of *professional academic writing* activity. Network compositions were analysed using categorical data for number of co-authors, co-author employer, country of co-author collaboration and gender.

Social network visualisations were generated to forefront network characteristics and trends of interactions of potential significance (Quatman and Chelladurai, 2008). Acknowledging the challenges inherent in drawing conclusions from large network visualisations, quantification of network properties (Quatman and Chelladurai, 2008), including network size and composition, was used to facilitate more precise interpretation and greater conceptual understanding of network trends. The analysis undertaken made explicit what was hidden from view and facilitated analysis across different sized network. The author of each of the selected portfolios was invited to be interviewed about their experiences of *professional academic writing* as part of the data gathering reported in Chapter 5. For those who accepted the invitation to be interviewed *(n=2, 50%)*, personalised network analysis was used to stimulate recall of *professional academic writing* co-author relationships, while synthesised network analysis data were available for discussion in the remaining interviews.

Methods

Purposive Sample

Data were acquired from SciVal (Elsevier, 2020a). SciVal is an online bibliometric resource containing data on the research performances of worldwide research institutions, disciplines and individuals, using the abstract and citation database Scopus as its data source (Elsevier, 2020b). Authors were purposively sampled (Bryant and Charmaz, 2007b, Charmaz, 2014a, Coyne, 1997, Morse, 1991, Williamson, 2017), one from each quartile of SciVal's Top 100 authors of the Scopus defined area of *General Nursing* (Elsevier, 2020a), using the inclusion criteria outlined below. Sample size was determined by comparable ego-net studies, including an analysis of network size and diversity of four interdisciplinary groups of university lecturers in Belgium (Van Waes et al., 2018). Van Waes et al. (2018) used the ego-net approach proposed by Crossley et al. (2015b) to compare two control groups, who received professional development training, with two intervention groups who also received network development training. Data were gathered by survey four times, each six months apart. Results indicated that the growth in the network size of the intervention groups was larger than the control groups, and had experienced more dynamic changes, potentially reflecting the changing needs of the groups over time. The intervention group also reported a more diverse range of relationship within and outside the group than those of the control group.

Within this thesis, data were gathered from the full record of each author's publication portfolio, which were accessed via institutional web sites, bibliographic databases and, where available, ORCID identifier, a persistent digital code to distinguish individual researchers (ORCiD Inc, n.d.). Each portfolio provided an information-rich data set for in-depth ego-net analysis. Longitudinal comparisons were made of changes in author collaboration trends from first publication to latest available data to identify trends of central importance in the development of a *professional academic writing* portfolio.

Inclusion Criterion

Endeavouring to recruit a diverse participant group for whom *professional academic writing* was a contemporary issue, the inclusion criterion comprised a minimum 50% of scholarly publications attributed to a higher education institution within the last five years, as reported

in the SciVal database; see Figure 1. Steps to identify any variance in the experience of male or female academics were accounted for in a 50:50 gender split. Finally, acknowledging the American Psychological Association's (2020a) declarations regarding the inherent differences in writing styles of narrative based qualitative studies compared with the "more routine reporting" of quantitative studies (American Psychological Association, 2020b), portfolios were purposively selected to cover both qualitative and quantitative research projects.

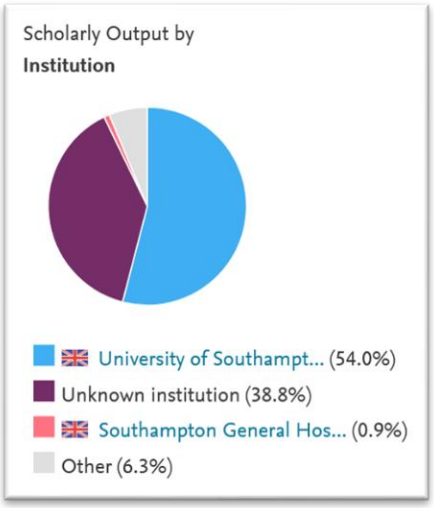

Figure 1: Example of SciVal "Scholarly Output by Institution"

Retrieved: 5 May 2021

Name Ambiguity

Name ambiguity is a key consideration in the compilation of networks (Kumar, 2015), particularly in analyses of publication portfolios where authors may have used multiple versions of their name over the course of their writing career. To ensure the network analysis presented a true representation of co-author relations, original copies of each publication within the author's portfolio were obtained. Instances of co-author name ambiguity were cross-checked in terms of an author's previous, current and latter organisational affiliations, contact details and recurring co-author collaboration *e.g. Grant, Maria J.; Grant, MJ; Grant, M.J.; Grant, Maria.* Disambiguated co-author details were merged to create a single entity for an author prior to the inclusion of each publication in the network analysis.

Analysis

Social network analysis within publication portfolios were analysed using UCINET software in conjunction with the NetDraw visualization tool (Borgatti et al., 2002). Data were entered into the UCINET software via a Microsoft Excel matrix of a co-author ego-net and accompanying file of co-author attributes including number of collaborations, host country, organisation type, and gender, examples of which are presented in Figure 2 and Figure 3. Ego-nets ranged from 117 to 379 co-authors excluding the author, as presented in Table 1.

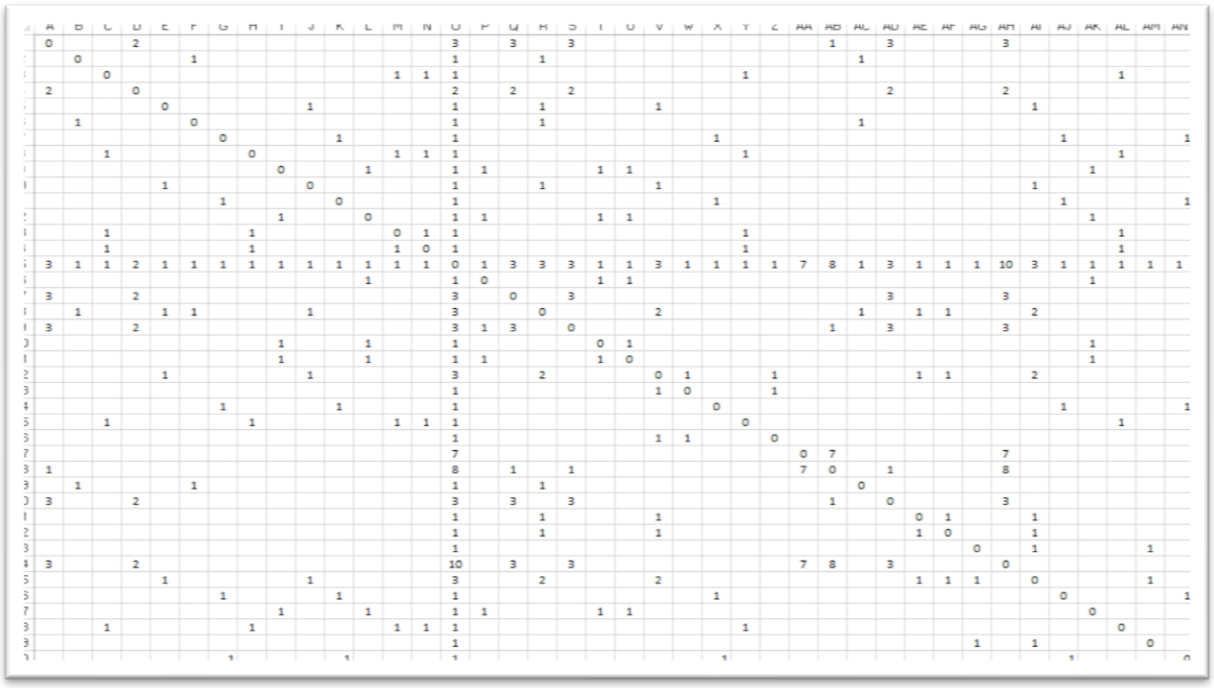

Figure 2: Anonymised Extract of a UCINET Data File of a Co-Author Ego-Net Matrix

Participant Code	Number of Co-Authors
Q1_h42_M	379
Q2_h28_M*	220
Q3_h12_F	124
Q4_h10_F*	117

Table 1: Number of Co-Authors in an Ego-Net (Excluding Author)

** Author agreed to be interviewed as part of Study 2. Interview data included in the constant comparative analysis presented in Chapter 5*

	A	B	C	D	E
1	Co-Author	Collaborations	Country	Organisation	Gender
2	A	1	2	5	1
3	B	4	1	2	2
4	C	1	1	4	2
5	D	3	3	4	1
6	E	8	2	5	1
7	F	1	2	1	1
8	G	1	2	5	2
9	H	1	2	5	1
10	I	1	3	4	1
11	J	1	2	5	2
12	K	1	2	5	2
13	L	2	2	7	2
14	M	1	1	4	2
15	N	2	2	5	2
16	O	3	1	1	1
17	P	3	2	5	2
18	Q	2	2	5	2
19	S	1	1	1	1
20	T	2	2	5	2
21	U	3	2	5	1
22	V	1	2	5	2
23	W	1	1	7	2
24	X	2	4	4	1
25	Y	1	2	5	2
26	Z	1	2	5	2
27	AA	1	3	4	1
28	AB	4	2	5	2
29	AC	3	2	5	2
30	AD	2	2	8	1
31	AE	1	2	5	1
32	AF	6	1	2	1
33	AG	1	2	5	2
34	AH	7	2	1	1
35	AI	1	2	5	2
36	AJ	3	1	1	1
37	AK	3	1	7	2
38	AL	3	1	1	1
39	AM	1	1	1	2
40	AN	2	2	5	1

Figure 3: Anonymised Extract of a UCINET Data File of Co-Author Attributes

Network compositions were analysed using categorical data for number of co-author collaborations, country of co-author, co-author employer type, and gender. NetDraw (Borgatti et al., 2002) visualisations were constructed of the co-author relationships evident in the publication portfolios. It became apparent that the quantity of papers published by

some authors necessitated a more granular approach to the construction of the social network graphs than the 5-year time frame adopted for the purposive open-ended qualitative interview of Study 2, and subsequent graphs were constructed on a year-by-year basis. For participants with extensive co-author networks, as the size of the ego-nets increased it become difficult to distinguish discrete co-author networks from one another and, for purposes of clarity, a decision was made to simplify the visualisations by removing the author (Crossley et al., 2015b). In those instances where legibility continued to be problematic, later graphs were constructed to present co-author collaborations that occurred on three or more occasions *(3=<)* (Crossley et al., 2015b). Given the international composition of the interviewees, dynamic videos were constructed and uploaded to YouTube for the purpose of sharing data with the interviewee. Videos are *Unlisted* which meant they would not appear in search results. Interviewees did not require a YouTube account to access their video, only the unique Uniform Resource Locator (URL) created exclusively for each video. Once interviews were completed, the video was deleted. An anonymised, *Unlisted*, example of a co-author social network can be viewed at https://youtu.be/iKDWBghZUFg

Results

There were two male and two female authors entered in this analysis. Authors were drawn from Europe, North America and Southeast Asia and had *h*-indexes ranging from 10 to 42, as presented in Table 2. Portfolios included publications which contained a combination of qualitative and quantitative publication. Portfolios ranged in size from 57 to 360 outputs published over periods between 12 and 18 years.

A breakdown of additional areas in which outputs were published comprised medicine; social sciences; biochemistry, genetics and molecular biology; and psychology, as presented in Table 3. Network size and gender differences were analysed for the full data set. For other analyses the first 12 years from first co-authored paper were assessed for equivalence based on the publication period of the least published author.

Q1_h42_M: Professor at a higher education institution in Western Europe. He has a background in health sciences and has studied to PhD level. He has received international awards recognising the quality of his research, was a founding member of an international research network, and holds advisory positions with national and international organisations and journals.

Q2_h28_M: Professor and Associate Dean (Research) at a higher education institution in North America. He is a Registered Nurse and has studied to PhD level. Having worked as a Post-Doctoral Researcher, he relocated from the United Kingdom to an Associate Professor position in North America. He has received international awards recognising the quality of his research, held leading roles on international nursing organisations, and holds an editorial position with an international ISI listed journal.

Q3_h12_F: Associate Professor at a higher education institution in Southeast Asia. She has a background in clinical medicine. Her Masters in Nursing and PhD-level studies were completed in Europe before returning to South East Asia to take up her position as Associate Professor.

Q4_h10_F: Professor at a higher education institution in Southern Europe. She is a Registered Nurse, held leading roles in European regulatory bodies, was a founding member of national research network, and is a leading member of her national nursing association.

Table 2: Author Profiles of Selected General Nursing Portfolios

Note: Authors are defined by Quartile_h-Index_Gender e.g. Quartile1_h-index=42_Male reads Q1_h42_M

	General Nursing	**Medicine**	**Biochemistry, Genetics and Molecular Biology**	**Social Sciences**	**Psychology**	**Others**
Q1_h42_M	18%	63%	7%	3%	3%	6% *Including agricultural and biological sciences*
Q2_h28_M*	32%	46%	-	14%	2%	6% *Including health professions, & arts and humanities*
Q3_h12_F	67%	33%	-	-	-	-
Q4_h10_F*	57%	29%	-	7%	-	7% *Including mathematics*

Table 3: Subject Composition of Publication Portfolios

** Author agreed to be interviewed as part of Study 2. Interview data included in the constant comparative analysis presented in Chapter 5*

Network Size

In the first years of successful *professional academic writing* authors published within a single highly connected co-author network. This network typically expanded to include new co-authors, with additional separate co-author collaborations developing after three- to four-years. Authors experienced a steady growth in co-author numbers between four- to seven-years from first co-authored publication. A rapid expansion in network size occurred eight- to twelve- years from first co-authored publication, increasing from between nine and 45 co-authored publications in Year Seven of a portfolio to between 40 and 96 co-authored publications in Year Nine; see Figure 4. Twelve years into their publication portfolios, the maximum number of years for the least published author, the size of collaborative writing networks had increased to between 106 and 151 co-authors.

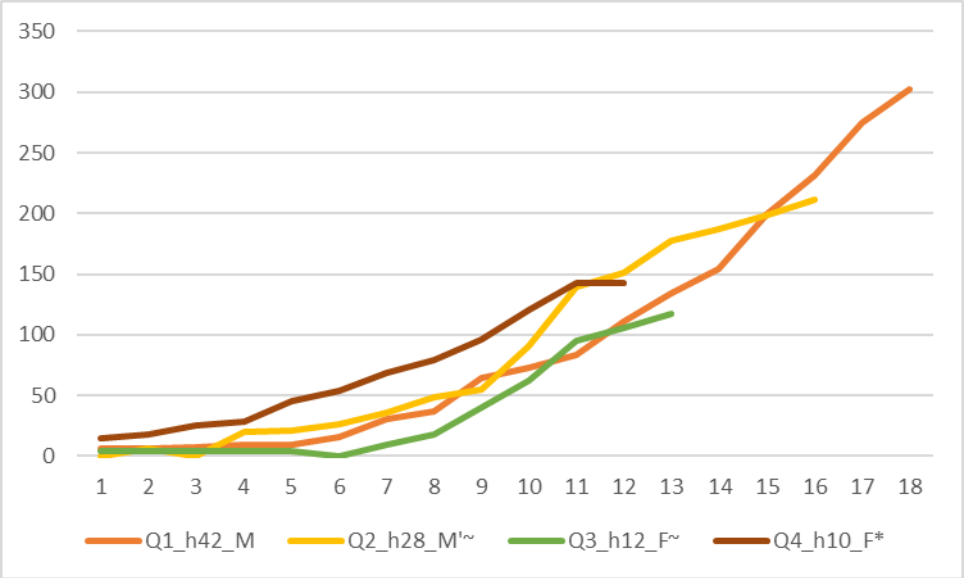

Figure 4: Network Size

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

' Published single authored papers in the preceding four years

** Partial data for final year*

Component Analysis

In social network analysis, components are maximally connected portions of a network disconnected from others (Borgatti et al., 2018a, Tsvetovat and Kouznetsov, 2011). Within this thesis, components represent groups of co-authors connected only by the author of the portfolio under analysis. Figures 5-8 present the growth of co-author networks with each box representing a year of publication. The author was removed from the analysis to enable a clearer depiction of the components, that is, highly connected co-author groups, with whom they published. Each discrete component, or co-author group, was represented by a blue dot, with each co-author represented by red dot. Viewed from left to right, top to bottom, each author began their co-author *professional academic writing* in a single group of co-authors.

Taking Q1_h42_M as an example, Year 1 of their publication record sees six co-authors in a single highly connected component. Year 4 sees new co-authors joining the writing group and increasing the component size. Year 6 sees the formation of a new co-author collaboration, with both components increasing in size over the next two years. In Year 9, the two writing collaborations join into a single entity and continue to expand in the next two years. From Year 12 of Q1_h42_M's writing career, a second smaller but highly connected writing group also establishes and grows.

After a period of steady growth in their co-author networks, the portfolios in this analysis experienced a period in which the number of writing groups collaborations coalesced into a smaller number of larger entities; see Figures 5-8. In three quarters of portfolios the consolidation is followed by development of new components. Twelve years into their publication portfolios those authors with the highest and lowest *h*-index worked with the least number of maximally connection sections within their ego-net, as presented in Figure 9.

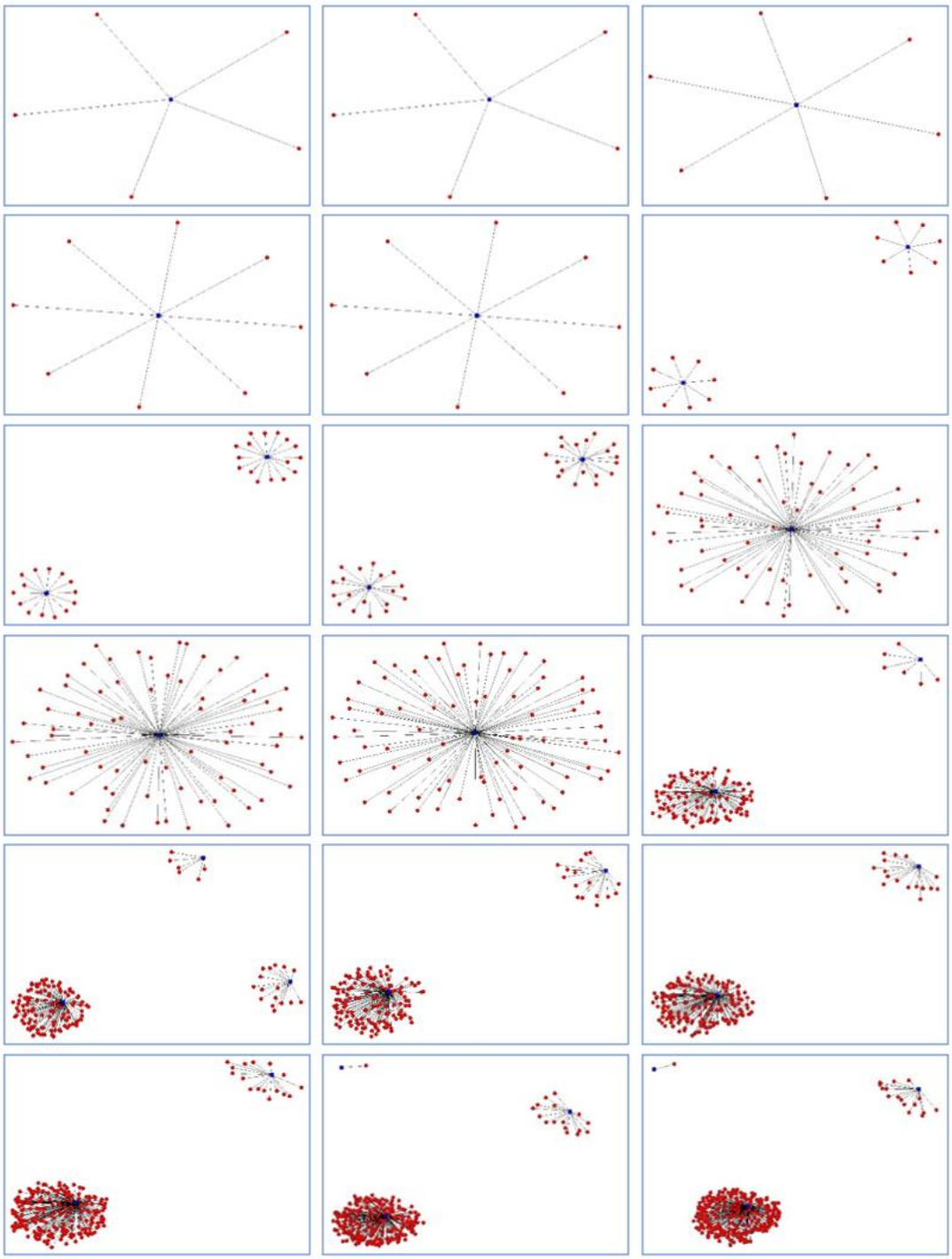

Figure 5: Q1_h42_M : Co-Author Collaborations from First Co-Authored Publication

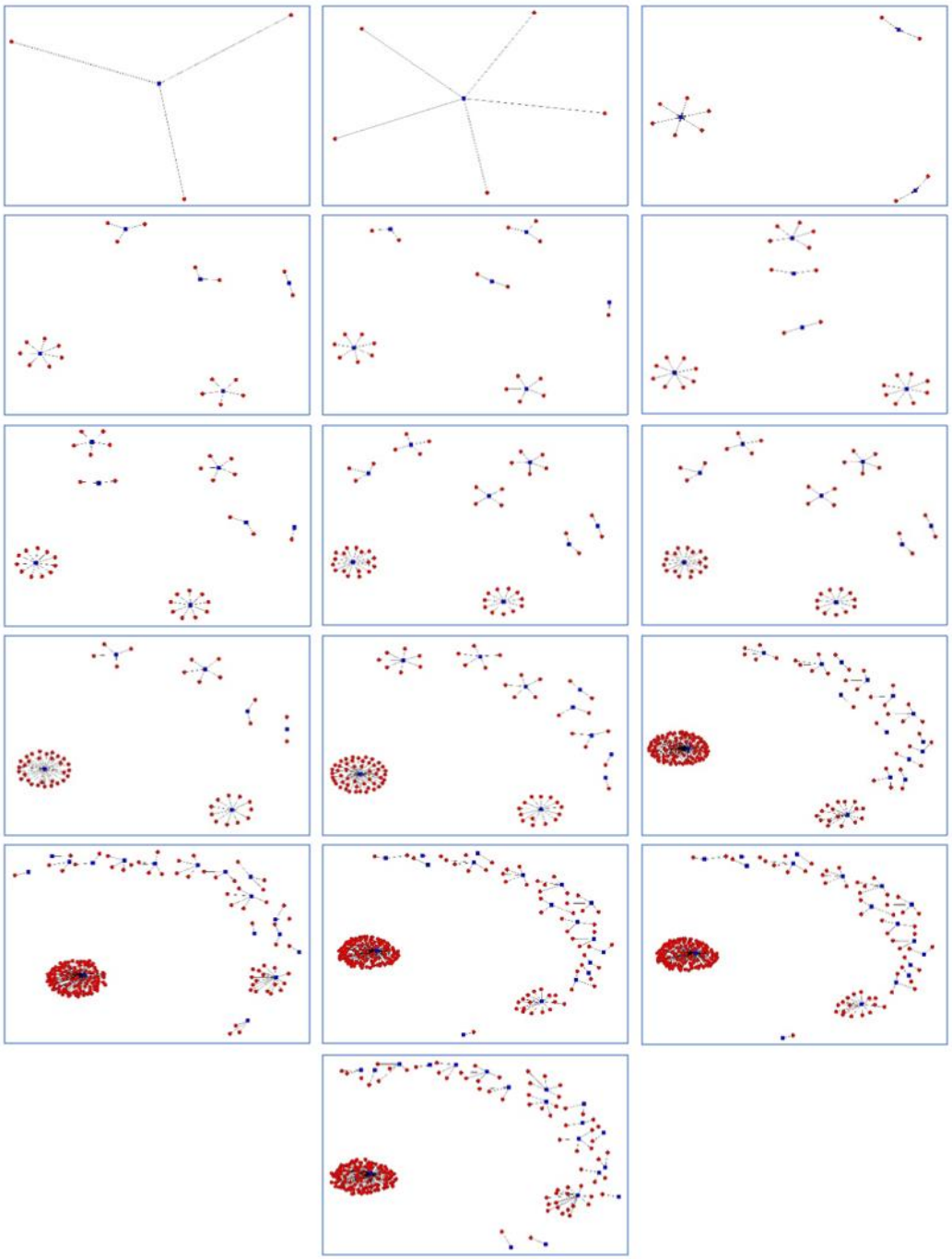

Figure 6: Q2_h28_M'~ : Co-Author Collaborations from First Co-Authored Publication

' Published single authored papers in the preceding four years

~ Moved countries in Year 3

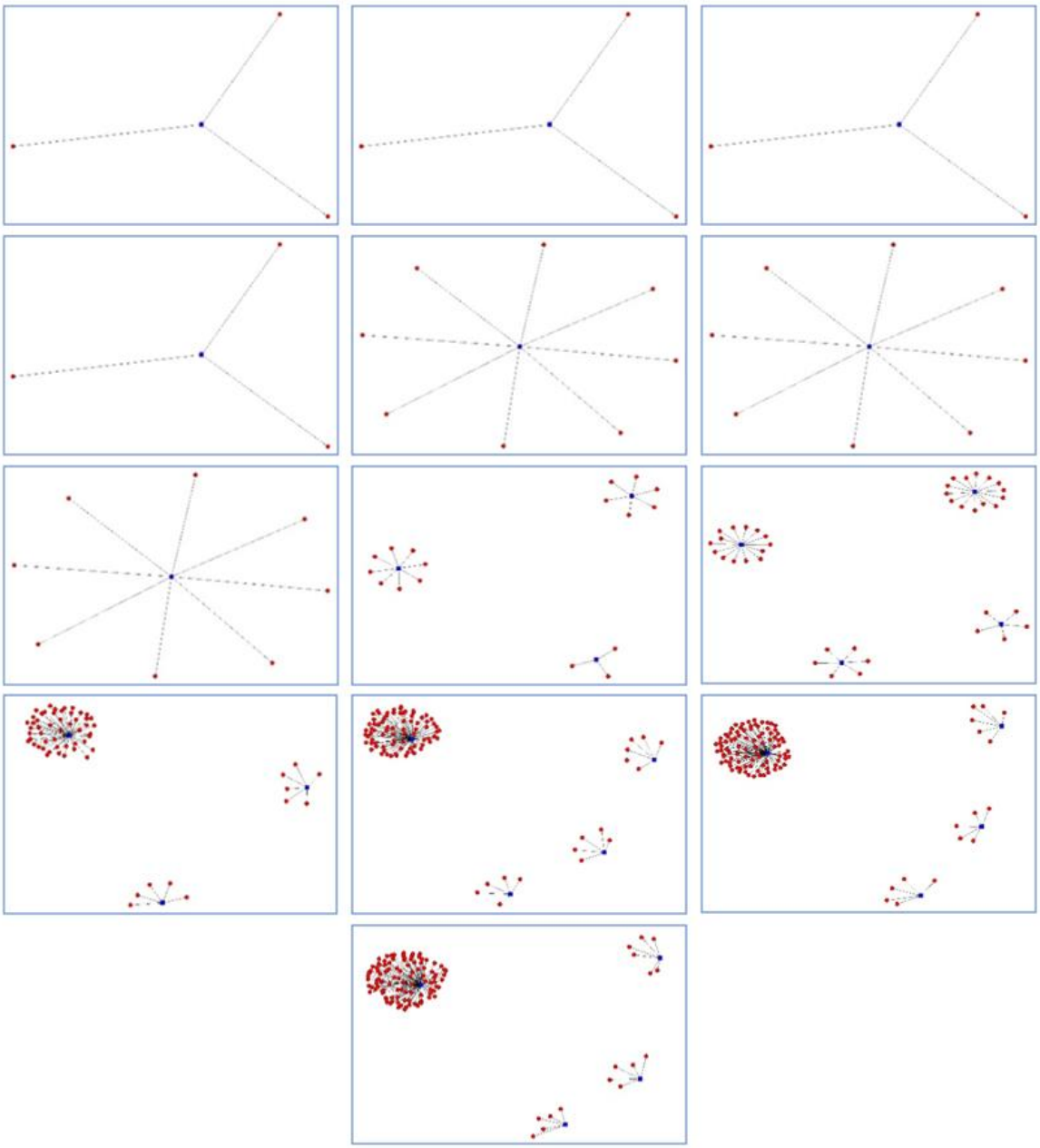

Figure 7: Q3_h12_F~ : Co-Author Collaborations from First Co-Authored Publication

~ Moved countries in Year 6

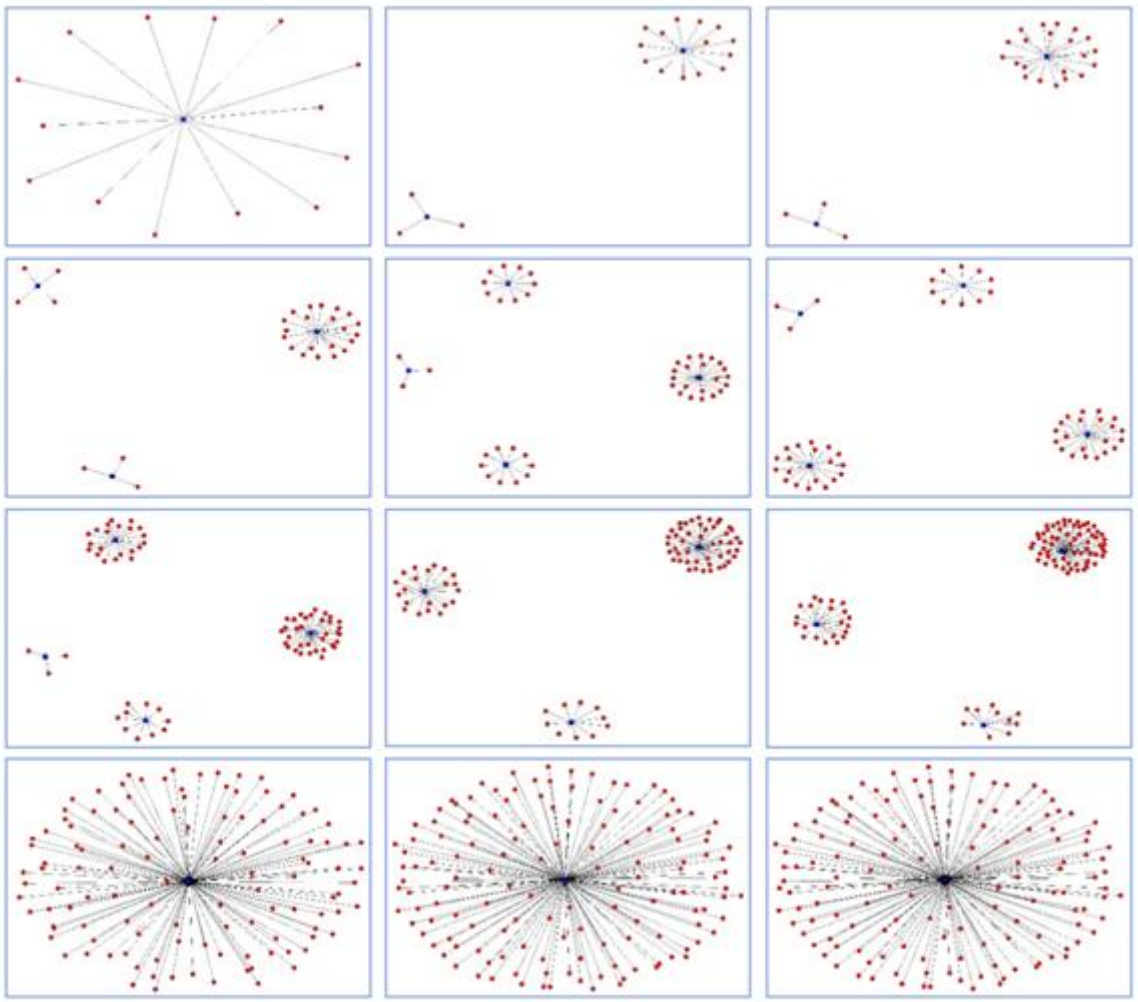

Figure 8: Q4_h10_F : Co-Author Collaborations from First Co-Authored Publication*

** Partial data for final year*

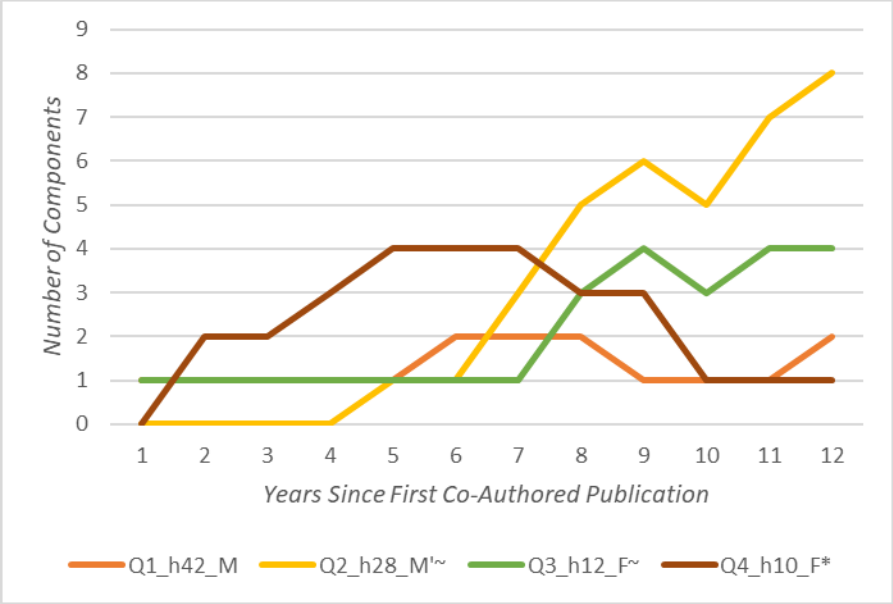

Figure 9: Component Analysis

' Published single authored papers in the preceding four years

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

** Partial data for final year*

Co-Author Location

Co-author relations within an author's higher education institution provided a starting point for most authors (mean 72%; range 33%-100%;) but decreased over time (Year 12 - mean 40%; range 28%-57%); see Figure 10.

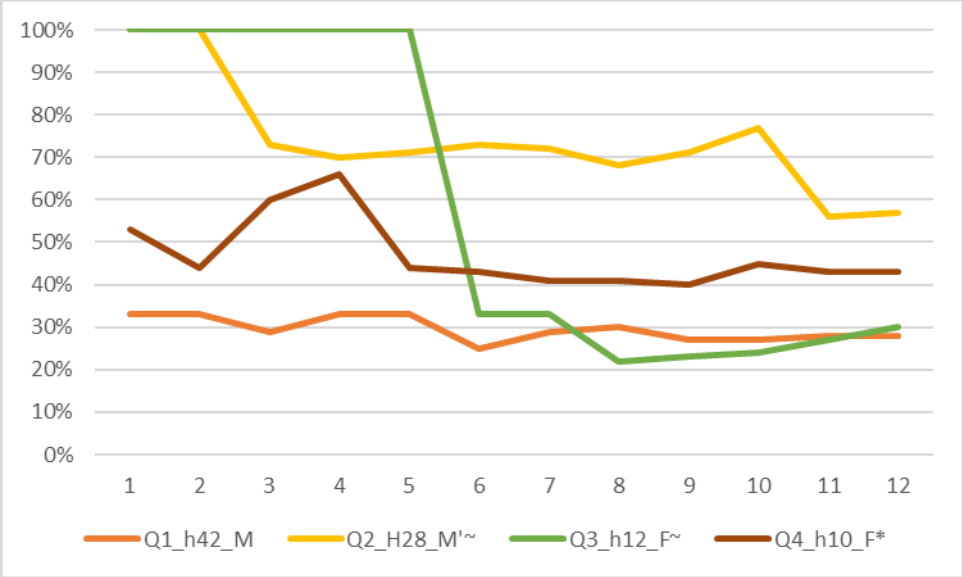

Figure 10: Proportion of Co-Author Collaborations at the Same Higher Education Institution

' Published single authored papers in the preceding four years

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

** Partial data for final year*

National and international levels of collaborations remained high across the higher education sector (Year 1 - 53%-100%), at 12 years into a publication career most author collaborations measured between 61% and 66%; see Figure 11. Q2_h28_M is anomalous with 94% of their co-author collaborations occurring within the higher education sector. Collaborations with other sectors included government agencies, health boards, hospices, local hospitals and external research centres (not depicted).

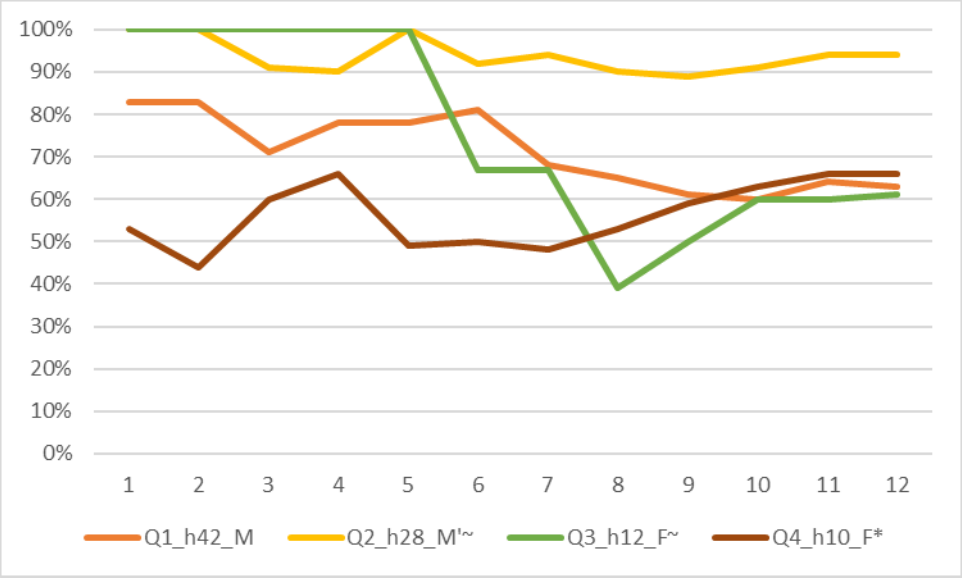

Figure 11: Proportion of Co-Author Collaborations Across the Higher Education Sector

' Published single authored papers in the preceding four years

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

** Partial data for final year*

Country

For most authors initial co-author relationships were built within their host country (83%-100%); see Figure 12. After 12 years, authors with higher *h*-indexes had smaller numbers of host country co-authors and, inversely, larger numbers of international collaborators: Q1_h42_M had 46% host country co-authors and 54% of international co-authors compared with Q4_h10_F who had 86% host country co-authors and 14% international co-authors.

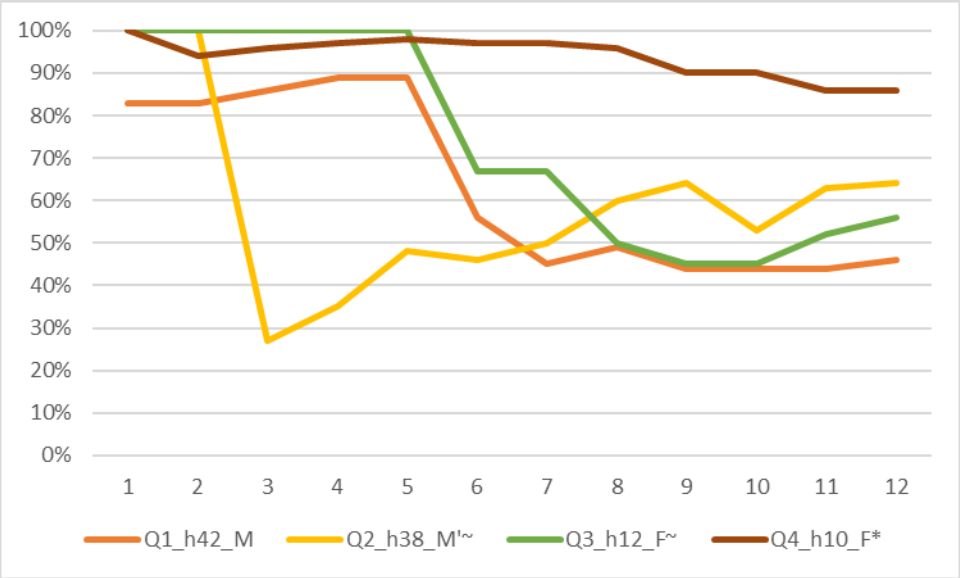

Figure 12: Percentage of Co-Author Collaborations in Host Country

' Published single authored papers in the preceding four years

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

** Partial data*

In this sample, Q2_h28_M and Q3_h12_F relocated to another country during their *professional academic writing* career after three and six years respectively. After 12 years publishing, Q3_h12_F's collaborations occurred in 61% of their host and previous host country compared with 56% in host country alone; Q2_h28_M's collaborations in their host and previous host country accounted for in 77% of co-author collaborations compared with 64% in host country alone; see Table 13.

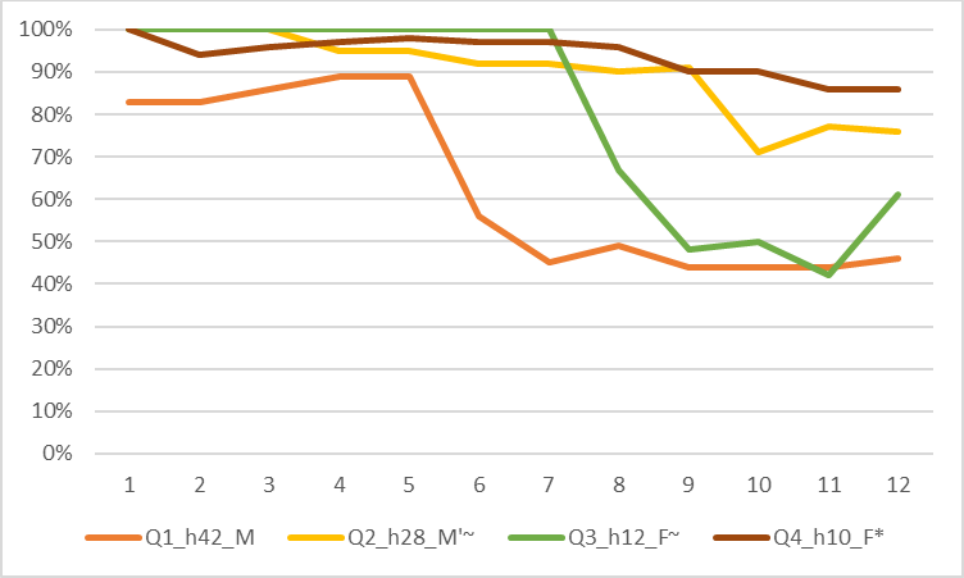

Figure 13: Percentage of Co-Author Collaborations in Host Country or Previous Host Country

' Published single authored papers in the preceding four years

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

** Partial data*

Gender

The male authors in this analysis began publishing earlier than the females, in 2003 compared with 2006 and 2007, publishing either exclusively or with 50% of male colleagues. In comparison, female authors began their publishing career co-authoring up to 100% of their papers with other females; see Figure 14. To account for changes in gender related policies over time, data were also analysed by year of publication rather than number of years into a writing career; see Table 4. In these data there remained a strong correlation of female authors publishing with other female authors *(mean 66%; range 61%-69%)*, male authors demonstrating a more even split *(mean 49%; range 46%-55%)*.

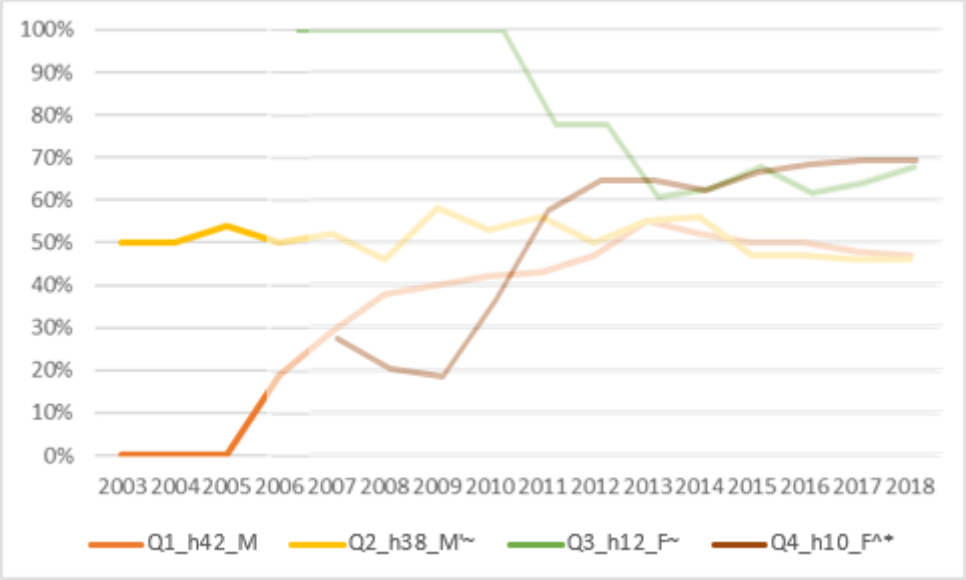

Figure 14: Percentage of Co-Author Collaborations with Female Authors by Year of Publication

' Published single authored papers in the preceding four years

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

^Contained instances where co-author gender was not possible to determine; these data were excluded from the analysis

** Partial data*

	2004-2008	2009-2013	2014-2018
Q1_h42_M	17%	45%	49%
Q2_h38_M’	50%~	54%	48%
Q3_h12_F	100%	83%~	65%
Q4_h10_F	24%^	48%^	67%^*

Table 4: Aggregated Percentage of Co-Author Collaboration with Female Authors

’ Published single authored papers in the preceding four years

~ Moved countries: Q2_h28_M in Year 3 & Q3_h12_F in Year 6

^Contained instances where co-author gender was not possible to determine; these data were excluded from the analysis

** Partial data*

Author Position

In Table 5, the frequency of author position is given for each phase of the author’s writing career, left-to-right, from most to least frequently occurring author position. For example, at the start of Q1_h42_M’s career they published as *first* author most frequently, *middle* author the second most frequently occurring author position, and were *final* author least frequently. Eighteen years into their writing career their author position had reversed, they are *final* author most frequently, *middle* author the second most frequently occurring author position, and were *first* author least frequently. Except for Q4_h10_F, authors began their career as first author. As time progressed, there was an even split between first and final author position.

	Start of Writing Career			Twelve Years into Writing Career			Eighteen Years into Writing Career		
Q1_h42_M	First	Middle	Final	First	Middle	Final	Final	Middle	First
Q2_h28_M	First	Middle	Final	First	Final	Middle	First	Final	Middle
Q3_h12_F	First	Final	Middle	Final	Middle	First	-	-	-
Q4_h10_F	Middle	First	Final	Final	First	Middle	-	-	-

Table 5: Position Frequencies in List of Authors

Note: Position frequencies listed from L-R: From most frequent author position to least frequent author position

Discussion

In order to study the longitudinal evolution of co-author relationships, this network analysis examined the personal-network characteristics of the *professional academic writing* portfolios of four elite academics publishing in the SciVal's Top 100 authors in the Scopus defined area of *General Nursing* (Elsevier, 2020a). The analysis identified trends to inform the organisational strategic investment required in the support provided to those wishing to write for publication as part of their academic life.

Central in the *General Nursing* portfolios analysed were the development of co-author networks, with a noticeable shift in the number of co-authors around four years, and again at seven years, from first co-authored publication. Preferential attachment theory states that when seeking a collaborator to join one's network, in this instance a co-author, a determining factor is to connect with someone who has already established a positive reputation and, by association, is highly connected with access to the resources (Wagner and Leydesdorff, 2005). Such successes have been shown to perpetuate success with authors who have published before being more likely to publish again, and papers which attract citations are more likely to be cited again (de Solla Price, 1976). Preferential attachment has been linked with international co-author collaborations, noting that highly connected individuals increase their number of collaborations faster than their less connected colleagues (Wagner and Leydesdorff, 2005). In seeking to build collaborative networks, Wagner and Leydesdorff (2005) note that junior researchers may not be able to leverage the advantage of preferential

attachment, sometimes referred to as cumulative advantage, because they have not yet established themselves as potentially attractive co-workers. The concept of preferential attachment is consistent with the marked increase in the number of co-author collaborations noted at four and seven years from first co-authored publication as junior researchers begin to establish their reputations as professional academic authors. Additionally, the ego-net analysis highlighted a marked increase in three of the four portfolios in the number of international co-author collaborations between six to eight years from first co-authored publication who, as suggested by Wagner and Leydesdorff's (2005) research, subsequently experienced faster increases in their number of collaborations. The findings from the ego-net analysis strongly indicate that preferential attachment is a factor in co-author network development, signally the potential benefits of supporting staff to build a positive reputation, and associated elevation in their status, earlier in their academic and *professional academic writing* careers. As part of an academic's reputation building, some organisations have proposed a range of measures to facilitate research collaborations, and the building of collaborative networks, including time for continuing professional development activities, sabbaticals and visiting fellowships (Leydesdorff et al., 2013, Farajollahi et al., 2013).

Within the portfolios analysed, in addition to the inclusion criterion of *General Nursing*, a diversity of research areas was evident, as presented in Table 3. Ontologically, authors in the first two quartiles both published more frequently in the field of *Medicine* compared to *General Nursing.* Disciplinary areas are known to experience large variations in citation patterns (Aksnes et al., 2019), which may account for the difference in the quantity of citations received and subsequent elevated *h*-index, and potentially signal career benefits for an academic if they seek to publish their work beyond the confines of nursing journals. In a study of academic collaborations within and across disciplines it was noted that research tends to be organised around epistemological rather than ontological dimensions, that is, methods of investigation rather than topics of research (Bellotti et al., 2016). Adopting an epistemological approach to collaboration, shared methods of investigation may account for the range of disciplines, including medicine, social sciences and psychology, evident in the ego-net analysis. Further analysis of the trends in methods, funding and topics under investigation may have provided further insight, possibly in terms of interdisciplinary project working, to account for the diversity of research areas identified in the portfolios.

A marked change in the geographic location of co-authors during writing careers is evident between six- to nine- years into their publication portfolios, as presented in Figure 12. When accounting for the relocation of authors, as presented in Figure 13, a noticeable decrease in the dominance of co-authors based in an author's host or previous country remained evident as the percentage of international co-authors increased. The consistent and growing proportion of internationally co-authored papers (Leydesdorff et al., 2013) may, in part, be accounted for by technological advances that have mitigated the need for researchers to work in close geographical proximity (Hoekman et al., 2010). Initiatives by national governments (Kwon et al., 2011) and programmes such as the European Framework (European Commission, 2020), purposefully established to stimulate international research collaboration (Adams and Gurney, 2016) may also be a factor. Elsewhere, evaluation frameworks such as the Research Excellence Framework in the United Kingdom (Research Excellence Framework, 2019a) and the Excellence in Research for Australia (Australian Research Council, 2015) continue to influence what, how and for whom academics write (Murray and Thow, 2014). Previously dominated by research-intensive western Europe and the USA, an analysis of a sub-set of Science Citation-Index Expanded (SCI-E) journals, identified that all nations are now collaborating in co-authored papers across geographical boundaries (Leydesdorff et al., 2013). For some established economies the total research output since the mid-1980's has more than doubled (Adams and Gurney, 2016). However, while domestic research output levels have not increased (United Kingdom – 47,500 papers per year), international collaborations have increased more than ten-fold (Adams and Gurney, 2016). The true import of these explanatory frameworks on writing behaviour is worthy of additional examination, though current analysis provides an indication of the timelines within which changes in the composition of collaborative co-author relationships develop. Given the desirability for international collaborations, in terms of journal expectations and research evaluation framework criteria, focused support on the development of this type of collaboration could potentially accelerate the development of this characteristic within co-author networks and associated *professional academic writing* portfolios.

Compared with the gender split within the nursing profession *(89% to 11% - female-to-male)* (Nursing and Midwifery Council, 2019), the number of male authors present in the portfolios analysed were higher than may have been expected *(31% to 53% - female-to-male)*; see

Figure 13. Women typically co-authored with other women 20% more than men with women; male co-author relationships presenting closer to a 50-50 split. Male authors wrote with female co-authors a maximum of 58% of the time; mean 39%, range 19-58%. These gender differences are notable given the 74% to 26% female-to-male of academic nursing departments (Higher Education Statistics Agency, 2019b) firmly indicating gender inequality beneficial to male authors in the *General Nursing* portfolios analysed, though align closer to the lower end of the 66% to 34% female-to-male gender split within the SciVal's Top 100 authors in the Scopus defined area of *General Nursing* (Elsevier, 2020a). A recent ranking of the world's top 100 universities (Times Higher Education, 2020) included analysis of organisational commitments to gender equality, including the recruitment and promotion of women, as informed by the United Nation Sustainable Development Goals (United Nations, 2021b). Sustainable Development Goal 5 calls for the adoption of sound policies to empower all women and girls at all levels (United Nations, 2021a). Based on the data from the social network analysis, female academics seeking to publish in nursing related *professional academic writing* may need targeted support in the development of their co-author networks to facilitate a stronger representation in the *professional academic writing* evidence base.

Clear longitudinal trends were apparent across this thesis of portfolios containing *General Nursing* outputs, with most authors beginning their co-authored *professional academic writing* career as first authors; see Table 5. The technical definition of authorship encompasses not only the person who undertakes the writing of a manuscript, but also those who have made a substantial contribution to a study, whether in formulating the problem, structuring the design, conducting statistical analysis, or interpreting the results (American Psychological Association, 2019). Authorship conventions differ among disciplines and can prove challenging to negotiate when writing as part of a multidisciplinary team (National Academy of Sciences et al., 2009). Nonetheless, the convention of placing the principal investigator last in an author list has become an accepted standard across most research areas, signalling intellectual input or supervision of the work reported rather than actively conducting the research or writing the manuscript (American Psychological Association, 2019). In nursing the first author has typically contributed the most to the development of a manuscript with the assignment of subsequent authors reflecting their relative contribution (Oermann and Hays, 2016), as is apparent at the start of co-author relationships represented

in this analysis. However, in contrast with the anticipated shift towards final author placement of the female authors, male authors continued to be named as first author more than a decade after first publication. Whether the frequency of final author attributions for female academics aligns with the American Psychological Association (2019) convention that this position is assigned to a project's principal investigator, or aligns with nursing conventions that it reflects relative contribution within the portfolios analysed, is unknown. If the latter is true, the frequency of first author attributions for male academics suggests they sustain a higher level of research activity and project involvement than their female colleagues. However, if the former is true, the frequency of last author attribution for female colleagues suggests their involvement has changed to one of principal investigator. Possible explanations for the differential in female-to-male research activity levels requires further investigation.

Implications

Although the portfolios included in this analysis represented a 50:50 gender split, the portfolios of the male academics were positioned in the top half of SciVal's Top 100 authors who had published in the Scopus defined area of *General Nursing* (Elsevier, 2020a), while the portfolios of women included in the analysis were positioned in the second set of 50 authors. Despite this anomaly, the trajectories evident across all four ego-nets were remarkably similar. These similarities included: the time points at which co-author network size grow; the number of highly connected co-author groups authors work with at specific time points; and the expansion of co-author networks beyond their employing institution to incorporate international collaborators. Two notable differences are evident in the ego-net analysis. The first difference related to the gender of co-author which, whether through accident or design, saw women more likely to co-author with other women. The second difference was the position frequency in author position between men and women over time; while most authors started as first author, men continuing to be listed as first author, while women had moved to final author position. As noted above, explanations for the variance merits further research.

The suggestion that some academic staff spontaneously succeed in *professional academic writing*, with the assumption that all writers have similar capacity to flourish, has been

suggested as too simplistic (Hyland, 2016b). The results of this social network analysis highlight consistent trends in the publication portfolios of elite academics publishing in *General Nursing*, particularly the significance of expansive professional networks in producing sustained *professional academic writing* outputs. To enable all academic staff to thrive in achieving their personal and organisational publishing goals, the implementation of institution-wide strategies facilitating continuing professional development are recommended. These development activities should focus on fostering opportunities to build the interdisciplinary professional networks necessary to make academics wishing to publish in *General Nursing* attractive as collaborators and co-authors.

Based on this research, it is recommended that higher education institution executive committees build medium-term investment into their strategic and operational plans for time, resources and facilitation of academic staff development in relation to *professional academic writing*. Within the context of gender differences evident in *General Nursing* portfolios, it is recommended that strategic and operational plans particularly focus on the continuing professional development of female academics. In focusing on gender equality (Times Higher Education, 2020, United Nations, 2021a), the female academics who comprise the majority of the nursing practice and academic communities will experience parity of opportunity in achieving this key marker of achievement used by university in promotion, tenure and academic review, *professional academic writing*.

Summary and Implications for Qualitative Interviews

This social network analysis has identified that academics initially build collaborative writing partnerships within their employing organisation, later working with colleagues in other higher education institutions. Writing partnerships subsequently extend across international boundaries and organisation types. Female academics began publishing later than their male colleagues. Female academics also engaged in higher levels of co-author collaboration with other women up to twelve years into their *professional academic writing* career. Institutional wide policies are required to facilitate the building of expansive interdisciplinary professional networks if academics are to thrive in achieving their personal and organisational writing goals. Medium term investment may be required before its impact is visible and should focus

on female academics to ensure gender equity of opportunity in achieving *professional academic writing*.

In conjunction with the literature review presented in Chapter 2, this social network analysis supported the researcher in developing theoretical sensitivity in preparing for open-ended qualitative interviews with academics publishing in field of nursing presented in Chapter 5. In particular, the ego-net analysis highlighted areas of potential significance to a *formal ground theory* of *professional academic writing* including gender differences in co-author network development beyond their higher education institution, and building extended co-author networks beyond geographical boundaries. Questions were also raised regarding the basis for decisions to collaborate with particular co-authors, the disciplinary focus of the journals in which they published, and the significance of the authorship position.

Chapter 5 Qualitative Interviews & *The SEPIA Model*

As previously noted in Chapter 2, in the absence of an accepted framework of how academics acquire writing skills (Murray and Thow, 2014), a thorough exploration of the factors assisting writers to complete and publish papers was advocated (Dwyer et al., 2015). Acknowledging the limited impact and sustainability of writing programmes identified (Kempenaar and Murray, 2018), this thesis used grounded theory methodology to move beyond anecdotal accounts or single case studies of writing initiatives to construct an understanding of how academic staff conceptualise *professional academic writing*.

Utilising the strengths of mixed methods research, social network analysis in Chapter 4 was used to construct a longitudinal understanding of academic research outputs (Kumar, 2015) to determine whether there are identifiable trends in the co-author collaborations evident in the publication profiles of elite academic authors. The results of the social network analysis (Grant et al., 2020) informed open-ended qualitative interviews, gathering primary data to construct a *substantive grounded theory* (Glaser, 2007, Glaser and Strauss, 1965) of *professional academic writing*. Interviews were held with academics working and publishing in the SCOPUS defined field of *General Nursing*, to construct a grounded theory of how they conceptualise and actualise *professional academic writing*. This population was selected because it represented the community within which the researcher worked, a community where diversity in *professional academic writing* experiences, of successes and challenges, were witnessed on a near daily basis. Based on participant informed priorities, a holistic perspective of *professional academic writing* is presented, as represented in *The SEPIA Model*. Recommendations are made of how to support and train academics in developing their *professional academic writing*, as well as how to facilitate networking opportunities for the mutual benefit of both academics and their employers.

The literature review presented in Chapter 2 was undertaken prior to data gathering to theoretically sensitise the researcher to the potential relevance of participant's experiences to the developing theory (Birks and Mills, 2015b). In that review the internal and external drivers of *professional academic writing* within higher education sector, respectively including promotion committees and research evaluation initiatives, were examined. The emergence

of the *Publish & Flourish!* paradigm that seeks to counter the dominant culture of *Publish or Perish!* was noted, together with the strengths and limitations of formal and informal programmes and processes in support of *professional academic writing*. Gender differences were presented in the ways female academics typically engage in pastoral and administrative roles, compared with their male colleagues, to the potential detriment of their *professional academic writing*.

Design

Staged Sampling

Sampling occurs in two stages within grounded theory methodology: purposive sampling based on participants' broad general knowledge of the research phenomena (Bryant and Charmaz, 2007b, Charmaz, 2014a, Coyne, 1997, Morse, 1991, Williamson, 2017), followed by theoretical sampling of participants according to their anticipated knowledge to refine categories (comprising initial codes and emergent concepts). The properties of categories, and relationships between concepts within and across categories, is achieved through continued coding and comparison until theoretical saturation is attained (Birks and Mills, 2015b, Braun and Clarke, 2013d, Bryant and Charmaz, 2007b, Charmaz, 2014a). Employing the specifics of Birks and Mills' (2015b) definition of theoretical saturation, theoretical saturation can be declared once a discernible pattern is identified in the data, and the categories, sub-categories and their properties are well articulated and integrated (Birks and Mills, 2015b).

Purposive Sample

In this thesis the sample population was academics with a broad general knowledge of *professional academic writing*. The purposive sample included elite academic authors who had published for 10 or more years, with at least 50% of their publications assigned to the field of General Nursing, as prescribed by the online bibliometric SciVal (Elsevier, 2020a); see Figure 15.

SciVal is an online resource containing data on the research performances of worldwide research institutions, disciplines and individuals, based on the abstract and citation database Scopus (Elsevier, 2020b).

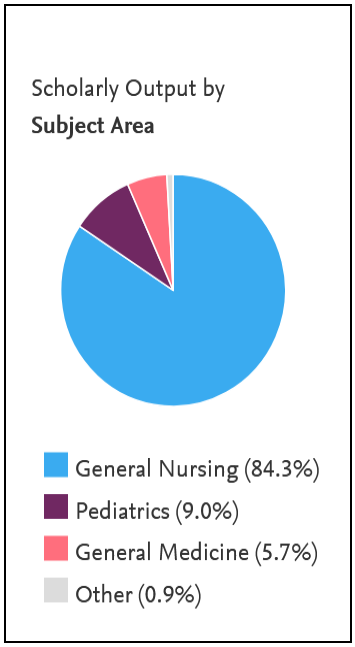

Figure 15: Anonymised Example of a SciVal Record of "Scholarly Output by Subject Area"

Retrieved: 5 May 2021

In addition to subject area, it was confirmed that potential participants were employed in a higher education institution for more than 50% of their *professional academic writing* career; see Figure 16.

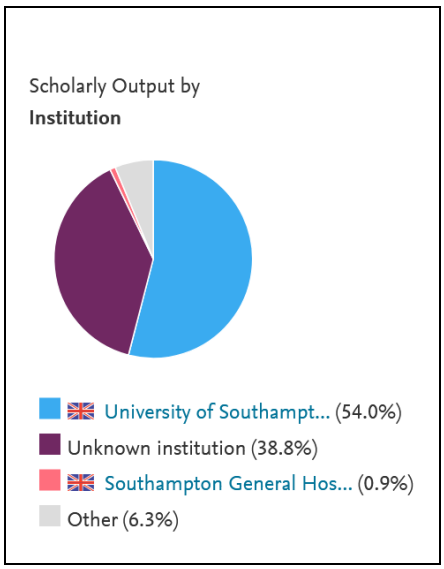

Figure 16: Anonymised Example of SciVal Record of "Scholarly Output by Institution"

Retrieved: 5 May 2021

The titles and abstracts of recent publications were examined to confirm that prospective participants were publishing primary research, that is, *professional academic writing* reporting new data in answer to a research question (Jupp, 2011). Acknowledging the inherent differences in writing styles of narrative based qualitative studies (American Psychological Association, 2020a) compared with the more routine and minimally burdensome reporting of quantitative studies (American Psychological Association, 2020b), sampling sought to identify authors reporting a range of design methodologies.

Participants who met the above criteria were purposively sampled from across geographic locations *(Australia, Belgium, Canada, Italy, Singapore, United Kingdom (UK), United States of America (USA))* to ensure the conceptualisation of the *professional academic writing* process drew on a wide range of experiences.

Theoretical Sample

As recommended by Birks and Mills (2015b), the construction of concepts and categories that comprise this *substantive grounded theory* began with the constant comparative analysis of the first data set, that is, from the purposive sample. Subsequently, strategic decisions were

made to theoretically sample participants for whom a particular experience or concept appeared significant (Morse, 2007). The theoretical sample initially drew on the expanded data set identified for the purposive interview, a participant working in academia for most of their *professional academic writing* career and had or were publishing in the SCOPUS defined area of *General Nursing*.

Reflective memoing on constructed codes and categories captured analytical decision making in identifying potential research sources to further saturate theory construction (Birks and Mills, 2015b). During the initial interviews participants were marked in their belief of writing "coming naturally" to them, a belief and inductive code which informed subsequent sampling (Hood, 2007) of those who did not find writing easy; an approach in keeping with grounded theory methodology to seek both confirmatory and contradictory cases (Morse and Clark, 2019).

> ***Memo: The Value of the First Interview: Appended: 9 October 2019 – The Different Dynamics of Later/Theoretically Informed Interviews****
> *It's interesting to note how the interview dynamics have changed across the theoretically sampled participants. I've been steadily refining my interview guide since the first purposive interview. Now, although the topic is still the same, the co-constructed insights into writing for publication give the interactions a more focused structure as I seek to elicit more detailed insight into the properties that distinguish and add meaning to coding categories. It's so exciting to witness the theory take shape as categories are introduced to, and resonate with, participants. It's also possible to notice areas of the theory that need to be further saturated/properties defined. For example, so far all the participants have indicated that they find writing comes easily to them; to extend and test the boundaries of the theory it would be interesting to interview some participants who don't hold this perception.*
>
> ** Memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos*

Informed by the social network analysis presented in Chapter 4, the theoretical sampling strategy was continually refined to a population determined likely to produce relevant data to extend or test emerging categories (Birks and Mills, 2015b). For example, when seeking to recruit participants in the early stages of the *professional academic writing* career, the social network analysis indicated that this could potentially include academics up to ten years from first publication. This data informed the evolving theoretical sampling strategy so that, in addition to publishing in the field of nursing, potential interviewees were sought, at various points, with the following characteristics: those in the first ten years of their *professional*

academic writing career; those studying for or who had completed doctoral level study in the past five years; and female academics.

Recruitment

For the purposive sample, the email invitation shown in Appendix 1 and Participant Information Sheet shown in Appendix 2 was sent to an individual known to the researcher who met the study criteria. For the initial phase of the theoretical sample, potential participants were sent the same Participant Information Sheet and the email invitation used in the purposive sample; this included authors of the publication portfolios included in the social network analysis reported in Chapter 4. As the theoretical sampling evolved potential participants were sent the modified email invitation presented in Appendix 3. In all instances, in the event of no reply, two follow-up emails were sent at weekly intervals. Those participants who agreed to be part of the study were asked to complete and return a copy of the informed consent form presented in Appendix 4.

As the theory construction progressed, a wider range of *professional academic writing* experiences were sought to provide confirmatory and contradictory cases (Morse and Clark, 2019), and the theoretical sampling extended beyond email invitations; past participants were asked to introduce the researcher to candidate participants and, with the consent of the Facebook group moderators, the invitation to participate presented in Appendix 5 was sent to the following private Facebook groups:

- Women in Academia Support Network #wiasn (FaceBook, 2021a)
- #wiasn Writing Group (FaceBook, 2021b)

Challenges in Recruitment

Braun and Clarke (2013c) have argued that it is not possible to predetermine if it will be easy or difficult to recruit a research sample. Notwithstanding, a recognised challenge in grounded theory methodology is that of seeking contradictory cases (Morse and Clark, 2019) and the innate belief of potential participants that they have sufficient experience to have something worthy of sharing. This proved to be the case when, in this thesis, contradictory cases were

sought in relation to the theoretical code regarding *professional academic writing* "coming naturally". The very nature of the contradictory belief that *professional academic writing* does not come naturally resulted in a tendency for academics to actively exclude themselves from the study. A typical emailed response being:

> *"As someone who is still struggling to get some publications out there, I don't consider myself an "established academic writer". I won't be able to participate in your study, but I will follow your results with interest." (Anonymised 1, 2020)*

Consequently, the theoretical sampling strategy was reframed to seek those who were undertaking or had recently completed a postgraduate qualification. It was anticipated that this cohort were potentially less experienced but actively engaged in *professional academic writing*, most likely at an early stage of their research career.

A further challenge presented in relation to the COVID-19 pandemic, with global lockdowns and stay at home orders overlapping with the recruitment period: March 2020 to February 2021. In March 2020, the United Kingdom experienced its first nationwide lockdown as a public health response to the spread of the COVID-19 pandemic (Sparrow et al., 2020). Schools were closed from 20 March 2020 and the nation was advised to the "Stay at Home, Protect Lives, Save the NHS" (Department of Health and Social Care, 2020). As part of the lockdown, universities closed buildings and campuses, and teaching and learning moved online (Department for Education, 2020).

The split focus of academics as they translated education and training materials online, learned to teach through new online platforms (Smith and Watchorn, 2020), and supported colleagues and students (Flaherty, 2020), coupled with additional caring (Flaherty, 2020) and home schooling responsibilities (Flaherty, 2020, Power, 2020, Smith and Watchorn, 2020) appeared to have a detrimental impact on recruitment levels to this thesis. While the lived impact of the pandemic has been felt across the globe, COVID-19 has been shown to increase

the care burden on families (Power, 2020), an inequity divided along gender lines to the detriment of women (Smith and Watchorn, 2020, Power, 2020).

Taking the UK as a baseline, the combination of a greater care burden on women resulting from the COVID-19 pandemic, the refined theoretical sampling strategy of female academics, and the high female-to-male staff ratio of 75% female to 25% male in UK academic nursing departments (Higher Education Statistics Agency, 2019b), is believed to have impacted on the availability of the sample population more severely than if the intention had been to recruit male academics. Active steps were taken to increase recruitment numbers including a reworking of recruitment materials intended to appeal to time-poor academics in the modified invitation presented in Appendix 3, an expansion in the number of invitations sent, connecting with past participants to request introductions with people fitting the theoretical sampling frame across their academic networks (Braun and Clarke, 2013c, Hood, 2007, Morse, 2007, Morse and Clark, 2019), and use of social media platforms (Braun and Clarke, 2013c). Although this initially had a positive impact on academics agreeing to be interviewed, participants frequently withdrew immediately prior to the arranged interview date and declined to reschedule. A typical email exchange being:

> *"Thank you for getting in touch and I am happy to be a part of your study." (Anonymised 2, 2020a)*

Shortly to be followed by:

> *"I am afraid I am just too busy… so I'm afraid I won't be able to be part of the study! Good luck with it." (Anonymised 2, 2020b)*

For the reasons outlined above, the sample size was smaller than anticipated; potential participants excluded themselves from the study because they were "someone who struggles" with *professional academic* writing or, because of additional commitments brought about by the COVID-19 pandemic. Notwithstanding, mindful of Stern (2007) and Dey's (2007)

recommendations to favour quality over quantity when gathering data in grounded theory research, well-articulated and integrated patterns were present in the data categories, sub-categories and their properties (Birks and Mills, 2015b), from which to construct an understanding of *professional academic writing*, and to be able to declare that theoretical saturation had been achieved.

Participants

One purposively sampled and seven theoretically sampled participant interviews were conducted before theoretical saturation was achieved. Interviews were conducted between December 2017 and February 2021, lasted between 51 minutes and 92 minutes, and were undertaken using the preferred format of the interviewee including face-to-face (1), telephone (1), and video conferencing software (6); see Table 6. Interviews were audio recorded and transcribed verbatim by the researcher as the first stage of data analysis. Transcripts were organised and managed using NVIVO software (QSR International, 2021).

		Location	Interview Format	Length
1.	M*	UK	Face-to-Face	01:19:00
2.	F^	UK	Telephone	01:31:28
3.	M^	Canada	Video Conference	00:59:01
4.	F	Queensland, Australia	Video Conference	00:51:16
5.	F	Melbourne, Australia	Video Conference	00:55:24
6.	F	UK	Video Conference	00:59:16
7.	F	Turkey	Video Conference	01:02:23
8.	F	Brazil	Video Conference	01:17:28

Table 6: Participant Gender & Location, Interview Format and Length of Interview

** Purposive interview*

^ Publication Portfolio included in Social Network Analysis (Chapter 4)

Video conferencing software was originally employed to facilitate recruitment of participants based outside of the UK. Conferencing software subsequently enabled the continuation of the project during the COVID-19 pandemic which precluded the researcher, who lived in Greater Manchester, a region subject to the tightest UK COVID-19 restrictions for most of 2020/2021, from travelling to meet UK-based interviewees in person.

Interview Guide

An interview guide incorporating a broad initial open-ended question coupled with a list of prompts and probes, presented in Appendix 6, was constructed together with a list of more focused questions based on the social network analysis of publication portfolios presented in Chapter 4. The interview guide was reviewed following each iteration of constant comparative analysis of data and treated as a flexible and revisable tool (Charmaz, 2014b), evolving as the theory was constructed (Charmaz, 2014b, Glaser, 2007, Glaser and Strauss, 1965, Morse, 2007). Examples of the evolution of the interview guide are presented in Appendix 7 and Appendix 8. Questions were asked slowly to foster participant reflection, exploring the research phenomena framed to the experiences and responses of the participant (Charmaz, 2014b).

NetDraw visualisations of individual participant's co-author relationships, evident in their publication portfolio, were constructed and shared with the participant during their interview. The visualisations were accessible only to the participant, available via a link to an unlisted YouTube video purposely created for the interview. The videos elicited little unique data from that gathered during the open-ended interview format. Acknowledging the time taken in constructing the social network data files, after the first three interviews, general messages from the ego-net analysis were taken into subsequent interviews.

Interview Format

Interview length, frequency and stress from interview content have all been identified as potential contributors to respondent burden (Graf, 2011, Bradburn, 1978, McCarty, 2014), factors that can deter participant engagement with a project. To mitigate respondent burden

interview length and interview platform were tailored to each participant's preference, and pre-interview rapport fostered through email correspondence.

A face-to-face open-ended qualitative interview was undertaken with the purposive sampled participant, an academic who had experienced significant *professional academic writing* success, having published 68 academic papers over 29 years, using both qualitative and quantitative methods. The participant had a background in General Nursing and had studied to PhD level. The participant was known to the researcher which may have contributed to the expansive nature of the interview, which lasted one hour 19 minutes, providing rich data for the initial iteration of constant comparative analysis.

All but one of the theoretically sampled participants were interviewed using video conferencing. The use of a participant's chosen video conferencing software ensured their access and familiarity to the platform with the additional benefit for the researcher being able to build rapport through visual cues such as facial expressions and body language. Interviews undertaken via video conference were shorter than interviews conducted on other platforms lasting, on average, one hour: between 51 minutes 16 seconds and one hour, 17 minutes, 28 seconds; see Table 6.

The longest interview was by telephone and lasted one hour, 31 minutes, 28 seconds. On several occasions the interviewee indicated that they couldn't hear the interviewer. While this may have been technical problems with the phone line, the interviewee could follow the conversation if it travelled along a predictable track, for example, confirming biographical details, suggesting that the interviewee may have been hard of hearing. The researcher's stepdaughter has a significant hearing loss, sensitising her to conversations where hearing loss may be a factor. Without the visual cues available in a face-to-face or video conferencing, the interview style was adjusted, allowing the participant to speak until the point they wished to make was exhausted. Follow-up probes and questions were shortened to enable the interviewee to return to and elaborate on pertinent data relevant to the expansion of the theory under construction.

Transcripts

Interviews were audio recorded and transcribed verbatim by the researcher as the first stage of data analysis (Bryant and Charmaz, 2007b, Charmaz, 2014a). The transcripts were organised and managed using NVIVO software (QSR International, 2021).

The full transcriptions preserved detail (Charmaz, 2014a) and facilitated thorough and systematic line-by-line coding and data analysis, mitigating the likelihood of artificially imposing a story on the data (Urquhart, 2007). Full transcriptions by the researcher facilitated ideas and understandings that might otherwise have been missed (Charmaz, 2014a). To exemplify the coding process an extract from the coded Q2_h28_M interview transcript is presented in Appendix 9.

Coding

> ***Memo: The Value of the First Interview: Appended: 5 October 2018 – The Non-Linear Nature of Interviews****
> *In coding the data and constructing the theory I've realised how non-linear interviews are. Before embarking on this project I'd imaged an interview would travel along a straight line, informed by the interview guide and provide a direct narrative account of professional academic writing. In reality, I've found that interviews are about creating space for the interviewee to think, reflect and share freely on the topic under investigation, possibly for the first time. Although I knew this in theory, in constructing the theory I've come to know it in practice. The responses of the interviewee, and prompts and probes of the interviewer, have the potential to spark responses and potential connections not anticipated. In looking behind the words being said, the interconnectivity of the theoretical concepts is revealed.*
>
> ** Memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos*

Data analysis was conducted concurrently with data gathering (Belgrave and Seide, 2019) through a process of constant comparison analysis (Birks and Mills, 2015a), a process of comparing data with data, within and across transcripts, to identify similarities and differences (Charmaz, 2014a). Conceptual codes (Belgrave and Seide, 2019) in the form of gerunds (Birks and Mills, 2015b, Charmaz, 2014a) were applied line-by-line to interview transcripts. The use of gerunds, a verb which functions as a noun e.g. the verb *reviewing* compared with the noun *review*, encouraged the researcher to focus on interviewee words or actions, ensuring analysis began from the participant perspective (Charmaz, 2014a) and emphasised the implicit processes of the phenomena of *professional academic writing*. As

part of the constant comparative analysis, data were reviewed and recoded as new data was gathered (Birks and Mills, 2015a). Gorra's (2019) three-stage analysis to simulate inductive, abductive and deductive thinking overlaid the constant comparative analysis of this thesis. The researcher actively engaged with the data at all stages of analysis: looking for patterns in the coded data on NVivo (induction); moving to a different format, in this case paper, to stimulate alternative ways of engaging with and make sense of the data (abduction); before returning to the data to assess the fit of the theoretical concepts (deduction). As the analysis progressed initial inductive codes were collapsed into categories and sub-categories, the properties of these categories were defined, and theoretical concepts constructed (Birks and Mills, 2015b, Charmaz, 2014a). For transparency within this thesis, the finalised list of codes organised by category and theoretical concept was reconstructed in NVivo and is presented in Appendix 10.

Acknowledging that grounded theorists seek to achieve a conceptual theorisation of a process rather than an accurate representation of interviewees' lived experiences (Birks and Mills, 2015b), no extended interview extracts or participant identifiers are reported within this thesis. However, in keeping with the grounded theory methodology, *in vivo* coding, the use of a word or short phrase from the data, have been applied to the labelling of some categories where they depict the essence of the category being described (Given, 2012).

Memos were made throughout the lifetime of the project, capturing analytical insights and ideas as they arose, recording thoughts about the properties and dimensions of categories and potential relationships between categories and unifying concepts. The memos recorded form the basis of the *substantive grounded theory* presented in this thesis.

Diagramming & Abductive Insight

Beginning with inductive codes, diagramming was used to stimulate abductive thinking of potential interpretations and relationships between codes and categories (Charmaz, 2014i). Initially messy and provisional (Lempert, 2007), early configurations evolved throughout the project, including the removal of some tentative codes and categories, and the extension of

others, drawing out and articulating the relationship between categories (Charmaz, 2014i) (see Figures 17-21).

Comprehensive memoing alongside the development of diagrams captured thoughts and insights of the visual representation of data, including returns to the data to deductively test the concepts constructed (Gorra, 2019, Lempert, 2007). A final diagram was constructed to demonstrate visually how the theory fits together (Charmaz, 2014i).

> ***Memo: Thesis: Appended: 13 May 2021 – How to Present My Theory?****
> *Attended the second ARU GT seminar today. I thought it interesting that several of us are using Venn Diagrams as we develop/present our theories… I've been feeling an increasing sense of dissatisfied by the bluntness of a Venn diagram which doesn't capture the nuances of the theory. Initially concerned about the apparent overlap between categories, I've remembered Urquhart's reference to the depth of a theory being facilitated by the relationships between categories. So, more diagramming required.*
>
> ** Shortened memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos*

Storylining

Alongside diagramming, storylining was used as an analytical tool to provide a holistic, comprehensive yet digestible account of the *substantive grounded theory (Birks and Mills, 2015b, Dey, 2007)*.

Grounded in the categories constructed during data analysis (coding, diagramming and memoing), early storylines were captured in memos to explore the boundaries and relationships of categories, seeking to raise the conceptual level of analysis beyond description (Birks and Mills, 2015b).

> *e.g. Authors conceptualised professional academic writing beyond the mere process of writing or acquiring the skills to write. Instead, authors spoke of formative relationships that encouraged and supported writing activity, the networks in which they developed co-author collaborations, the external pressures guiding output – both organisationally and within the publishing sector – and how they sought to position themselves within their discipline.*

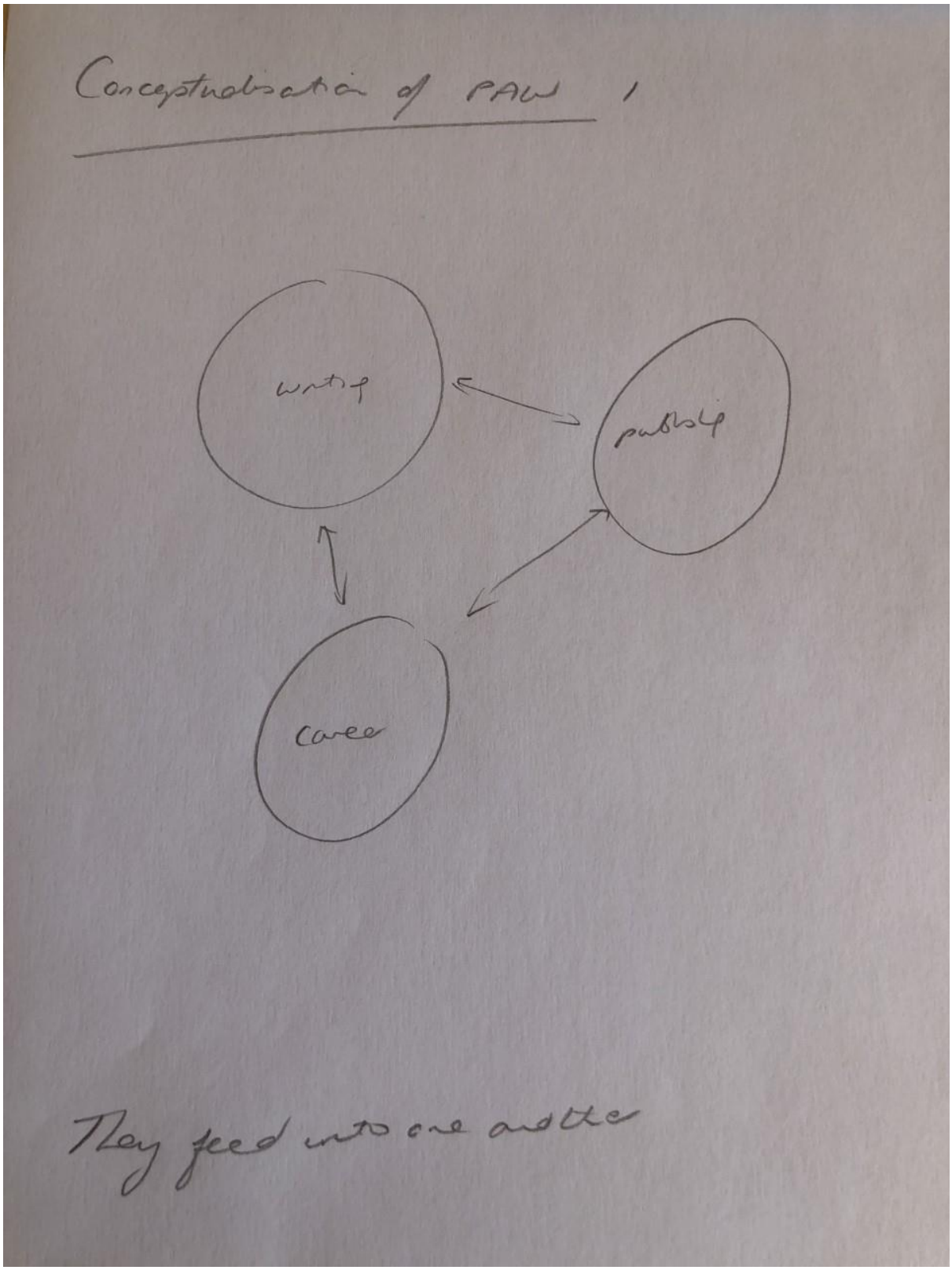

Figure 17: Experimentation with Diagramming – 1

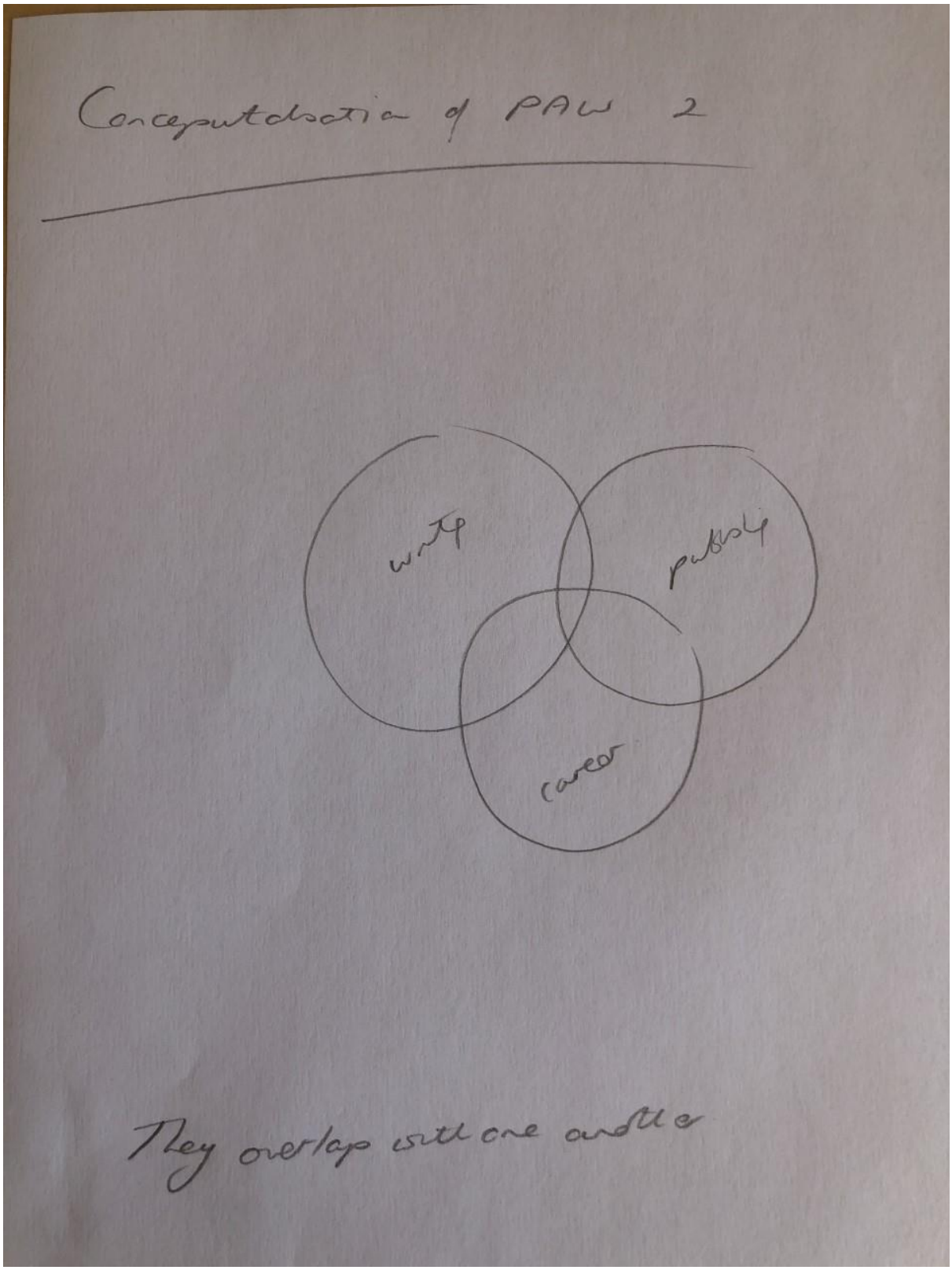

Figure 18: Experimentation with Diagramming – 2

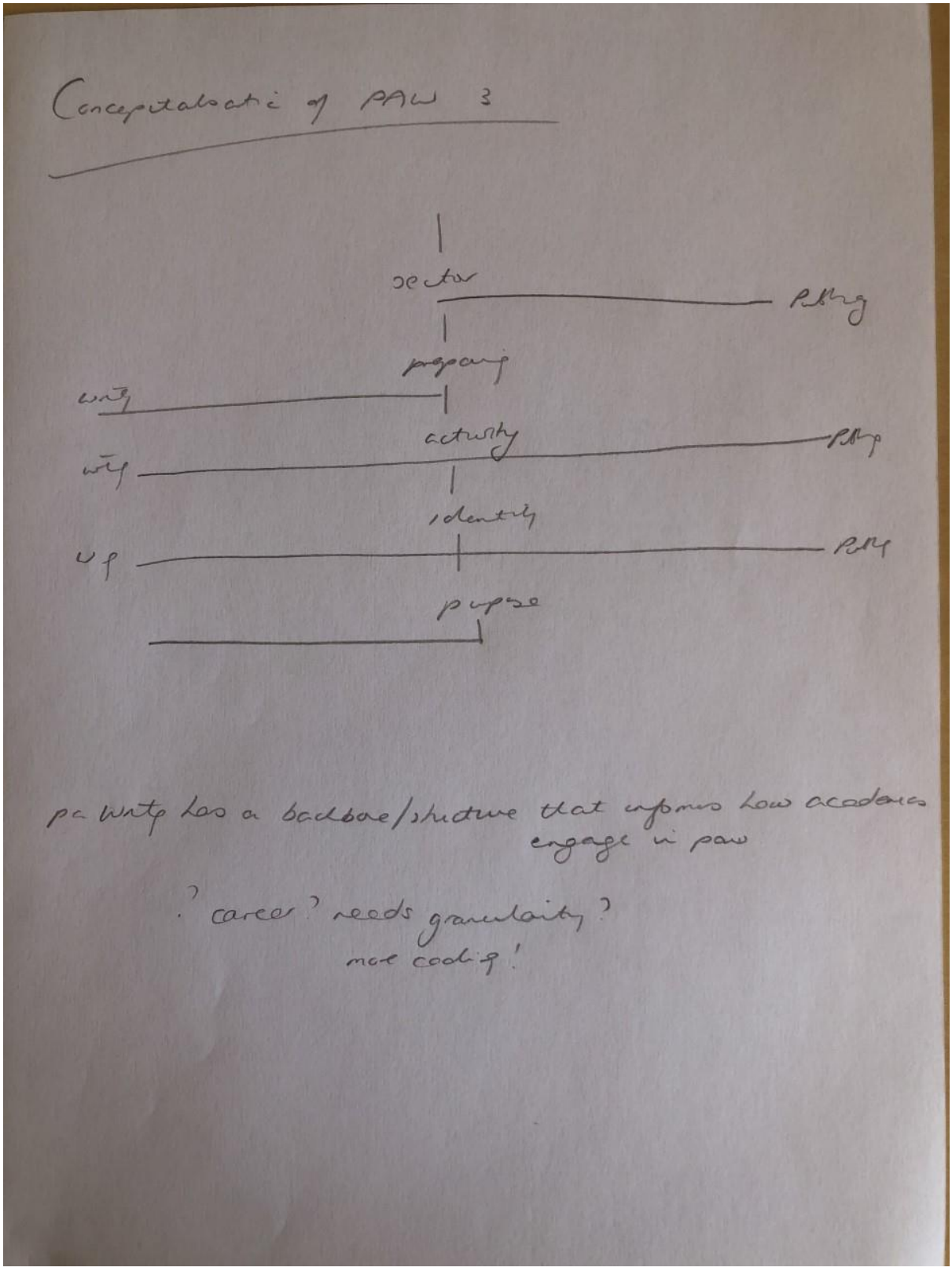

Figure 19: Experimentation with Diagramming – 3

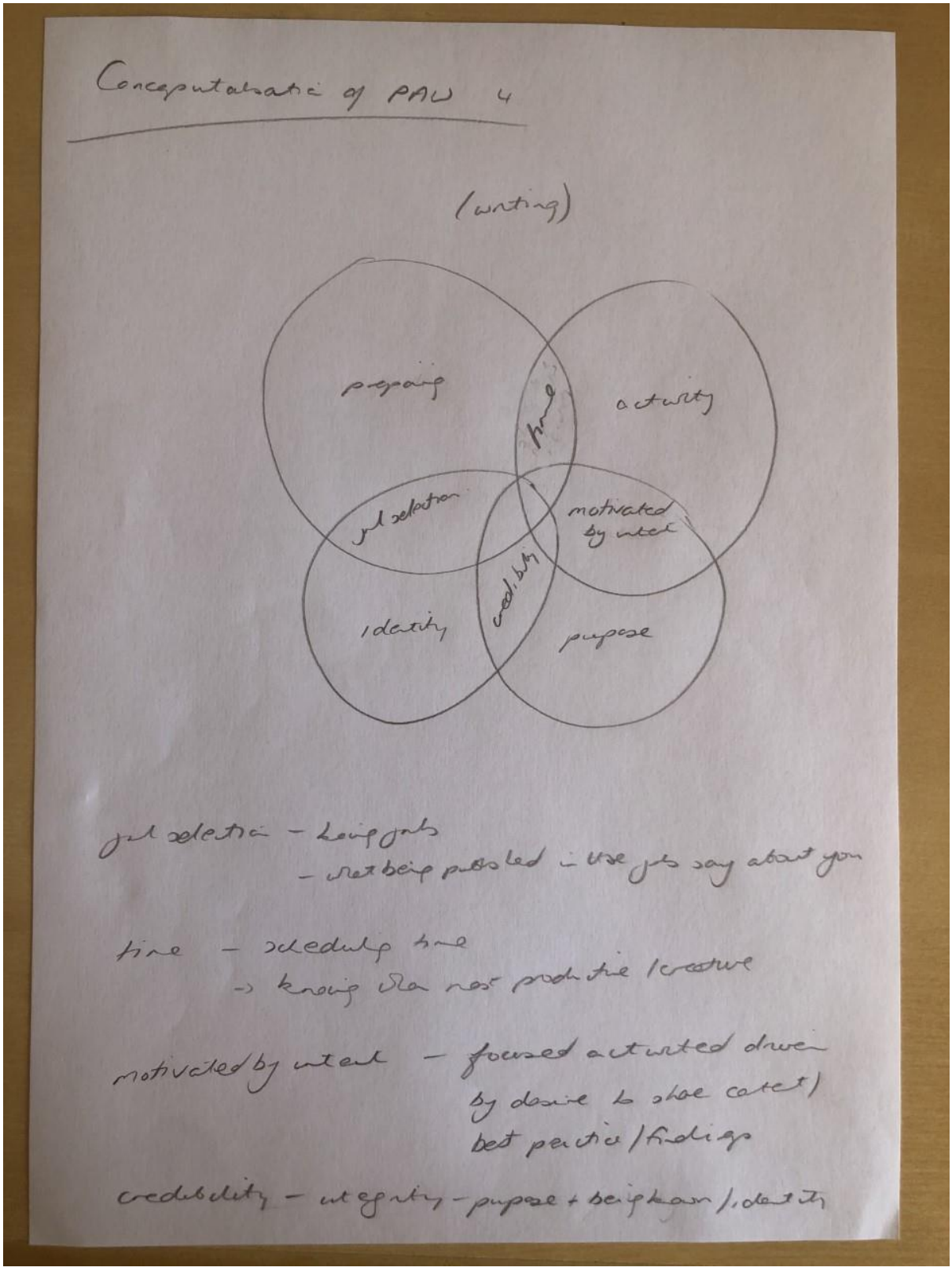

Figure 20: Experimentation with Diagramming – 4

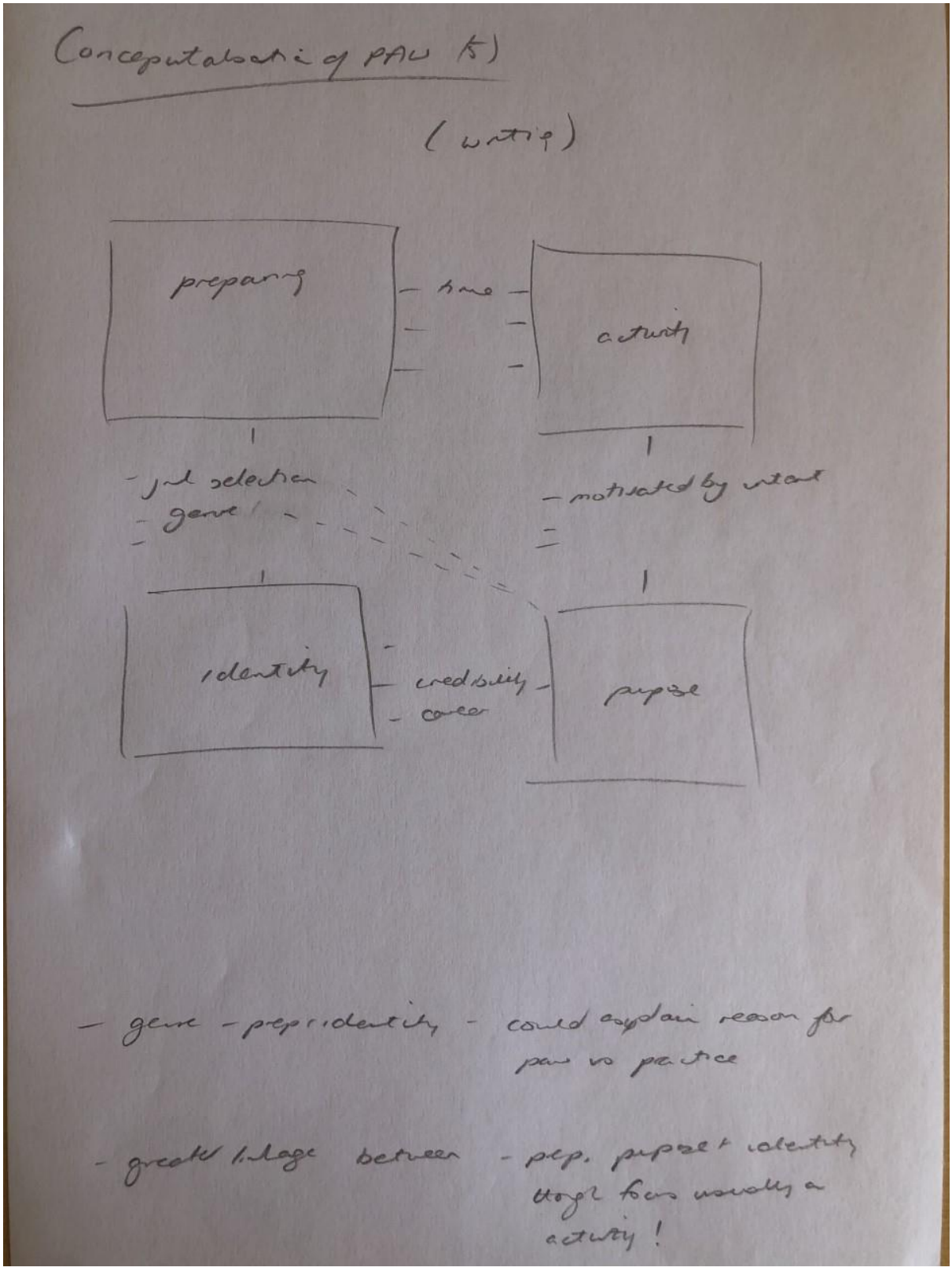

Figure 21: Experimentation with Diagramming – 5

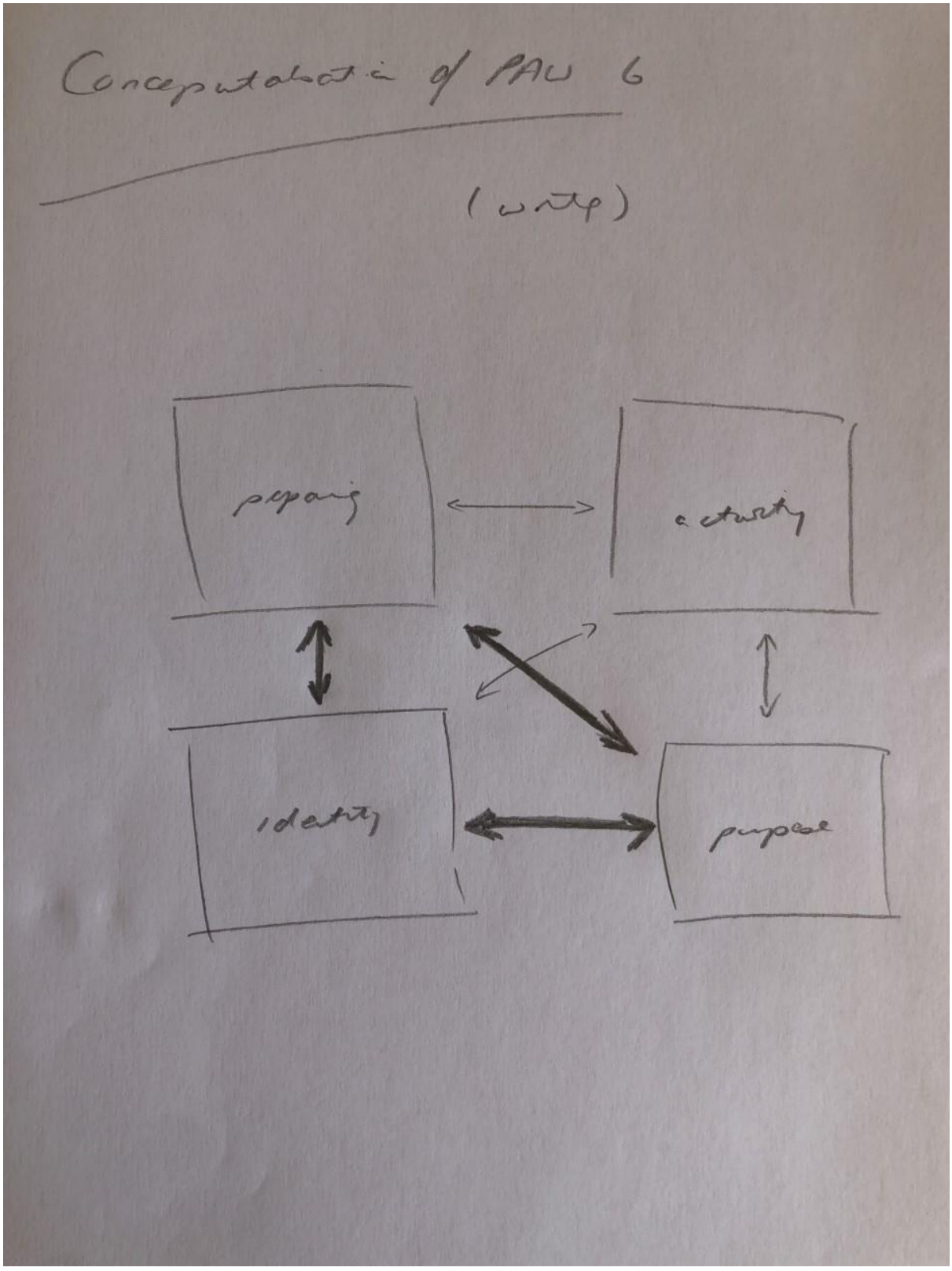

Figure 22: Experimentation with Diagramming – 6

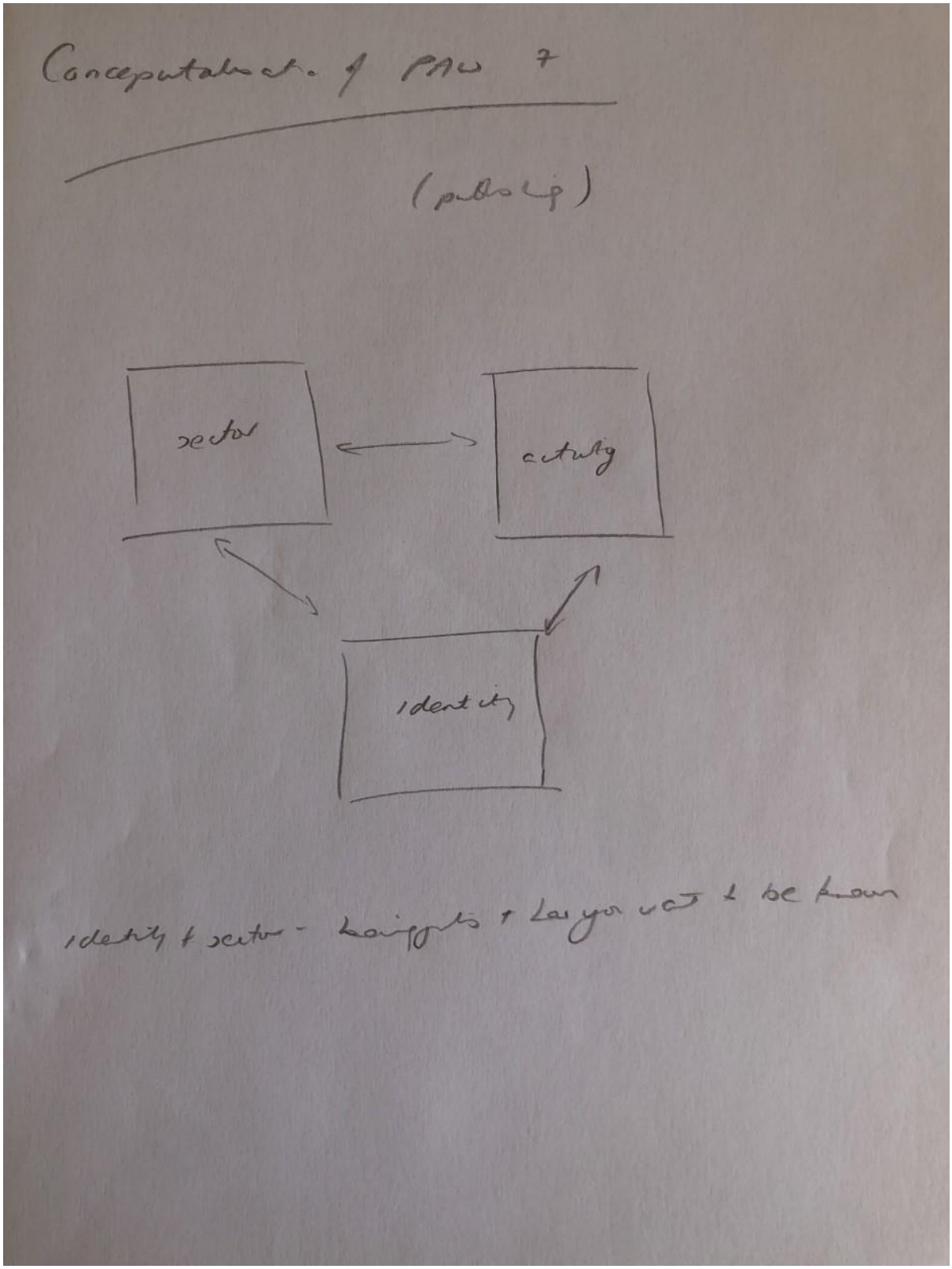

Figure 23: Experimentation with Diagramming – 7

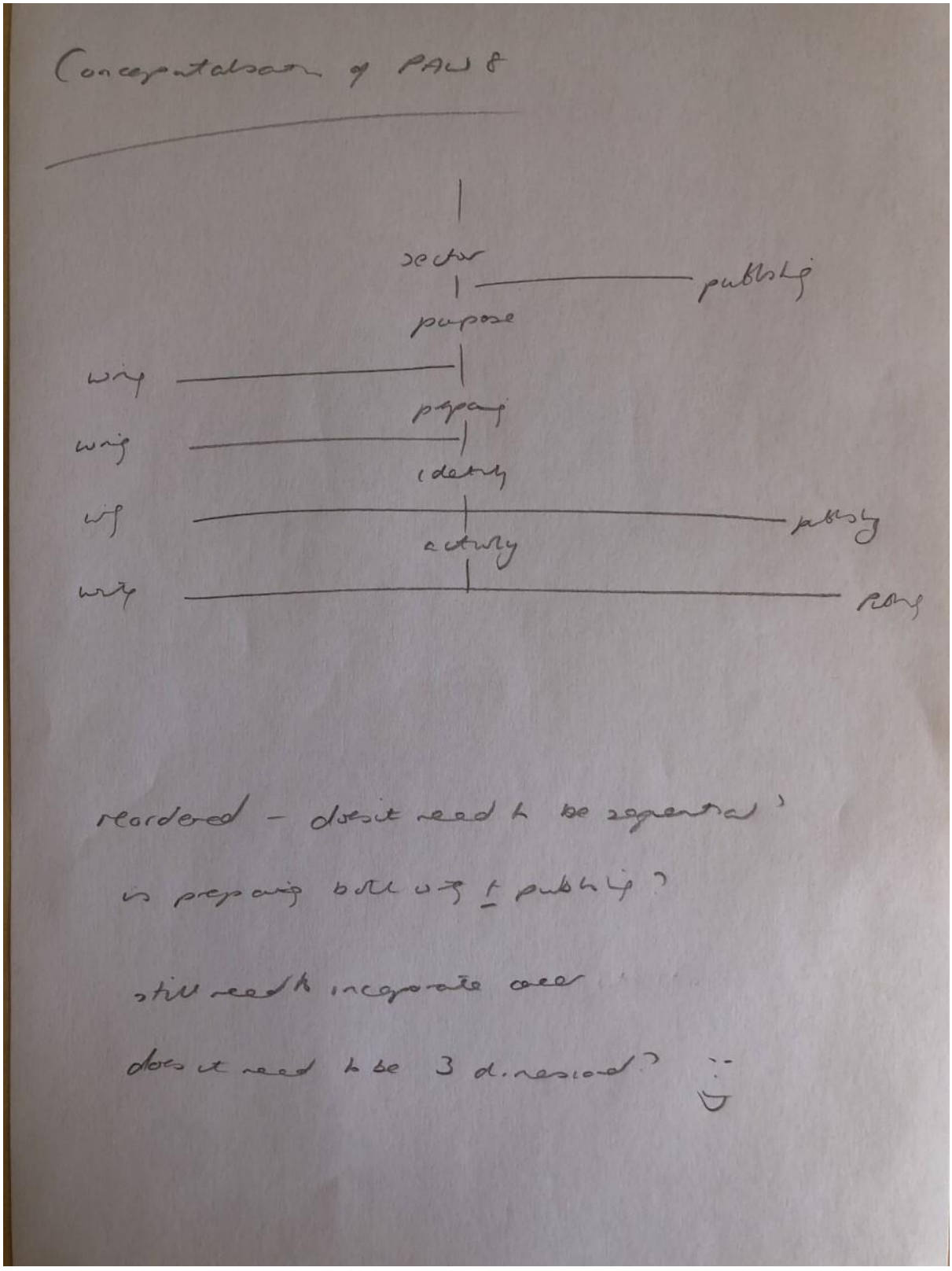

Figure 24: Experimentation with Diagramming – 8

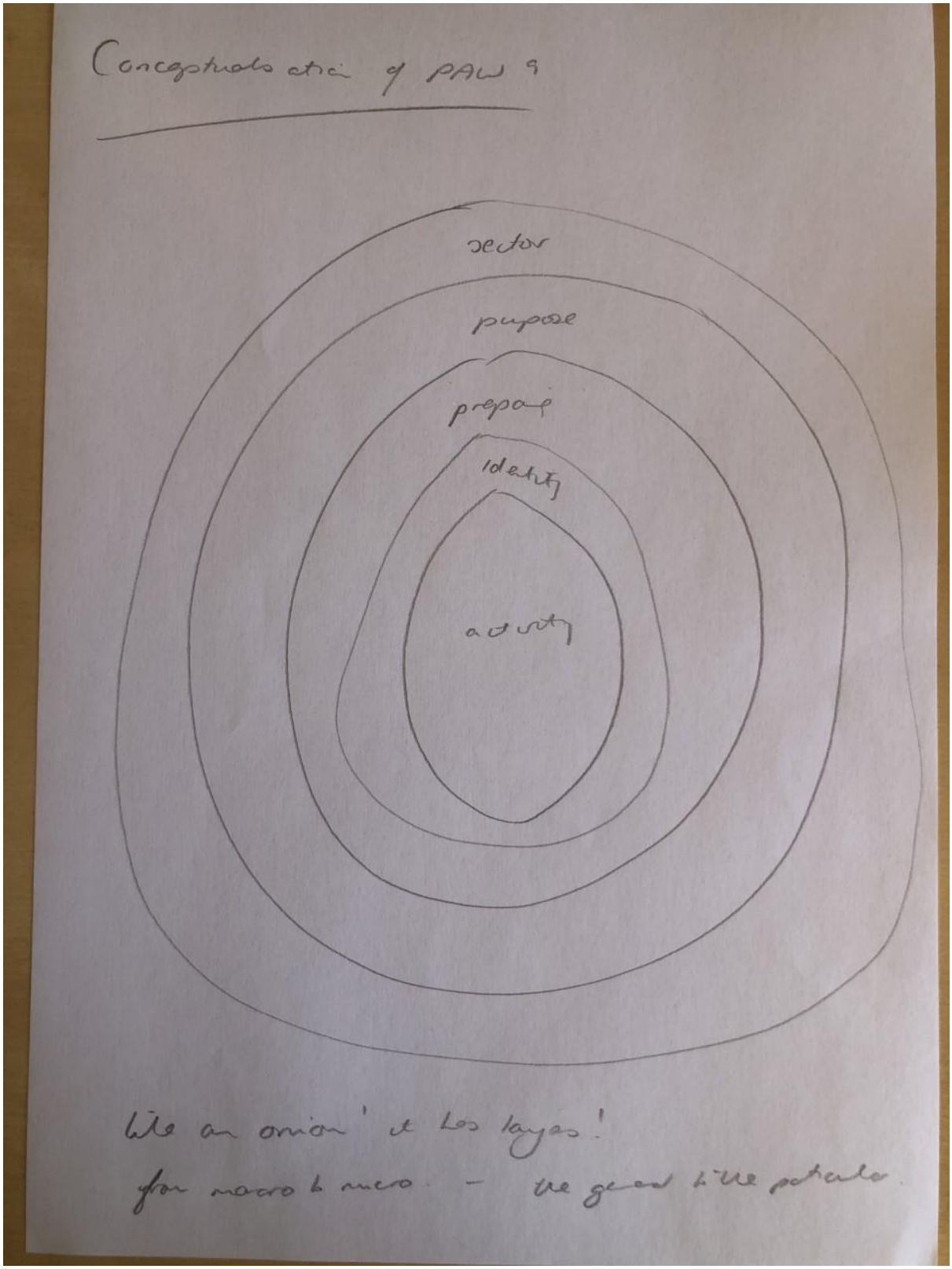

Figure 25: Experimentation with Diagramming – 9

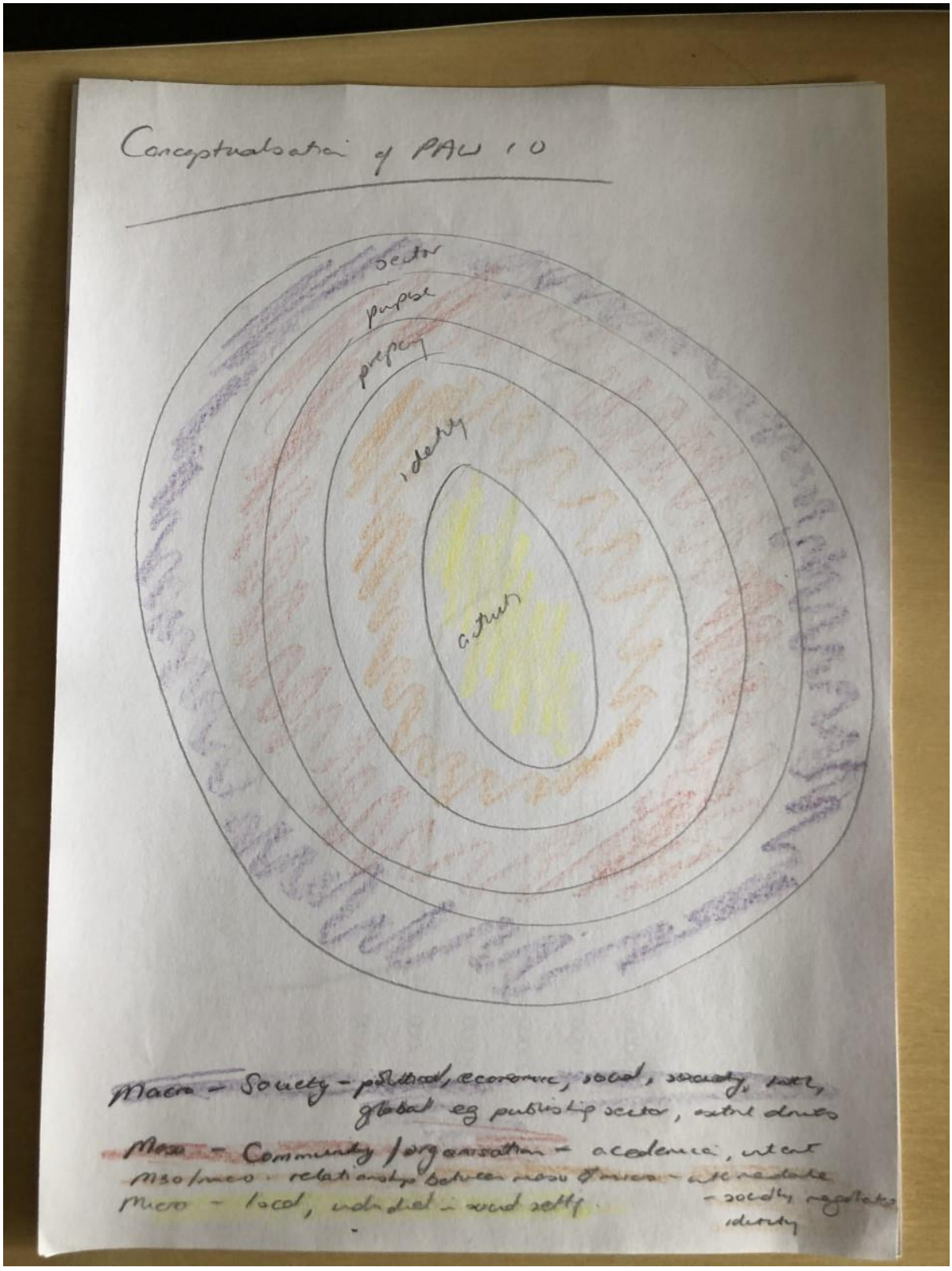

Figure 26: Experimentation with Diagramming – 10

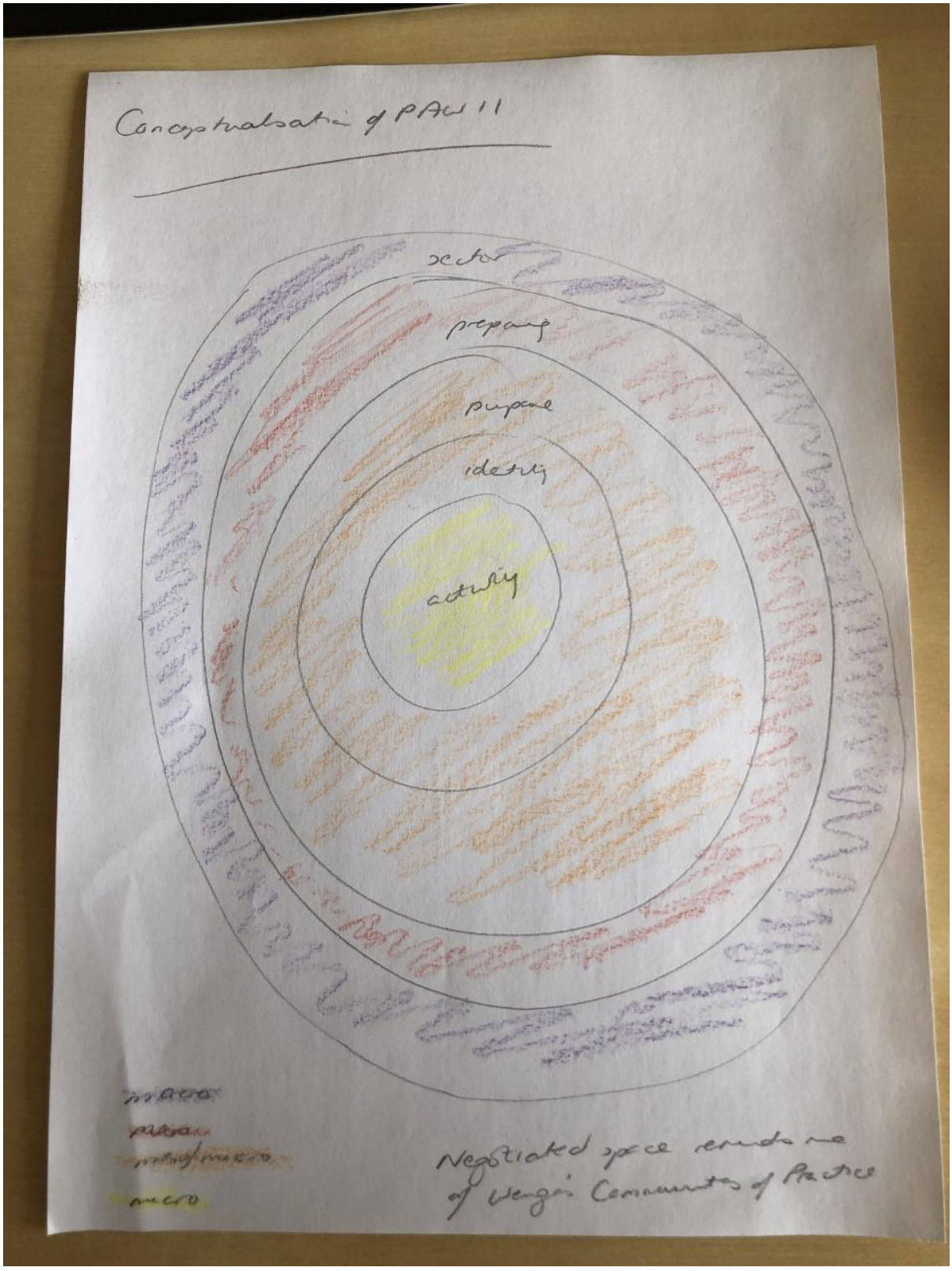

Figure 27: Experimentation with Diagramming – 11

Results

Four hundred and five codes were constructed in the identification of conceptual patterns in the data and grouped into increasingly redefined categories with defined properties/characteristics. Through a process of diagramming to examine the potential relationships between categories (Charmaz, 2014i, Gorra, 2019, Lempert, 2007, Reichertz, 2019, Stern, 2007), five theoretical concepts containing 22 categories were constructed. The theoretical concepts were: Sector, Equipping, Purpose, Identity, and Activity, *The SEPIA Model*; see Figure 28.

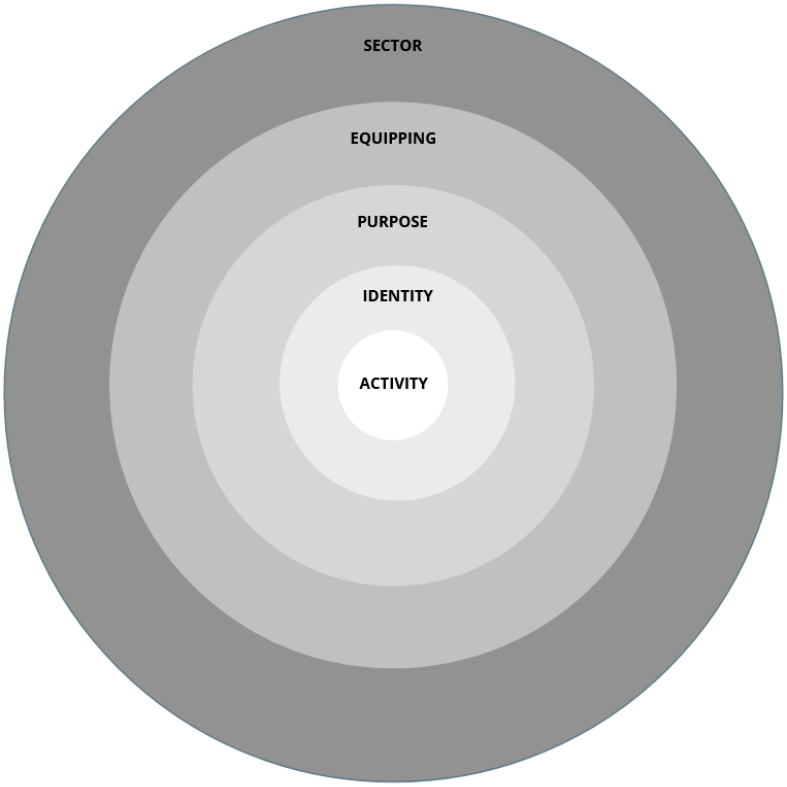

Figure 28: Conceptualisation of Professional Academic Writing: The SEPIA Model

The SEPIA Model was structured using the theoretical concepts of Sector, Equipping, Purpose, Identity, and Activity, in a sequence of interrelated concentric circles. *The SEPIA Model* moves from the broad contexts of higher education and the publishing sector, through the considerations of an individual academic's intended purpose of *professional academic writing*

as informed by their professional identity, towards the more tightly prescribed practical considerations of the activity of *professional academic writing*.

In keeping with grounded theory methodology, the findings presented in this thesis are conceptual theorisations of a process, that is, *professional academic writing*. As proposed by the founders of the grounded theory methodology, the findings of a grounded theory are expected to speak for themselves, forming a comprehensive interpretation of meaning and behaviour grounded in the data (Glaser, 1978, Glaser and Strauss, 1967). Against this backdrop, the question of whether to include quotes from interview transcripts merits discussion.

The EQUATOR (Enhancing the QUAlity and Transparency Of health Research) Network is an international initiative that seeks to promote transparent and accurate reporting of health research, providing coordination of reporting guidelines by research design (Equator Network, 2022). The EQUATOR Network note that the main reporting guidelines for qualitative research are COREQ, a 32-item checklist of *Consolidated Criteria for Reporting Qualitative Research* (Tong et al., 2007), and SRQR, a 21-item framework for *Standards for Reporting Qualitative Research* (O'Brien et al., 2014). In an overview of the literature of the customs and purpose of quotes in qualitative research Eldh et al. (2020) suggests that, while checklists such as COREQ provide guidance on the effective use of quotes, there is limited evidence to justify the compulsory inclusion of quotes in the reporting of health research. Eldh et al's perspective can be seen as supportive of the views expressed by the authors of SRQR. Published seven years after the COREQ checklist, O'Brien et al. (2014) reviewed a sample of qualitative research guidelines and reporting criteria, developing a synthesised set of reporting items and descriptions that were sent to external reviewers for feedback. In publishing the *Standards for Reporting Qualitative Research*, O'Brien et al. suggest that explicitly mandating the inclusion of quotes in the reporting of qualitative studies is inappropriate. In place of the de facto inclusion of quotes, O'Brien et al. advocate that authors should have flexibility in the form of evidence they present to substantiate analytical findings. Within this context, extended quotes from interview transcripts are not presented in this thesis, though *in vivo* codes have been used. Chiefly employed within grounded theory research, *in vivo* codes use a short phrase from interview transcripts to capture the essence

of what is being described (Given, 2012). Inverted commas have been applied to *in vivo* codes used to define categories and to highlight inductive codes within the main text. Additionally, evidence to substantiate the analytical findings of this study are presented in the coded extract of an interview transcript in Appendix 9 and the coding tree presented in Appendix 10.

The depth of a grounded theory lies in the relationships between categories (Urquhart, 2007). Within *The SEPIA Model* of *professional academic writing* there are numerous recurring and related issues contained within the theoretical concepts. To avoid repetition or disrupting the textual flow, footnotes are used throughout this chapter to signpost relationships between related content.

Sector

Sector represents the evolving landscape within which *professional academic writing* occurs, the prevalence and impact of metrics within the higher education sector, and the diversification of the publishing sector. Each aspect of Sector impacts on *professional academic writing* in a different way, as described below.

Academics sampled in this study spoke of a shifting in employer expectations, with what was previously viewed as exceptional e.g. having publications prior to appointment, now required. Prospective academics are expected to have embarked on their *professional academic writing* earlier in their career and to have published from their undergraduate and postgraduate studies. Getting published was no longer considered enough, the emphasis having changed from whether they published to how much they publish. In a world of predatory journals and job insecurity, academics acknowledged the need to make careful decisions about where to publish.

Believing *professional academic writing* was outside your skills set was not an option, but a part of an expected journey along a research-to-publication continuum. Research and writing learning and training were opportunistic in nature. Academics spoke of employers “not putting barriers” on them but not facilitating activities. For example, while employers do not

prescribe how or when they engage in *professional academic writing*, neither do their employers facilitate specific activities in support of their *professional academic writing*.

Shifting Expectations

Academics spoke of the shifting expectations of higher education institutions of their academic staff. While being published was previously considered exceptional and exceeded employer expectations, a veritable "wow" factor on a CV, the expectation to publish has become normalised. Where once there were research intensive universities or teaching universities, now all universities expected their staff to engage in research and, by association, *professional academic writing*. There was an implicit expectation that academic staff would have started publishing earlier in their careers, ideally while studying. Additionally, the expectation was no longer simply that all academic staff would be publishing, but the question of how much they were publishing has become part of the daily conversation.

Academics spoke of the need to keep abreast of what was important to their employing organisation, receiving continually shifting advice on whether to prioritise *professional academic writing*, that may or may not be based on funded research, or submit funding applications. In terms of *professional academic writing*, productivity was the watch word, driven by external expectations. Examples included national research evaluation initiatives such as the UK Research Excellence Framework. Academics spoke of publications mattering to the university when it came to the ranking of institutions – rankings that were influential when applying for grants, in determining future funding success in the form of education contracts, or in the financing of future research – while a publish or perish mentality had created a challenging and competitive environment within which to work.

Feeling "The Force of It"

The cultural change within higher education towards research has led to the perception that publishing has become more important than teaching. Academics spoke of being on a research learning curve, and the pressure of learning real time research skills. The possibility of stating that *professional academic writing* was outside their skills set was untenable, with the expectation of writing to a high standard from the outset, presenting an additional burden

to already heavy workloads. Academics spoke of barriers to *professional academic writing* not just in terms of writing and peer review but starting with receiving ethical approval for research projects; something that was particularly challenging for qualitative research being put before what were perceived to be strongly quantitative ethics committees.

Academics expressed reservations about the perception that everyone can write for publication and called for a recognition that people are different. Instead of believing that all writing is basically the same, academics called for recognition of the perceived value, quality and status of different topic areas and publication types.

Competing demands to meet employer expectations led to a belief that higher education institutions expect too much from their staff. Academics spoke of needing to keep on top of work and administration, including teaching preparation, while being more available to students during a global shift to hybrid and online teaching. Academics spoke of organisations placing obstacles in the way of publications. One such obstacle was being assigned teaching based on their nursing background rather than research area, which led academics seeking to fit their job around the expectations to publish. Writing was considered to be on top of work rather than a part of it.

With publishing seen as essential for career progression, and even as a precondition to retaining their job, some academic staff actively adopted *professional academic writing* as a strategy for a career in the higher education sector, while others spoke of feeling the force of expectations and feeling demotivated.

The Tail Wagging the Quality Dog

In academia there was a perceived pressure to be super productive, with decisions regarding how often to seek publication influenced by external factors such as national research evaluation initiatives. Concern was expressed that the emphasis on productivity placed the emphasis in the wrong place. What defined the wrong place to publish e.g. a particular

journal, or a mediocre, quality or higher end journal, depended on who is providing the definition.[1]

Academics spoke of the importance of the social and professional perceptions of journals, while universities were viewed as privileging impact factors, and of equating high impact factors with high quality research. The emphasis on impact factors across an individual higher education institution was seen as failing to recognise the disciplinary differences of impact factors, necessitating an explanation of sectoral differences to university management to ensure like was compared with like.

Academics passed judgement on colleagues who were perceived as prioritising quantity over quality by publishing in mediocre journals, advocating that "the quantity tail shouldn't wag the quality dog".

Knowing the Publishing Landscape

> ***Memo: Coding: Appended: 31 July 2019 – Reframing Codes****
> *As my understanding of the data continues to develop, I've begun to reframe some of my codes. For example, originally, I had a code referring to "Knowing the dangers of publishing" with connotations of jeopardy and risk. However, as the constant comparison analysis progressed this was reframed to "Knowing the challenges of publishing" on the basis that challenges can be successfully negotiated.*
>
> ** Memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos. This memo captures a moment in time, this code later reframed as the category Knowing the Publishing Landscape.*

Being published and delivering from funded research was viewed as opening opportunities, particularly in relation to future career prospects. Career progression was seen as contingent on publications with academics being explicitly told to write and being measured by output. Without papers there would be no promotion and careers would flatline. However, getting published was not enough. Academics spoke of the importance of knowing the publishing landscape, and the potentially career damaging or career limiting error of publishing in a predatory journal. The changing landscape of publishing and shift towards online publications was seen as increasing the likelihood of inexperienced colleagues getting into publishing

[1] "Getting the Right Outputs" is explored further within the theoretical concept "Purpose".

difficulties. Rather than accessing locally available printed resources, a process that academics aligned with assuring the legitimacy of a journal, academics referenced the perils associated with navigating predatory online journals, a danger that means that it is more important than ever to make wise decisions about where to publish.

Academics spoke of publishing being on a continuum of good to bad and predatory to non-predatory journals. Receiving predatory but flattering emails was now an acknowledged part of the academic and publishing landscape. Knowing what was going on, and having a wider appreciation of the publishing sector, in terms of diversity of genre and metrics such as impact factors and alt-metrics, was seen as part of an essential knowledge base for anyone seeking to publish.

As a sector, there was a desire for publishers to be more flexible to people's lifestyles and needs, with expectations for quick turnaround times to provide or respond to peer review not taking into account other roles or priorities such as workload, or being a carer or part-time worker.

"You Need Support for That"

Academics spoke of designing a research project and of *professional academic writing* as being on a continuum. In the absence of an alternative, academics spoke of having learnt by doing, and a process of trial and error, as they came to know what was realistic when designing a research project. Academics spoke of taking a while to develop research skills and succeed in having work published, of being left to independently work it out, and having learnt by doing it wrong first.

Academics believed that *professional academic writing* requires skill, but that there was a lack of basic support and training to develop that skills base. They indicated that people need time to develop *professional academic writing* skills, and of longing for a support group and a more collaborative approach to work. Academics spoke of the need to collaborate to be able to publish, and that collaboration resulted in high quality research, attractive in journals with high impact factors. However, relationship and network building take time to come to fruition.

Academics spoke of being in the right place at the right time, and of the opportunistic nature of support. They recognised that not everyone had the same opportunities, and of wishing there was a more structured approach to skills development and learning about the research context. “You need support for that.” Having early opportunities to engage in research, including opportunities at an undergraduate level, was experienced as investment in a cohort of future researchers and potential publications. While employers did not put barriers on academics, it was believed that organisations need to provide more proactive support to develop research knowledge and *professional academic writing* skills; training often only being available after staff were left to flounder or had worked it out for themselves.

Equipping

Equipping represents the indirect activities that inform an academic’s capacity for *professional academic writing* and publication. This includes the importance of feeding your brain to stimulate ideas and energy to write and viewing projects as publications from their inception. Academics spoke of using their calendar to create boundaries, protecting and evidencing to themselves and others the importance of the good stuff.

Being inspired by role models and strategising facilitated opportunities for the building of networks and co-author collaborations, creating the right environment for doing what was described as the upfront work, such as finding a suitable journal.

The timing of any formal training in *professional academic writing* was generally received after academics have experienced a sustained period of trial-and-error publishing. Training events provided academics with reassurance and validation of existing skills sets, rather than equipping their skills development.

It’s “A Lot Like a Bell Curve”

Research was described as on the continuum of an iterative writing process, with support for research projects required long before academics had something to write for publication.

While writing and research were perceived as being part of a whole, research was recognised as having a distinct skill set from being able to write.

Being able to conduct research was not automatically assumed to mean an ability to write for publication. Academics spoke of knowing they needed help in writing for publication, but of not having a clue how to write. They spoke of being scared, because *professional academic writing* felt so daunting, and of having no confidence whatsoever. "I don't even know where to start".

While creativity was considered beneficial in *professional academic writing*, technical skills were believed to make up the bulk of writing activity. Having valued their professional training, they lamented the fact that nobody had taught them *professional academic writing*. Where writing workshops were provided, they were described as reinforcing existing skills previously developed through a process of trial and error, providing reassurance and validating their existing skill base rather than facilitating skills development. Academics advocated for support and training in research and *professional academic writing* knowledge and skills, comparing it with the start of a bell curve: intensive input being required early in the process, but which falls equally dramatically once writing skills and confidence in their abilities are acquired.

"The Secret is in the Discipline"

In a workplace of competing demands and potentially limitless possibilities and expectations, academics spoke of making the most of their autonomy by prioritising the right things.[2] Depending on the individual, the right things ranged from pressing organisational deadlines such as teaching and administration, sharing research results to inform clinical practice, and longer-term organisational expectations such as research and *professional academic writing*.

Academics described academia as a kind of battlefield that they sought to navigate by use of their diary. They spoke of the necessity to tame the work, of clearing time within a crowded work schedule, and the importance of being disciplined in setting priorities and managing

[2] Individual interpretations of "the right things" is explored in more detail in the theoretical concept "Purpose".

expectations. Academics stated that if they don't manage their workload, it negatively impacts on every qualitative aspect of their job.

Academics spoke of the need to identify what was important to them, taking the initiative in how they organise their time to create their own boundaries around the good stuff. In making and keeping a schedule, academics spoke of prioritising writing and protecting time in their calendar. As with other aspects of their academic role, by evidencing time in their calendar they communicated to themselves and others that an activity was an important aspect of their job.

Within a busy work environment, in focusing their attention to complete a task, academics spoke of needing a strategy, planning ahead, and having a defined goal. Their strategy included actively thinking about the direction they want their career to take, and what role *professional academic writing* played in realising that goal. In defining project boundaries, having an explicit plan, setting a realistic goal, and planning enough time to ensure the project was manageable, academics spoke of investing their time wisely and seeing projects as publications that should be planned together from the beginning.

Within a shorter timeframe, the need for scheduling astutely enabled academics to create space in their working week to be productive and stay focused; by being smart with their time, academics worked to their strengths, timing creativity to when it suited them. In being disciplined, the secret was to create what they defined as the right environment and structure to succeed in achieving personally defined goals.

Mentors and Role Models

Academics spoke of seeking to develop or take up opportunities[3] to work with someone who inspired them, of working with people who had experience of *professional academic writing*, of being an assistant on their project, and learning *professional academic writing* through

[3] Pursuing opportunities is also discussed as part of the category "Being Curious" within the theoretical concept "Identity".

writing with others. Co-writing was viewed as providing an opportunity to learn from practice, experienced as a proxy for never being taught to write.

Working with fellow researchers on co-writing projects, and associations with an advisor that had evolved into a friendship, often developed into informal models of having a mentor. These associations provided examples of career trajectories that academics sought to emulate, their relationships facilitating opportunities for informal careers advice, and introductions to individuals and professional networks that led to future research and writing collaborations.

"Feed(ing) Your Brain"

Professional academic writing doesn't happen in isolation, and academics spoke of "writing by not writing". In choosing to specialise, working regularly on the same topic, and being immersed in the literature, academics became conversant with contemporary research and thinking in their topic area, facilitating ease and speed in subsequent *professional academic writing* projects.

In addition to reading about their topic area, being influenced by wider culture encouraged thinking about writing in different contexts. Reading fiction or work in unrelated areas informed and provided inspiration to regenerate and "feed your brain", learning about alternative forms of structure and how to tell a convincing story.

Feeding the brain also encompassed opportunities for talking about writing, and of mulling over and discussing specific writing projects. In talking about writing, academics sought to clarify their thinking, generated new ideas, and made previously unrelated connections between ideas that subsequently informed future writing projects.

Doing Your Homework

Having a set of journals that you're familiar with and comfortable writing for was an approach adopted by academics. When preparing to submit a manuscript, academics believed that every paper would fit somewhere, and that it is simply a case of finding a paper's home. For some, finding a suitable journal was the first decision of any research project, though what

defined a suitable journal depended on the purpose[4] the academic had in mind when seeking to publish. For those referencing career progression, job security or publishing from a PhD, a journal with a high impact factor was a prerequisite.[5] For those wishing to inform practice, knowing their practice-based journals and their readership were of primary concern. Sending the right topic to a relevant journal and choosing a journal for interest and likelihood of success were also factors in determining journal selection.

Questioning the professional and social standing of a journal had implications for the writing of academics, and in reading the work of others; academics suggested that the reputation of a journal was more important than the academic author of the individual papers they read. In knowing which journals to approach, determining a journal's legitimacy and reputation was achieved through the journal's web site, looking at past issues and at its editorial board. However, it was acknowledged that names can be misappropriated and, despite a familiarity with metrics, that impact factors are open to manipulation and false reporting, particularly by predatory journals.

While some academics spoke of picking it up without realising it, for most academics knowing how to identify a suitable and reputable journal in which to publish meant "doing your homework".

Purpose

Purpose represents the motivating factors of academics when engaged in *professional academic writing*.

Return on investment, getting the best of a project by ensuring stuff gets written up, and making a difference to people's lives were important to the academic authors. Balancing the tension between the priorities of individuals and their institutions, academics used

[4] "Purpose" is a theoretical concept within *The SEPIA Model* of *professional academic writing*.
[5] "Sector: Knowing the Publishing Landscape" refers to the importance of having an appreciation of metrics, such as impact factors and alt-metrics, in relation to career progression.

professional academic writing as a means of demonstrating that they were an asset to the organisation, by showing the university what they can do.

Beyond the written word, *professional academic writing* was seen as raising the profile of the individual, through invitations to present or represent their discipline in professional bodies.

"My Primary Motivator"

Having undertaken research, whether funded or not, academics spoke of having something tangible to share, and of their responsibility to put results in the public domain. By sharing best practice academic believed they were getting the best out of a project and were bringing work into existence. Their enthusiasm and desire to put work in the public domain was tempered by the wish for organisations to free people up from competing commitments to ensure that work is disseminated. For funded research, academics referenced an explicit need to demonstrate a return on investment for the body that had enabled the work to happen.

The utility of research was important, and academics spoke of communicating something that people want to read and can translate to practice. In giving back to the profession, academics were motivated to work with clinical areas and publish on clinical topics, with a desire to have research results implemented for local benefit. When engaged in *professional academic writing*, academics contemplated how people were going to use their results in practice to make a difference to people's lives.

Academics spoke of showing the university what they can do, valuing research for academic advancement, to achieve prominence, and be viewed as an asset within their department. *Professional academic writing* was viewed beyond simply being part of an academic's role or an item on their job description, academics spoke of *professional academic writing* as part of their career. Writing was a conscious element in their career strategy and motivated them to develop explicit plans to enable them to achieve their career goals. In positioning their writing, these plans encompassed both aspirational goals, such as defining what they want to

be known for,[6] and practical elements, such as seeking to publish in high impact journals, writing papers that people would want to cite and, in distinguishing themselves from others, accounting for the time taken to publish in "a stellar journal". In addition to leading to other writing opportunities, promotion and career progression facilitated by writing and publishing was viewed as an opportunity to shift teaching priorities towards their research interests, to increase their research opportunities, and enable them to provide a helping hand to new researchers and writers.

Publishing was viewed as reclaiming personal and professional space. Beyond personal satisfaction and enjoyment, research and writing provided a space for academics to extend their personal knowledge by checking and updating their understanding about their subject.[7] This knowledge, and the communicating of this knowledge through writing for their community, enabled academics to fill gaps in the evidence base. They expressed frustration that texts, including books, were written by medics that do not cover the entire nursing role. They were highly motivated by the belief that writing for nurses should be by nurses.[8]

"Getting the Right Outputs"

Writing was described as a cyclical recurring pattern between different types of writing, disseminating to lots of audiences, and writing in diverse genres. In speaking about the breadth of writing in academia, academics distinguished *professional academic writing* from general writing within the academy, for example, learning objectives, programme report or emails.

There was a tension in reconciling the divergent demands of *professional academic writing* between what was important to the individual and those of the employing organisation. Definitions of quality, quantity, visibility and getting the right outputs depended on the individual and their reason for writing.

[6] How participants see themselves, and how they wish or are seen, is explored further in the theoretical concept "Identity".
[7] See the category "Feed(ing) Your Brain" in the theoretical concept "Equipping" for additional content on the benefit of being familiar with their knowledge base in expediating the writing process.
[8] See the category "Helping a Colleague" in the theoretical concept "Identity" for related content on being a role model in demonstrating that nurses can write and publish.

For some academics, their dominant motivating factor in *professional academic writing* related to wanting to communicate an important message. For those individuals, the purpose of their *professional academic writing* centred on sharing good practice, the importance of sharing innovations, and making a difference. While this may incidentally have achieved the levels of output and productivity expected by their employers, the intended purpose was on giving back to their profession. While understanding that there is a continuum in publication types, for those whose focus centred primarily on academic career progression, there was a dismissive attitude to "magazine-y publications"; for these individuals getting the right outputs meant that only peer review publications were appropriate.

Having Reach

For academics, the ultimate purpose of *professional academic writing* was knowing who cares about a subject, finding the right journal,[9] and reaching the right readership in communicating published accounts of their work. These readers were likely to be wider than any group they could meet in person and could potentially include inaccessible but important populations.

In a continually shifting publishing landscape, drawing attention to content by making writing outputs visible through their use of social media was a factor. In raising the profile of their written work, academics spoke of the potential to achieve wider professional reach beyond their publications through invitations to speak at, and provide professional representation on, national bodies.[10]

Identity

Identity represented an articulation of themselves as an academic and as a writer. They described their enjoyment of research, of following-up opportunities, and of prioritising and embracing passions.

[9] A discussion about journal selection is covered in the "Doing Your Homework" category of the theoretical concept "Equipping".

[10] "Having reach" is explored in further detail in the category "Credibility and Self-Belief" within the theoretical concept of "Identity".

While writing comes naturally to some academics, other described *professional academic writing* as a struggle, of being inexperienced and of being alone. They felt personally rejected by feedback, both informally from colleagues and through formal peer review, and advocated for technical and pastoral support in developing competency in their *professional academic writing*.

Reputation, credibility and external validation were important to academics who, knowledgeable in the field, wished to align their teaching with their research.

Academics enjoyed being role models and valued being seen as approachable by less experienced colleagues. They encouraged *professional academic writing* in their peers and, through a "virtuous circle of helping hands" sought to help a "colleague you don't know" by engaging in peer review.

Being Curious

Being curious was an integral part of how academics described their identity. They spoke of keeping on top of their own education and of wanting to always develop. Knowing what was important to themselves, academics made conscious decisions about wanting to write, and how they wanted to position themselves within their field. Academics attached a personal value to writing and spoke of caring about their writing; their natural curiosity leading them to adopt strategies to facilitate their *professional academic writing* activity.[11]

Academics sought to prioritise writing as part of their role often despite, rather than because of, external expectations. In embracing their passions, academics spoke of being riveted by the idea of research, from which other things were anticipated to follow.[12] Their enthusiasm and enjoyment of research, and of their subject, provided them with results to report and discuss. While for some their enjoyment of research was driven and focused with a specific

[11] The theoretical concept "Equipping" provides further detail of some of the strategies academics adopt to facilitate their writing.

[12] See the categories "Getting the Right Outputs" and "Having Reach" within the theoretical concept of "Purpose" for more details.

purpose in mind,[13] for others it was a simple case of liking research and exploring research areas; the more they enjoyed the research process, the more research they wanted to do. Their curiosity led them to follow up opportunities, take up new posts, and to make the move from practice to academia.

"Get(ting) the Hang of It"

While some academics spoke of writing coming naturally, or of having a gift for writing, most did their learning by trial-and-error. Academics stated that they are not born knowing how to be a researcher, or had found learning the research and *professional academic writing* processes very tough. In contrast to skills coming naturally, academics spoke of "[needing to] practice, practice, practice", with knowledge and skills acquired through the process of writing.

Academics spoke of being devastated and feeling personally rejected through peer review. While being offended by peer review comments remained, academics spoke of a gradual realisation that it was often a poorly phrased referee's review rather than an intentional personal attack. Feeling frustrated was an accepted part of getting published that needs to be worked through, tempered by experiencing joy when published, success encouraging them to engage in further *professional academic writing* projects.

Research skills, including *professional academic writing*, were seen as a process of continual development and refinement that improved across a career span rather than something developed at the start of, or at a single point, in their career. The incremental development of writing skills was seen as improving little-by-little rather than a great leap forward. Knowing how to explain their ideas better, being confident in sharing opinions, and having confidence in themselves and their knowledge base developed from experience of *professional academic writing*, as did being comfortable in how to present their research results. Although they sense improvement in their writing skills and style, characterised by being able to write "quicker and better", academics stated that there was a need for an improved means of teaching *professional academic writing*. They believed that training should not be focused

[13] See the category "My Primary Motivation" within the theoretical concept of "Purpose" for more details.

purely on technical skills but include a pastoral element of nurturing skills and confidence in one's abilities. Enjoying writing was viewed as a fortunate trait because of the amount of work and practice needed to become accomplished and achieve success in *professional academic writing*. "It can be done!"

Credibility & Self-Belief

Academics spoke of wanting, and achieving, credibility. They wanted the quality of their work to be recognised and to have parity with others, both within their own sector and across sectors and disciplines. When working with others, academics referenced looking to seeing what is usual in that sector and using their colleagues as a benchmark for what they need to do to establish credibility, and to be taken seriously as a peer. They were motivated to be known as a good researcher, have a good reputation, and be known as knowledgeable in their area of interest. Being immersed in a single subject facilitated depth of knowledge that contributed to reputation and perceptions of credibility; even when proposing to expand their subject area, academics intended to stay within the same subject circle. While expressing self-belief in the strength and depth of their expertise, academics spoke of wanting alignment between teaching and research to continue to consolidate and build their knowledge base.

Academics spoke of being proud of their profile with family members, and that valuing their reputation with colleagues informed their professional decision making. Within nursing departments, academics acknowledged being mindful of the potential risks associated with sharing opinions, and of taking care in professional practice not to misspeak. The importance of publishing in a well-respected journal was perceived as key in achieving the credibility they sought. Receiving external validation through book reviews and being thanked within their institution provided tangible examples of having achieved credibility among their peers.

After achieving publishing success, academics spoke of their thoughts shifting from "I must be good to I am good", a self-belief reinforced through invitations to work with external bodies, join national organisations and being invited to contribute chapters in core texts. Academics presented a clear sense of themselves, what they wanted to achieve and how they were going to achieve it. Criticisms were a spur to do more research to provide evidence to

the contrary, a level of self-belief characterised by the statement: “There’s nothing that I can’t do!”

“Helping a Colleague”

Academics believed that *professional academic writing* is not easy, but rather a process that needs to be worked through. Acknowledging the level of effort that had gone into developing their writing skills and achieving writing success, they endeavoured to help others towards publication. Having seen good work, academics spoke of encouraging people to write, whether they are less experienced colleagues, students or those in clinical practice. This help and encouragement included initiating conversations about going for publication and being a role model in demonstrating that nurses can write and publish. In helping colleagues overcome reticence or a lack of self-belief, co-writing was seen as a way of helping support the development of others, by buddying up or offering to help write a journal article.

Being asked to co-author or help others write papers wasn’t an entirely altruistic endeavour, and academics spoke of developing friendships through co-authoring, of sharing the joy of publication with co-authors, and continuing to work with co-authors who had moved organisations. Academics noted that helping colleagues through co-authoring could result in a previously unanticipated increase in outputs.

In being approachable and with known experience in *professional academic writing*, academics found that less experienced colleagues were keen to seek writing and publishing advice. This advice included responding to the shock of peer review process, with colleagues equally devastated by informal feedback as formal peer review. With personal experience of peer review, published academics encouraged colleagues to remain engaged with their writing following feedback.

Academics spoke of looking at manuscripts and engaging in formal peer review as referees, seeing this as an opportunity to help an unknown colleague. In creating a virtuous circle of helping hands, academics spoke of contributing to peer review for mutual benefit, of offering

and receiving a helping hand in the wider context of *professional academic writing* and publishing.

Activity

Activity represented the hidden business of writing. The importance of doing not waiting, and avoiding procrastination by "writing til the story comes", later editing and improving their *professional academic writing*.

Working alongside and valuing co-author contributions helped keep moving things forward, often building long-term writing collaborations. Learning to write clearly, with persuasion, and mindful of the reader, were goals in facilitating writing that's easy to review.

The peer review process and having a critical friend were viewed as valuable in contributing to the development of a text, though receiving the wrong kind of feedback, including the demoralising effect of tracked changes, could be devastating. Constructive feedback and a clear explanation of what was expected from a revision, together with creating a mental space between the work and themselves as author was believed to be helpful.

"The Business of Writing"

Academics spoke of the hidden effort and application required to develop their writing skills. They acknowledged that when they first started writing their skills level was low and had been working at improving their writing through the application of time, effort and repetition.

Recognising the importance of writing, as with any business undertaking, academics sought to prioritise and engage regularly with the task at hand. Comparing writing with jogging, it is suggested that through regular practice their *professional academic writing* performance improved.

Academics spoke of the importance of getting on with it. Having previously engaged in *Doing Your Homework*[14] and activities to *Feed Your Brain*,[15] they spoke of being disciplined and avoiding procrastination by making a conscious decision to start writing, turning up at their desk, and starting. The business of first drafts[16] was described as being disciplined, deciding to write, and uninterruptingly capturing ideas, knowing that they would come back to finesse the writing later.[17]

"Moving Things Forward"

Learning, acknowledging, and coming to value, each step of the writing process in moving towards publication, writing was recognised as an iterative process of drafting, editing and getting feedback[18]. Academics accepted that *professional academic writing* was unlikely to be an activity that was completed on a single occasion, but as a process of moving backwards and forwards between tasks, incrementally moving a writing project forward.

At the start of a writing project, academics spoke of writing and writing until the story came. At this stage, writing was purposefully unhalting as they sought to capture their thoughts and ideas in the written word as a foundation for a writing project. This form of writing was intentionally about generating momentum through writing, a process sped up through familiarity with the literature,[19] putting together ideas from a project, and seeing where their writing took them.

Academics spoke of using recipes, a readymade framework or structure, for their writing. These recipes or frameworks were useful in providing reassurance and made it easier for academics in constructing their writing. A *professional academic writing* project was viewed as containing discrete ingredients or content blocks; academics must only work out where

[14] "Doing Your Homework" is a category within the theoretical concept "Equipping".
[15] "Feed(ing) Your Brain" is a category within the theoretical concept "Equipping".
[16] First drafts are explored in the category "Giving Myself Permission" within this theoretical concept of "Activity".
[17] "Writing with Persuasion" focuses on finessing writing, and is a category within this theoretical concept of "Activity".
[18] "Getting feedback" links with the category "The Reviewer is Your Friend" presented later within this theoretical concept of "Activity".
[19] "Familiarity with the literature" links with the categories of "Doing Your Homework" and "Feed(ing) Your Brain" in the theoretical concept of "Equipping".

they were going to put what where. Academics spoke of having different recipes, frameworks or structures to guide them through the writing process of different manuscript types. For more experienced writers, the existence of a recipe or framework was viewed as providing a means for speeding up the writing process and, by association, their productivity. However, knowing how a paper works was not only about the explicit structure of a manuscript, but also how the academic developed the story within their writing.[20]

Beyond the technical skills of writing, working alongside a co-author had the potential to be time efficient, each co-author incrementally and independently moving a writing project forward. Choosing co-authors was often a luxury with some organisations forcing co-author relationships by topic. Where individuals engaged in selectively choosing their co-author, including opportunities to contribute to other people's projects in their department or elsewhere in the university, collaborations were described as a fulfilling and creative act. Working with co-authors required clear communication, valuing what their co-author brought to the writing project, negotiating who would do what on an article, and agreeing on author position on the resulting work. In instances where academics were successful in finding and clicking with co-authors, academics described enjoying the social process and the enriched experience of working with co-authors. The building of relationships could lead academics to choosing to engage in collaboration over time; whether intensely over a short-period, or regularly over a more sustained time frame.

Despite finding writing difficult, academics spoke of scheduling a certain amount of time for writing,[21] and of keeping going. Writing, reviewing, and making revisions were lengthy processes, and academics spoke of persevering with a paper, of not being deterred by the waiting times involved in, or perceived negativity of, the peer review process. Continuing to engage with the off-putting process of copy-editing and correcting proofs was an unexpected, lengthy but necessary experience for academics in achieving publishing success and *"moving things forward"*.

[20] Developing a story is covered in more detail within the category "Writing with Persuasion" presented later within this theoretical concept of "Activity".
[21] Scheduling time is linked with the category "The Secret is in the Discipline" within the theoretical concept of "Equipping".

"Giving Myself Permission"

Academics spoke of taking the pressure off *professional academic writing*. They spoke of *"giving myself permission"*, and of embracing the importance of drafting as part of the *professional academic writing* process, as a facilitator of writing rather than an additional unnecessary step.

Drafting was seen as a way of capturing fleeting ideas. Academics gave themselves permission not to worry about sentence structure, recognising that their writing did not have to be perfect straight away. Writing like nobody's watching, writing was viewed as a private act that only became public when they choose to share it.

Academics spoke of never writing in order, the fallacy of needing to start at the beginning, and of not needing to know how it ends. In *"giving myself permission"*, academics mitigated the terror of writer's block, or getting stalled for too long by the need to know what they had to say. Instead, academics gave themselves over to the process of making notes and building them up; using the writing process as a means of exploring and discovering what they had to say, rather than needing to map everything out from the beginning. In giving themselves permission, drafting was valued as a means of getting words on the page that can be finessed, referenced and edited later.

"Writing with Persuasion"

Having written a first draft, academics spoke of editing their text, and of writing with an audience in mind as they crafted their writing into something people would want to read. In connecting with readers, academics spoke of finding the rhythm of your reader, knowing who they were, their level of knowledge and their expectations. Knowledge of the intended reader informed their choice of vocabulary and in achieving the right tone; ensuring the academic was writing at the right level facilitated *"writing with persuasion"*.

In editing their writing, academics spoke of creating clear communication and crafting writing that was easy to review.[22] Revising their texts was an iterative process of editing the first draft, rewriting drafts and polishing their writing in making knowledge accessible and ensuring it was easy to navigate. In making it understandable, academics acknowledged that they needed to anticipate and address readers' questions by being super clear and learning to present data in a condensed form. Academics were mindful that each section needed to connect with those around it, leading the reader forward through the text.

Colleagues and co-academics acting as a critical friend played an important role in editing a draft. However, while having an experienced colleague edit on your behalf could expediate a writing project, the demoralising effect of tracked changes negated the potential to gain insight into what lies behind an action. Enabling skills development through collaborative editing, by talking through the editing process of a section and letting them work through the rest of the text, was considered more beneficial in building confidence and enabling academics to find their authoritative voice; in what was said, and how it was conveyed through the written word, with persuasion.

"The Reviewer is Your Friend"

Academics were heavily invested in their writing, imbuing themselves into the page, and spoke of reacting emotionally to referee's reviews. They spoke of it being too hard to publish and of feeling affronted, feeling discouraged, and wanting to put distance between themselves and the experience of peer review. Feeling criticised was attributed to receiving negative reviews, and what was perceived as receiving the wrong kind of feedback. In looking at this anonymous piece of writing, referees were perceived as adopting a cavalier attitude to reviewing, being vicious, or being thoughtless in their reviews; forgetting that there is a person associated with the work.

Academics spoke of valuing strong peer review because of its role in facilitating the publication of high-quality papers. They were surprised by the time-consuming process of

[22] The role of peer review is explored in category of "The Reviewer is Your Friend" later in this theoretical concept of "Activity".

peer review, voiced frustration about the varying levels of detail in reviews, and the need to receive enough of the right kind of feedback. The right kind of review was perceived to be one that was constructive, positively contributed to the development of ideas, and included a clear explanation of what was expected from the academic. Receiving directive feedback and knowing what the academic needed to do to improve their writing are valued in revising their texts, as were clear reasons for a decision, including reasons why a paper had been rejected.

Taking it to heart was a common response to referee comments, though academics noted that their response to perceiving reviews as negative had changed over time. In retrospect they could see that previous reviews were kind but, at the time, they could only see the negatives and not the constructive feedback it contained. In learning how to construct a rebuttal, and creating a space between themself as an academic and the paper as a separate entity, academics no longer viewed peer review as a personal attack or block to publication, but as a critique of the work, being guided by the referee as their friend through to publication.

Discussion

This research was undertaken to facilitate greater understanding of the ways in which *professional academic writing* is conceptualised by those employed in the higher education sector. The academics who agreed to be interviewed for this study were working and writing in the field of nursing, a profession regulated by region specific professional bodies e.g. the *Australian Health Practitioner Regulation Agency (AHPRA)* (Australian Health Practitioner Regulation Agency, 2022), the *National Council of State Boards of Nursing (NCSBN)* in the United States of America (National Council of State Boards of Nursing, 2022a), and the *Nursing and Midwifery Council (NMC)* (Nursing and Midwifery Council, 2022b) in the United Kingdom.

In practical terms, the International Labour Organisation (2012) classifies nursing as part of the subgroup 222: Nursing and Midwifery Professionals within the 22: Health Professionals

group. However, although various descriptions of nursing exist, including those from professional bodies such as the UK's *Nursing and Midwifery Council* (2018a), the *International Council of Nursing* (2022) and the *World Health Organization* (2022), it has been suggested that there is no universally agreed upon definition (Olsen and Gjevjon, 2017). In a published account of a European Academy of Nursing Science conference debate on the composition of nursing practice, Olsen and Gjevjon (2017) note that it is not possible to define nursing simply as a specific set of skills or tasks, rather, a profession that uses knowledge from a wide range of disciplines, none of which are unique to nursing. Notwithstanding, Olsen and Gjevjon (2017) note that nursing doesn't need to compete with other disciplines, instead focusing of sharing skills and knowledge to deliver better patient care across disciplines. Recognising that parallels with other health care professions exist, similarities are also evident in the shared theory and clinical practice structures of their accredited programmes, outlined below.

Professional academic writing constitutes just one part of an academic's role, an activity that they typically seek to engage in alongside other academic duties, including teaching on undergraduate and postgraduate programmes of study. These programmes are configured according to the needs of their discipline and, where appropriate, the requirements of professional regulatory bodies. Within this context, it is common for professions to require completion of an accredited programme as part of their professional registration. For example, psychology (The British Psychological Society, 2022), paramedics (HCPC: Health and Care Professions Council, 2022), and nursing (Nursing and Midwifery Council, 2022a, Australian Health Practitioner Regulation Agency, 2022, National Council of State Boards of Nursing, 2022b). Taking the United Kingdom as an example, the regulatory body *Nursing and Midwifery Council* mandates that nurse training should consist of at least 4,600 hours of theoretical and clinical training (Nursing and Midwifery Council, 2018b). While universities are free to determine the precise ratio of nurse teaching and clinical training, they typically elect to provide a 50:50 split (University of Manchester, 2022, University of Nottingham, 2022, University of Edinburgh, 2022), a practice emulated by other health care programmes including midwifery and paramedics (Liverpool John Moores University, 2021). During the first year of the COVID-19 pandemic, the *Nursing and Midwifery Council* confirmed that student nurses studying at approved education institutions could replace some clinical training hours

with simulated clinical practice (Ford, 18 February 2021). Notwithstanding, the standard 50:50 programme structure is anticipated to result in academics working in nursing and health care professions being likely to experience and perceive academia differently from academics working on programmes with a traditional class or lab-based pedagogy.

In this thesis, a grounded theory methodology was used. Although employing similar methods as other forms of qualitative research e.g. open-ended interviews, grounded theory studies differ in some important ways. For example, in an interview-based grounded theory study, rather than use a predefined interview schedule or existing theory used to frame areas anticipated to be of important to a phenomenon, grounded theory researchers facilitate a safe space in which interviewees can articulate what they perceive to be important about the phenomenon. Within the interviews, prompts and probes are used to seek further elaboration and clarification of data in and between interviews, until theoretical saturation in the form of a well-articulated and integrated set of research categories is evident. Additionally, rather than seek to provide an accurate representation of an individual's lived experience – a phenomenological research account likely to be populated with interview extracts and context specific detail – grounded theory research seeks to provide a theorisation of a process at a conceptual level. The person level or time specific accounts characteristic of other qualitative research reports e.g. the impact of a pandemic on recent practice, are stripped away in grounded theory research to provide a conceptual framework or model to inform a collective understanding of a phenomenon. In this chapter, where one might expect to see extended quotes typical of a traditional qualitative study, examples of theorised conceptualisations are presented. For example, rather than present accounts of specific nurse academic's experiences of workload or decision-making processes, theorised accounts are given in relation to discussions of workload,[23] choices about where to publish[24] and, ever aware of professional registration and professional practice, taking care not to misspeak or share controversial opinions.[25]

[23] Workload issues are discussed within the category "The Secret is in the Discipline" in the theoretical concept "Equipping".
[24] Decisions about where to publish are discussed within the category "Getting the Right Outcomes" in the theoretical concept "Purpose".
[25] Awareness of issues in relation to professional registration and professional practice are discussed within the category "Credibility and Self-Belief" in the theoretical concept "Identity".

Recruitment is an eternal area of contention for researchers and, as advocated by Braun and Clarke (2013c), creative means including the use of online message boards are often needed to identify and engage with hard-to-reach groups; in this thesis, over-stretched nursing academics during a pandemic represented one such hard-to-reach group. Shaped by theoretical sampling informed by constant comparative analysis of data, interviewees were recruited at various points in their respective *professional academic writing* careers: from early career and PhD student nursing-related *professional academic writing* through to established authors of 10 or more years publishing in the field of nursing. That some academics self-selected out of the study because of workload issues presents invaluable examples of how issues were nonetheless raised, examined and are addressed in this research, resonant in *The SEPIA Model*; of feeling the force of *Sector*-ial pressures, workloads and expectations in the higher education sector by local, national and international bodies, something academics acknowledge they need support to navigate. In the absence of universal support, academics are *Equipping* themselves by developing strategies to navigate the competing demands of what they describe as the battlefield of academia, prioritising the *Activity* of writing as informed by their sense of *Purpose* and professional *Identity*.

Constructed of five theoretical concepts (*Sector*, *Equipping*, *Purpose*, *Identity*, and *Activity*), *The SEPIA Model* enables us to see the holistic way in which *professional academic writing* is viewed by academics, beyond the physical act of writing. Academics talk about the generalised activities they engage in that precede the act of writing, what informs their decisions about where to publish, how they wish to be known, and the evolving organisational, publishing and professional landscape in which their *professional academic writing* takes place.

Some aspects of *The SEPIA Model* feel familiar, particularly discussions regarding *Sector*-ial pressures on and from higher education institutions and the publishing world. Other elements of *The SEPIA Model* may already be in place, albeit in a piecemeal fashion, particularly those related to the generalised *Equipping* activities that precede the physical act of writing. *The SEPIA Model* clarifies how to construct a programme of cohesive support that promotes

professional academic writing, acknowledging and embracing the influence of an academic's *Purpose* or *Identity* on *professional academic writing* activity. The key here is a programme of cohesive support. The holistic perspective presented in *The SEPIA Model* provides a coherent framework for designing a programme of support, one that is broader and more cohesive than previously articulated. *The SEPIA Model* encompasses the fullness of the way in which academics conceptualise and experience *professional academic writing*, and can inform how support, training and networking opportunities are facilitated, for mutual benefit of both academics and in achieving organisational objectives of their employers, in relation to *professional academic writing*.

As foreshadowed in Chapter 2: Literature Review, staged literature reviews were undertaken as part of this study. Having orientated myself to the substantive area of enquiry presented in the initial literature review in Chapter 2, once the grounded theory was constructed, focused literature reviews were undertaken for each of the now known theoretical concepts and categories of the grounded theory. The focused literature reviews are presented in this chapter, used to both test and refine the theory that is *The SEPIA Model*, and demonstrate how it enriches, extends or challenges current thinking.

This discussion begins with the theoretical concept that might be expected to have greatest import, *Activity*. This is followed by the theoretical concepts that make the most unique contribution to an understanding of support for *professional academic writing*, as represented in *The SEPIA Model*, those of *Purpose* and *Identity*. The contributions of the theoretical concepts of *Equipping* and *Sector* to *The SEPIA Model* are then discussed. The chapter concludes with a discussion of the contribution of *The SEPIA Model* in shifting *professional academic writing* support from individual initiatives to a holistic programme that aligns both with how academics conceptualise *professional academic writing* and the expectations of their employing organisations.

Activity

As outlined in Chapter 2, although published evidence on *professional academic writing* typically focuses on the *Activity* of *The SEPIA Model* and the many initiatives designed to

facilitate writing for publication,[26] this was the theoretical concept that academics wished to talk about least. This may be accounted for in a couple of ways. Firstly, academics conceptualise *professional academic writing* as broader than the ***Activity*** of writing, seeing it as comprising a continuum from research idea through to publication. Writing initiatives therefore represent the end point of *professional academic writing*, with a broader range of support needed for a significant period before they have something to write about.

Secondly, accepting the conceptual breadth of *professional academic writing*, as presented in *The SEPIA Model*, academics note that writing support is usually provided to those who already have something to write about, after they have experienced a period of trying and failing to get published, and have typically already successfully navigated *professional academic writing* and publishing processes. From an organisational perspective, writing groups and retreats have been shown to increase the quantity (Dhakal and Tornwal, 2020, Dwyer et al., 2012, Grant et al., 2010, Johnson et al., 2017) and quality of *professional academic writing* (Johnson et al., 2017). However, the insight of reassurance rather than skills development articulated in *The SEPIA Model* aligns with wider evidence that suggests that while writing groups provide a collaborative space (Johnson et al., 2017) to build academic resilience (Dwyer et al., 2012, Sword, 2017d), friendships (Sword, 2017d), and potential collaborations (Grant et al., 2010, Sword, 2017d) they do not facilitate learning about the *professional academic writing* process (DeFeo et al., 2016). Additionally, research has suggested that some academics self-select out of attending writing initiatives because they believe they lack sufficient writing experience to attend (Noone and Young, 2019). In the context of a holistic and cohesive programme of *professional academic writing* support informed by *The SEPIA Model*, while initiatives such as writing workshops or retreats can provide reassurance and validation of the writing process for those who attend, they may not be adequate as a primary means of facilitating *professional academic writing* skills development.

[26] Examples of writing initiatives include: author resources (Elsevier, 2019, Taylor & Francis, 2019, Wiley, 2019a); how-to-guides (Belcher, 2019); promoting motivation (Smith and Deane, 2014, McGrail et al., 2006); providing writing frameworks (Smith and Deane, 2014); webinars (Wiley, 2019b); writing groups (Grant et al., 2010, McGrail et al., 2006); and writing retreats (Dwyer et al., 2015, Dhakal and Tornwal, 2020, Murray and Thow, 2014).

Purpose and Identity

The theoretical concepts of *The SEPIA Model* least discussed in the *professional academic writing* literature, and for which academics were most passionate, were the intricately entwined concepts of how ***Purpose*** and ***Identity*** inform their *professional academic writing*. Embracing the ***Sector***-ial expectation that they engage in *professional academic writing*, in the absence of external guidance or support, academics' attention unsurprisingly focuses on issues of personal interest aligned with personal values. Characterised during data gathering as "the good stuff", academics' values and sense of ***Purpose*** extends their definition of desirable outputs beyond peer-reviewed publications to purposefully encompass writing for, and making a difference to, professional practice. A passion for a topic area was similarly identified as a key driver of the intellectual work of academics in Lillis and Curry's (2018) study of the lived realities of *professional academic writing* of 10 women scholars, based across in four southern and central European countries. In focusing on professional practice, academics in this study seek to publish their *professional academic writing* in practice-based publications more likely to be read practitioners, a practice discordant with the priorities of their higher education institution; see Figure 29.

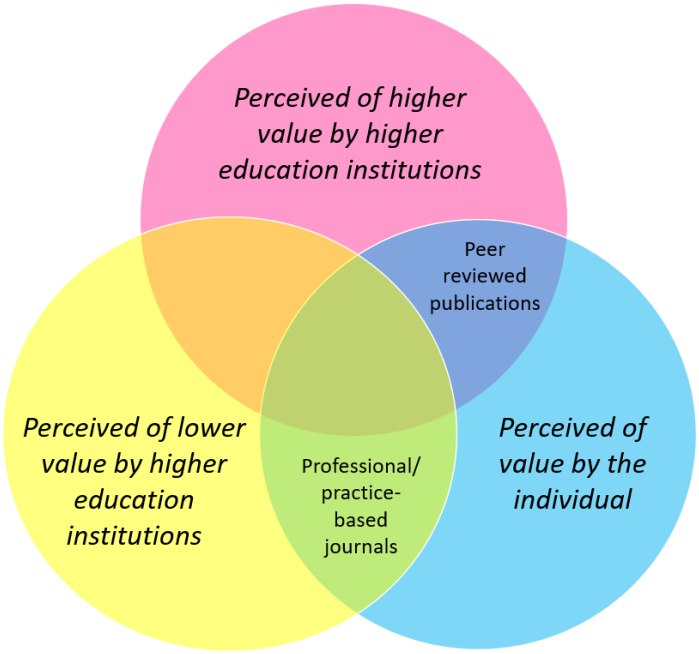

Figure 29: Perception and Values Attached to Professional Academic Writing

An academic's focus on *professional academic writing* for publications more likely to be read by practitioners, rather than organisationally preferenced peer-reviewed *professional academic writing*, can be explained by *The SEPIA Model* theoretical category ***Identity***. Academics, particularly those recently transitioned from practice, retain a sense of allegiance with practice, and wish to maintain their credibility with this group. Examples of academics' decision making in relation to the function and purpose of different manuscript types were identified in an earlier study by Lillis and Curry (2010), in this instance, a longitudinal study of 46 multilingual academics across four European countries. Akin to *The SEPIA Model* category of "Getting the Right Outcomes", Lillis and Curry found that academics' possess a clear sense of who they want to share their findings with, including using this awareness to inform their choices in prioritising the dissemination of research applicable to a local context rather than publications likely to facilitate career advancement. More recently, Lillis and Curry (2018) note that an author's desire to write in different genres is consciously weighed against the requirements of research evaluation initiatives. In Lillis and Curry's (2010) work, academics indicate a desire to remain connected with both immediate and imagined localities, that is, connections with current and past physical locations, personal relationships and professional groups, even when relocated to new settings. This is resonant with the findings of the social network analysis presented in Chapter 4 which demonstrates the ongoing connection between an academic and their colleagues, past and present, located locally and across national and international boundaries and disciplinary networks.

A possible explanation for this is social identity theory is based on the notion that individuals construct and bolster their identity within social groups (Islam, 2014), such that their constructed identity provides a means of proving themselves as a credible member of that group (Hyland, 2016a). In engaging in *professional academic writing* for practice-based publications, academics seek to construct a credible identity that remains accessible and aligned to their practice-based social groupings. Rather than being defined at a single point in time, the way in which individuals choose to present themselves evolves as part of an on-going process of experiences and perceptions of competence (Wenger, 1998). This presents an opportunity for higher education institutions who, through clear communication about the

potential outcomes of research excellence initiatives, can support academics' aspirations to give back to practice, while both contributing to organisational goals and indirectly refining their ***Identity*** within an academic context. In the United Kingdom, a systematic analysis of 6,679 non-redacted impact case studies submitted as part of its latest research excellence initiative (Research Excellence Framework, 2014) outlined the breadth and depth of research impact, including impacts to health, quality of life and policy. Using nursing and health as an illustration, over 900 examples were presented where the NHS was a potential beneficiary of research represented in the impact case studies (King's College London and Digital Science, 2015), including beneficiaries identified from 57 nursing impact studies case studies and a further 191 impact case studies that made reference to nursing. Within this context, by designing *professional academic writing* support informed by *The SEPIA Model* theoretical concept ***Identity***, it is possible to contend that peer-reviewed *professional academic writing* can indeed inform professional practice. Additionally, it could be argued that in producing peer-reviewed *professional academic writing* that later contributes to a Research Excellence Framework impact case study, academics help secure quality assurance research excellence funding (UK Research and Innovation, 2019b). Furthermore, publishing *professional academic writing* that is later incorporated within a Research Excellence Framework submission can help align an academic and their evolving ***Identity*** in their current social grouping within higher education.

Within *The SEPIA Model*, an academic's sense of ***Purpose*** and ***Identity*** in relation to what they want to achieve through their *professional academic writing* provides the drive and commitment necessary for the sustained and focused engagement required through to publication. Using the related concepts of self-control and grit, goal concepts that operate in singular ways and timescales, Duckworth and Cross (2014) propose that understanding how people consciously or unconsciously organise their goals, can explain why they achieve their respective levels of success. Duckworth and Cross define self-control as an ability to focus attention and work on a contemporary high value goal, while grit relates to an ability to maintain focused attention and effort towards a single goal over an extended time frame. Within the context of ***Purpose*** and ***Identity*** informed *professional academic writing*, self-control can be seen as aligning to organisationally defined writing priorities. However, grit is required to sustain an academic's effort and interest over an extended period to achieve

longer term engagement and success. In relation to *The SEPIA Model* informed holistic programme of *professional academic writing* support, it is necessary to embrace an academic's sense of ***Purpose*** and ***Identity*** to achieve the sustained levels of focus (self-control) and engagement (grit) necessary to achieve the *professional academic writing* levels desired by higher education organisations.

Equipping

The SEPIA Model's theoretical concept of ***Equipping*** provides insight into the generalised activities that, while they may not currently be explicitly linked to *professional academic writing*, are conceptualised by academics as contributing to their writing. These generalised activities provide signposts for the content of an explicit and holistic programme of *professional academic writing* support, including research training (discussed further in ***Sector***), being strategic, having opportunities to both access and provide mentoring, and co-authoring.

To ensure equity of opportunity, ***Equipping*** academics as part of *The SEPIA Model* informed programme should include supporting the development of an awareness of the implications of the decisions they make in relation to *professional academic writing*. It is known that academics from different communities (women, ethnic minorities, those from working class backgrounds, those with disabilities) engage and experience academia in different ways (AdvanceHE, 2019, Association of Working Class Academics, 2019). An academic's fulfilment of their role includes prioritising of tasks, and for some academic staff this can include prioritising tasks such as pastoral support for students to build a sense of value and belonging (Rickett and Morris, 2020). However, not all academic roles are valued equally by higher education institutions. By privileging relatively invisible yet time consuming activities such as pastoral support over high-value activities such as *professional academic writing* the individual can be unwittingly disadvantaging themselves within their institution. A lack of universal strategising in relation to *professional academic writing* has been noted elsewhere (Dwyer et al., 2015). A holistic programme of *professional academic writing* support should therefore facilitate academics in becoming strategic in the decisions they make in relation to prioritising their *professional academic writing* activity.

Within *The SEPIA Model*, benefits are noted in both giving and receiving guidance and support in setting goals and developing *professional academic writing* competence as part of mentoring relationships. Bi-directional collaborative mentoring (Yun and Sorcinelli, 2009) recognises the mutual benefits for all involved, and can include a network of mentor/mentee relationship to meet different professional competencies (Baugh and Scandura, 1999, Girves et al., 2005, Higgins and Kram, 2001, van Emmerik, 2004), as evidenced in the sharing of *professional academic writing* experiences within a writing group peer mentoring setting (Sheridan et al., 2020). Within this thesis, co-writing is seen by some academics as a proxy for mentoring, a parallel present in the work of Lillis and Curry (2018) when academics spoke of their experiences of writing in collaboration with junior colleagues. A survey of 109 academics across disciplinary topics and geographical regions, formative relationships, including mentoring relationships, were found to facilitate introductions and entry to professional networks that can themselves lead to *professional academic writing* opportunities (Heffernan, 2021). In the social network analysis presented in Chapter 4, academics initially forge links with colleagues within and across departments within their own institution, before expanding across disciplines and institutions. This pattern of formative relationship building is resonant with findings elsewhere that present similar experiences of the building and sustaining of professional networks (Lillis and Curry, 2010). Therefore, aligned to *The SEPIA Model*'s theoretical concept of ***Equipping***, facilitating mentoring opportunities as part of a holistic programme in support of *professional academic writing* is recommended.

Within this thesis, an academic's autonomy to self-select co-authors was perceived not only as more enjoyable and enriching for the individual, but in leading to longer-term collaborations (Grant et al., 2020). Sustained co-author relationships with multiple collaborators has been found to achieve a higher *g*-index score (Abbasia et al., 2011) than authors with fewer co-authors relationships. Like the more familiar *h*-index , a metric valued by higher education institution as an indicator of a researcher's impact and visibility, the *g*-index is considered a more representative measure of the visibility of an individual's work (Egghe, 2006), assigning more value to an author's most highly cited papers. ***Equipping*** staff with the knowledge and skills to identify potential co-authors, and to develop and sustain collaborative co-author relationships, is a recommended part of *The SEPIA Model* programme of support.

Sector

Accounts of the potentially negative impact of external drivers on higher education institutions are well versed, including a recent qualitative study recounting the unsustainable pressure for academics in nursing departments to publish (Singh et al., 2021). The significance of the immediate environment in constraining or facilitating *professional academic writing* activities has been previously acknowledged (Lillis and Curry, 2010, Lillis and Curry, 2006), framed in practical terms of the availability, or not, of access to time and funding for research, travel and support including support for *professional academic writing*; examples of higher-level *Sector*-ial support for *professional academic writing* are less common. In the UK higher education sector, 98,085 (43%) of the 223,525 members of staff are employed on combined teaching and research contracts, over 25,000 more than those employed on teaching only contracts (n=72,540) (Higher Education Statistics Agency, 2021). Yet, while recognising the need to support and develop staff transitioning into academia to complete a teaching qualification, experience suggests that there is no similar provision in relation to research and *professional academic writing*. In situations where research is part of an academic's appointment, it is reasonable to assume that training for this aspect of their role should also be provided.

Providing a holistic programme of support, including *Sector*-ial level support, presents an opportunity to embrace academics' conceptualisation of *professional academic writing* as comprising a continuum from research idea through to publication. In addition, *Sector*-ial focused support should aim to build resilience in academics in having and managing realistic expectations of the work involved in developing *professional academic writing* skills, the timeframes involved in taking a research idea through to completion (ethics, recruitment, data collection, data analysis), and the phases of writing (selecting a journal, drafting, editing, feedback, peer review, revision and resubmission). In the UK, as elsewhere, established programmes of support for research and transferable skills development are provided by graduate schools for doctoral students (Vitae, 2021). Although further investigation is required to consider their fit with the theoretical concepts of *The SEPIA Model*, graduate school programmes could potentially provide a basis for meeting local research training provision required by academic staff.

Limitations

When originally devised it was anticipated that a larger population would be interviewed in the construction of what was to become *The SEPIA Model*. At the onset of the COVID-19 pandemic in early 2020, there was a notable reduction in the availability of academics willing to be interviewed, due to academics responding to an unprecedented shift in teaching methods and the need to redevelop teaching materials from face-to-face to online settings. Notwithstanding, as *The SEPIA Model* developed, efforts were made to recruit a diverse set of academics for interview. Akin to Sword's study of how academics write (Sword, 2017a), invitations were frequently declined because of what the academics perceived to be their ability – or not – to write. In Sword's (2017a) mixed method study of 1323 staff, post-doctoral and graduate students regarding *professional academic writing* skills acquisition she noted that, contrary to expectations, there was a significant overlap between those who might have been defined as successful versus struggling writers, the majority expressing a reticence to be described as successful or productive. Seeking to recruit successful versus unsuccessful or struggling writers for this thesis may therefore have represented a false dichotomy among the academic population. Notwithstanding, a rich data set relevant to *professional academic writing* was gathered so that theoretical saturation was achieved; discernible patterns were present to be able to construct a well-articulated and integrated understanding (Birks and Mills, 2015b) of how academics conceptualise *professional academic writing.*

Charmaz and Thornberg proposed four criteria of a well conducted constructivist grounded theory study: *credibility*, *originality*, *resonance*, and *usefulness* (Charmaz, 2014a, Charmaz and Thornberg, 2020); criteria that informed and assured quality throughout this research process. Charmaz and Thornberg (2020) defined *credibility* as:

> *"having sufficient relevant data for asking incisive questions about the data, making systematic comparisons throughout the research process, and developing a thorough analysis…"*

that requires:

> *"strong reflexivity throughout the research process".*

Within this thesis, *credibility* is established through the systematic and thorough analysis reported in Chapter 4 and Chapter 5. In Chapter 4, the systematic social network analysis of the co-author/employer/country/gender present in *General Nursing* publication portfolios are reported. In Chapter 5, the core characteristics of grounded theory research are comprehensively reported in the analysis of the open-ended qualitative interviews, including staged sampling, concurrent data gathering and analysis (including constant comparative analysis), development of theoretical sensitivity and demonstrating the theoretical saturation had been achieved. Examples of reflexive memos recorded throughout the lifetime of this research can found in Chapter 7. In relation to the criterion of *originality*, fresh conceptualisation of the phenomena of *professional academic writing* are offered addressing the deficits in the evidence base regarding factors that help academics write for publication raised in Chapter 2. The research has *resonance* in that the concepts within this constructive grounded theory thesis provide insight into how academics conceptualise *professional academic writing* beyond the individual experiences of the interviewees. Finally, this study meets Charmaz and Thornberg's final criterion of *usefulness*, through the construction and utility of *The SEPIA Model. The SEPIA Model* reveals the processes and practices that academics engage with in relation to *professional academic writing* and provides a framework for developing a cohesive and sustainable policy and programme of *professional academic writing* support. The holistic support structures informed by *The SEPIA Model* will need to be developed and tested, creating new lines of research. Aligning with the expansive structures of *The SEPIA Model*, this research could employ a broad range of indicators of success beyond level of outputs or the impact factors of the journals within which *professional academic writing* is published. Satisfaction with the support provided and reduced feelings of isolation could provide early indicators, though additional markers may also include examples of peer support and co-authoring, an academic developing an external profile within their profession, and sustained development and engagement with research projects.

Summary

Organisational expectations of *professional academic writing* are likely to be similar for all academics on research or combined teaching and research contracts. However, the experience of *professional academic writing* of individual academics can vary wildly, dependent on skills sets, serendipitous opportunities, and the focus of their strategic

decisions. This disparity of experience occurs within often well-intentioned but fragmented *professional academic writing* provision that, as identified in this thesis, absents key areas of *professional academic writing* related support.

The SEPIA Model is constructed of five theoretical concepts of *Sector*, *Equipping*, *Purpose*, *Identity*, and *Activity* that, together, provide a coherent framework within which a holistic programme of research and *professional academic writing* support can be designed, specifically, programmes providing broad and equitable opportunities for academic staff. Such a programme should include the provision of *Sector*-ial level support in fortifying academics in having and being able to manage realistic expectations of the timeframes and phases of research through to *professional academic writing* publication. Informed by *The SEPIA Model*, the *professional academic writing* programme needs to draw together and recognise the generalised initiatives that precede and contribute to *Equipping* academics for *professional academic writing*, initiatives such as mentoring that may already be provided elsewhere in the organisation for different purposes. *The SEPIA Model* provides a lens through which an academic's sense of *Purpose* and *Identity*, attributes that enable them to maintain a sustained and focused engagement with *professional academic writing*, should be acknowledged and incorporated into a programme of research and writing support for the mutual benefit of both the individual and the organisation. In embracing the incremental contribution of the five theoretical concepts contained within *The SEPIA Model*, it is anticipated that holistic and sustainable programmes of *professional academic writing* support and engagement can be developed, in recognition that, contrary to current thinking, only a small element of which is a focus on the *Activity* of writing.

Chapter 6 Implications, Limitations and Conclusion

In this chapter I discuss how mixed methods grounded theory methodology was applied in this thesis. I present a summary of the key results of Study 1: Social Network Analysis from Chapter 4, and of Study 2: Open-Ended Qualitative Interviews and *The SEPIA Model* from Chapter 5, together with a description of the steps taken to mitigate the potential limitations of the methodology and methods used. I provide a synthesis of the thesis findings, consider the implications of the findings in the current climate, and conclude by discussing the contribution of this thesis to the knowledge base.

Mixed Methods Grounded Theory

Within grounded theory methodology, researchers are encouraged to initially define a broad area of study (Birks and Mills, 2015c), to use complementary methods necessary to gather data not possible through other means (Birks and Mills, 2015b, Bryant and Charmaz, 2007b) and, through a process of early and continuous analytical data analysis refine the subject area and associated research questions (Birks and Mills, 2015b, Charmaz, 2014a). In this way, the grounded theory methodology enables the researcher to first identify and subsequently gather data on what are the most significant aspects of a research topic from the perspective of the participants (Glaser, 1998). Charmaz (2014d) advocates a willingness to alter your research question when you discover questions of greater significance in the field.

Acknowledging the trend towards multi-authored *professional academic writing*, social network analysis was chosen to facilitate insight into the characteristics of co-author collaborations with a nursing context. Of particular interest were the location of co-authors and the timelines involved in achieving the sustained levels of output desired by their employing organisations. The open-ended interviews provided an opportunity to explore the theories developed during the social network analysis, and for interviewees to share further insight into their experiences, thinking and approach to *professional academic writing*. By adopting this mixed methods approach, the resultant *substantive grounded theory* provides an expanded understanding of how academics conceptualise *professional academic writing* beyond that originally envisaged for this thesis.

Study One: Social Network Analysis

The first study within this thesis was a social network analysis of the similarities and differences in publication portfolios of authors with at least 50% of their *professional academic writing* assigned to the SCOPUS field of *General Nursing*. Nursing represented a population where staff typically transitions from clinical practice to higher education and, while some nursing academics appear to find *professional academic writing* comes easily to them, colleagues are often ill equipped and unable to meet the organisational expectations to write for publication (Adler-Kassner and Wardle, 2015, King et al., 2018, McDermid et al., 2013).

Initially an examination of the publication portfolios of elite academics was undertaken using ego-net social network analysis. Elite was defined by the *h*-index metric, with analysis aimed at determining recurring patterns in the development of co-author collaborative networks within and across publication portfolios. In identifying the characteristics of co-authors collaborations, such as co-author location, institution and gender, and the timescales in which co-author networks typically develop, it was anticipated that organisations could seek to facilitate similar co-author networks and subsequent *professional academic writing* success for all academic staff.

The publication portfolios presented a representation of an academic's personal network. Personal networks, known within social network analysis as ego-nets, represented a shift in the focus from the more usual macro level institutional performance analysis achieved through bibliometric, citation or whole network analysis to the construction of, and reflection on, representations of an individual academic's co-author relationships. Ego-net analysis facilitated the opportunity to identify general network structures from which analytic generalisations could be made. These generalisations enabled informed recommendations to be made about the range and longevity required of investment to support academics wishing to engage in *professional academic writing*.

Correlations between co-author network size, employing organisation, geographic location, and gender, were identified across the portfolios analysed. It was found that, after an initial period of *professional academic writing* and publishing with a single highly connected and

growing co-author network, additional separate collaborations emerge three- to four- years from first co-authored publication. The number of co-authors continued to grow steadily before a marked and rapid expansion in co-author numbers approximately eight- to ten- years from first co-authored publication. For those publishing in the field of *General Nursing*, most collaborations remained within the higher education sector (61%-66% after 12 years), though moved steadily outside the host institution over the same period (66%). Collaborations included working with multiple disciplines including medicine, social sciences and psychology. Although nursing is a predominantly female domain, both in clinical practice and higher education institutions, male co-authors were disproportionately represented within the portfolios analysed, suggesting a need for focused investment in supporting female academics in experiencing parity of opportunity in achieving their organisational and personal goals relating to *professional academic writing*.

Data from the social network analysis informed four aspects of this thesis. First, the analysis of ego-nets facilitated a quantification of the characteristics of publication portfolios in the field of *General Nursing*. Second, ego-net analysis informed the sampling strategy for open-ended qualitative interviews, particularly in relation to gender differences. Third, data from the social network analysis sensitised the researcher to recognise themes that merited further discussion if they arose during the open-ended qualitative interviews, such as how co-author networks develop within and across organisations, disciplines and geographic boundaries. Fourth, the social network analysis provided an insight into the medium to long timeframes involved from first co-authored publication to achieving an organisational or research excellence initiative defined level of *professional academic writing* success. Nevertheless, it was possible to identify distinct patterns in the publication portfolios analysed, to understand what enabled co-author relationships to develop required the addition of a qualitative element to this thesis.

Study Two: Open-Ended Qualitative Interviews and *The SEPIA Model*

The second study looked to build on the results of the ego-net social network analysis (Study One), to develop a richer understanding of *professional academic writing* and co-author relationships through open-ended qualitative interviews. The researcher, having completed

a literature review in Chapter 2, and being sensitised to key themes arising in the ego-net analysis in Chapter 4, was alert to areas of potential interest and relevance to the development of a *substantive grounded theory* of *professional academic writing*. In line with grounded theory methodology, recruitment continued until theoretical saturation was achieved. Open-ended qualitative interviews were conducted with eight academics identified through purposive (n=1) and theoretical (n=7) sampling, including two of the four authors of the publication portfolios included in the social network analysis; see Table 6.

Interviews began with a broad invitation for participants to talk about their experience of *professional academic writing*. During interviews, a guide containing prompts and probes enabled the researcher to identify and follow-up areas of potential interest, without leading the interview in a pre-determined direction. The interview guide was a living document that evolved throughout data gathering and constant comparative analysis, reflecting areas of interest present in the ongoing construction of the *substantive grounded theory* of *professional academic writing*.

From the first open-ended qualitative interview it became apparent that the development of co-author collaborations, and the actual process of writing, were elements of a much larger picture of how academics conceptualise *professional academic writing*. Participants spoke of *professional academic writing* as being on a continuum from research idea through to publication. Through constant comparative analysis, within and across interview transcripts, it was possible to construct a holistic understanding of how *professional academic writing* is conceived within higher education; not only of the context in which *professional academic writing* takes place, but the factors that inform the choices academics make in relation to the types of *professional academic writing* they engage in, and the places they wish to publish. Comprehensive memoing alongside the development of diagrams to capture thoughts and insights of data in visual formal, was accompanied with storylining to develop a holistic, comprehensive and digestible account of the constructed theory. Encapsulated in the acronym *SEPIA*, the constructed *substantive grounded theory* included 22 categories within five theoretical concepts: *Sector, Equipping, Purpose, Identity,* and *Activity.*

Based on participant informed priorities, *The SEPIA Model* enables us to see the holistic way in which *professional academic writing* is viewed by academics, beyond the physical *Activity* of writing. While acknowledging the pressures of the *Sector* in terms of number of expected outputs, and generalised *Equipping* activities that precede the physical act of writing, *The SEPIA Model* is singular in facilitating understanding of the role of an academic's sense of *Purpose* and *Identity* in sustaining focused engagement with specific *professional academic writing* projects.

Distinct from perceptions of traditional piecemeal provision, *The SEPIA Model* provides a coherent framework within which a broad and cohesive programme of research and *professional academic writing* support can be devised. Based on *The SEPIA Model*, programmes can be designed to bolster an academic's resilience in having and managing realistic expectations of the research, *professional academic writing* and publishing processes *(Sector),* and draw on existing initiatives like mentoring to support introductions to professional networks *(Equipping).* Uniquely, *The SEPIA Model* provides a lens through which to understand how an academic's sense of *Purpose* and *Identity* enables them to maintain sustained and focused engagement with *professional academic writing*; attributes that, if incorporated into a programme of research and *professional academic writing* support, have the potential for mutual benefit of both the academic and their employer. Such a holistic programme would not only include, but extend beyond, a contemporary narrow focus of providing support centred primarily on the *Activity* of *professional academic writing*.

Professional Academic Writing, Gender and the Contemporary Context

Although the portfolios included in this analysis represented a 50:50 gender split, the portfolios of the male academics were positioned in the top half of the Top 100 authors publishing in *General Nursing*, while the women's portfolios were both selected from the second set of 50 authors; see Chapter 4. Despite this anomaly, the trajectories evident across all four ego-nets were remarkably similar. These similarities included: the time points at which co-author network size grow; the number of highly connected co-author groups authors work with at specific time points; and the expansion of co-author networks beyond their employing institution to incorporate international collaborators. Two notable differences were evident

in the ego-net analysis. The first difference related to the gender of co-author which, whether through accident or design, saw women more likely to co-author with other women. This gender difference in co-authors was evident both from first co-authored publication and when data were adjusted for year of publication; see Table 4.

Interestingly, while preferences were expressed about self-selected rather than organisationally imposed co-authors, co-author gender was not explicitly raised or a subject on which participants held strong views. Additionally, while frustrations were voiced about the apparent lack of awareness or consideration by publishers of personal and academic commitments, in publishers' expectations of speedy turnaround times for revised manuscripts or peer reviews, this was not expressed in a gendered way. Whether challenges associated with gender were so common or ingrained as to be unremarkable, or because of an assumed shared understanding by interviewees of me as interviewer and female academic, is unknown. Notwithstanding, the differences around co-author gender are evident in the analysis of publication portfolios.

The second gender difference noted in the social network analysis was the frequency in author position between men and women over time; while most authors started as first author, men continuing to be listed as first author, while women had moved to final author position. Having previously noted that female academics statistically accommodate a higher degree of pastoral duties than their male counterparts, often to the detriment of their professional academic writing activity levels and careers (Maddrell et al., 2019), as early as six weeks into the COVID-19 pandemic, gender differences were found in preregistration, pre-prints and early journal submission data (Flaherty, 2020, Kitchener, 2020, Vincent-Lamarre et al., 2020). This difference was partly accounted for by the intensification of domestic responsibilities and caring roles and responsibilities placed on women, leading to a commensurate reduction in their professional academic writing activity (Smith and Watchorn, 2020, Kitchener, 2020, Flaherty, 2020). Significantly, Vincent-Lamarre et al. (2020) reported a COVID-19 related reduction in female first authors compared with their last author colleagues. In the social network analysis of this thesis, presented in Chapter 4, first author position was commonly associated with *professional academic writing* at the start of a publishing career suggesting that early career female researchers may be disproportionately

affected by the pandemic. While the last author position of women was not so directly impacted, a position traditionally aligned to that of principal investigator, Vincent-Lamarre et al.'s (2020) report of a decrease in women pre-registering new projects being developed is particularly concerning, suggesting a potentially severe disruption the *professional academic writing* careers of women over the longer term. The United Nations has noted that while progress has been made towards achieving Sustainable Development Goal 5 objectives aimed at achieving gender equality and empowerment for all women and girls, the effects of the COVID-19 pandemic could reverse gains made while exacerbating existing inequalities (United Nations, 2021a). Planned interventions are needed to mitigate the existing gender inequities in *professional academic writing* activity evident in this thesis, and protect against future inequities in *professional academic writing* activity arising from the COVID-19 pandemic. *The SEPIA Model* presented in Chapter 5 provides a framework from which to develop a proactive set of holistic interventions in support of *professional academic writing* skills development and activity.

Implications of Thesis

In 2019/2020, UK higher education providers received a combined research income of £2,082,492,000 (Higher Education Statistics Agency, n.d.). Part of this income stream is known as quality-related research income (UK Research and Innovation, 2019b), informed by the institution's performance and subsequent ranking arising from the assessment of the quality of research published by academics employed at each institution, as part of the research excellence initiative, the Research Excellence Framework (2019a). The importance of achieving a high ranking as part of this assessment exercise highlights the financial imperative, for the institution, of its staff producing a steady stream of high-quality publications. Over the same period, 2019/2020, UK higher education providers employed 51,510 members of staff on research contracts, and a further 98,085 staff on combined teaching and research contracts, 77,055 research-related academics compared with those employed on teaching only contracts (n=72,540) (Higher Education Statistics Agency, 2021). However, in contrast to the provision of teaching support and development for staff transitioning from nursing practice into academia, the provision of research support and development is less well developed.

The results contained within this thesis have implications for those providing, or responsible for developing and supporting, *professional academic writing* in the higher education sector. *The SEPIA Model* presents a coherent articulation of the breadth of how academics conceptualise *professional academic writing,* highlighting the disjointed and inconsistent levels of awareness and access to *professional academic writing* development, and associated research development, of current thinking; this can best be characterised as an emphasis in supporting the *Activity* of writing, while largely being unaware or ignoring the four other concepts of *The SEPIA Model* that represent academics thinking around *professional academic writing*, those of *Sector*, *Equipping*, *Purpose* and *Identity*.

An academics' senses of purpose and professional identity provide a practical route into enhancing current *professional academic writing* support, with the potential for tangible benefits for an institution's quality-related research funding. In recognition that an academic's motivation and sense of purpose are key in maintaining sustained engagement with *professional academic writing*, from idea conception to publication and continuing through any setbacks that may be experienced in the intervening period, institutions need to develop ways of identifying the sense of purpose that drives the *professional academic writing* activities of academics. Once known, means need to be developed to enable mutual benefit to be achieved through *professional academic writing* by aligning an academic's primary motivator and the priorities of their employer.

Layered into the planning of *professional academic writing* support should be the results of the social network analysis of publication portfolios. General theories about network composition were constructed from the data analysed, including the way in which the location of co-authors evolves from local and national to international contexts. Evidence also revealed a building of collaborative networks publishing across disciplinary areas to include medicine and social sciences, and that these networks expand beyond the confines of higher education institutions to include government agencies, health boards, hospices and local hospitals. Finally, results from the social network analysis indicated that to achieve the sustained output of *professional academic writing* for publication required by universities and government funding bodies, typically takes four to seven years from first co-authored

publication. Acknowledging the time frames involved from research idea through to published article indicates that medium-term investment may be required before the impact of that investment becomes apparent.

Mitigating Limitations

Social Network Analysis

Each ego-net analysis focused on the network of co-authors connected with a single academic, or ego, who had published at least 50% of their *professional academic writing* in the field of *General Nursing*, as defined by Scopus. That the ego-nets are each constructed from a single author's publication portfolio raises the question of how representative the analysis is of the wider sector of *General Nursing*. Crossley et al. (2015a) contests that examining the similarities and differences across ego-nets enables general theories to be constructed. Although no recommended number of ego-nets is given, he acknowledges that the quantity of ego-nets included in an analysis is likely to be small compared with those of other methods of quantitative analysis. In a survey-based ego-net analysis of Belgium university lecturers (Van Waes et al., 2018), four ego-nets were constructed for their analysis of teaching networks; a social network scale and design comparable to that used in this thesis. Within this thesis, consistent patterns of network structure were evident across the ego-nets of publication portfolios analysed, providing reassurance that the patterns identified present an accurate representation of co-author network development within *General Nursing*.

Within the portfolios analysed, co-authors were included in the ego-net analysis throughout the academic's publication career, though in practical terms co-author presence in the network may represent a single and discontinued collaboration. Though sufficient for the purposes of this thesis, additional analysis may provide further insight into size of active co-author collaborations, capturing the ebb and flow of the ego-net composition, as they evolved over an academic's *professional academic writing* career.

Finally, causal relationships are not identified through social network analysis and, in the context of this thesis, unseen connections that exist between co-authors of, but unconnected to, the ego, may have exerted influence on the general development of co-author collaborations; similarly, the role of individuals who were not co-authors but who had worked

with the academic, or brokered introductions to potential collaborators or network, were not included in this analysis. The researcher was sensitised to the potential limitations of the ego-net analysis, knowledge taken into the context of the qualitative open-ended interviews in Study 2.

Open-Ended Qualitative Interviews and Theory Development

In relation to the qualitative data reported in this thesis, constant comparative analysis was used across and between eight open-ended qualitative interviews with academics based in nursing departments within higher education institutions in the United Kingdom (n=3), Australia (n=2), Brazil (n=1), Canada (n=1), and Turkey (n=1). The flexibility of grounded theory methodology has been deemed to be both a strength and limitation, enabling a researcher to engage with participant-informed priorities while lacking a definitive or, conversely, a too prescriptive set of guidelines on how to conduct the study. However, by familiarising themself with examples of successful grounded theory theses (Davies, 2017, Higginbotham, 2018, Howarth, 2012), together with the detailed guidance of unifying texts such as Birks and Mills (2015b), peer review through conference presentations and publication (Grant, 2017b, Grant, 2017a, Grant, 2018a, Grant, 2018b, Grant, 2021a, Grant, 2021b, Grant et al., 2017, Grant et al., 2020), and developing networks for collegial support and feedback with fellow grounded theorists (Engward et al., 2021-, Grant and Jewitt-Beck, 2018, Grant, 2017-), the researcher was able to navigate the grounded theory research process.

The lack of consensus on how to determine that theoretical saturation has been achieved has led to suggestion that saturation is often declared prematurely, such as when the funding for a project has been ended, rather than when the properties of categories have been fully articulated (Corbin and Strauss, 2012). Notwithstanding, discernible pattern and trajectories were present in the data gathered for this thesis; theoretical concepts and the properties of categories were well formulated and integrated to be able to confidently declare that theoretical saturation had been achieved.

Finally, a potential limitation of all qualitative study designs is for researcher subjectivity or preconceptions to influence data gathering and analysis. Within this grounded theory thesis, memos were used as a form of written reflexivity to facilitate a questioning of assumptions,

seeking to increase the robustness of the research process (Charmaz, 2014d), while providing a transparent audit trail of decision making, as can be seen in Chapter 7. An early example of a memo related to the decision to record and transcribe interviews; while Glaser argued that recording and transcribing is inefficient, generating a large amount of superficial data, and detracting from early category development, I was attracted to the ability of transcripts to retain detail that had the potential to facilitate ideas and understandings that might otherwise have been missed, as advocated by Charmaz. Later, memos captured the coding decision making process that informed the separation between activities that precede writing, what was to become the category ***Equipping***, and the actual process of writing (***Activity***). Within the memos the evolution of the thesis focus, from an interest in how academics acquire writing skills for publication to a study of how academics conceptualise a broader *professional academic writing* process, was also recorded.

Contribution to Knowledge

This thesis represents the culmination of a mixed methods grounded theory project combining social network analysis and open-ended qualitative interviews to construct an understanding of *professional academic writing*, that is, academics' writing for publication. What was originally envisaged as a project to understand the activity of writing expanded to become a more expansive and holistic conceptualisation of *professional academic writing* from the perspective of the academic. *The SEPIA Model* presented in Chapter 5 provides a visual representation of academics' conceptualisation of *professional academic writing*; the acronym SEPIA representative of the theoretical concepts of the grounded theory constructed: *Sector, Equipping, Purpose, Identity* and *Activity*.

The SEPIA Model provides a coherent framework within which a holistic programme of equitable opportunities for research and *professional academic writing* support for all academics can be designed. It is recommended that such programmes should aim to build resilience in academics by communicating and managing realistic expectations of the timeframes and phases of research through to *professional academic writing* publication (***Sector***), while drawing together and recognising the generalised initiatives that precede and contribute to ***Equipping*** academics for *professional academic writing*. Critically, *The SEPIA*

Model highlights the role of an academic's sense of *Purpose* and *Identity* in enable them to maintain a sustained and focused engagement with *professional academic writing*. In embracing the incremental contribution of the five theoretical concepts contained within *The SEPIA Model*, it is anticipated cohesive programmes of *professional academic writing* support and engagement can be developed, in recognition that, contrary to previous expectations, only a small element of which should focus on the *Activity* of writing.

Co-constructed with the assistance of academics working and publishing in nursing, acknowledging similarities in the 50:50 balance between university teaching and clinical training common with other health care programmes, it is anticipated that there are likely to be parallels in the conceptualisation of *professional academic writing* in other health care professions, for example, midwifery or paramedics. *The SEPIA Model* now needs to be tested in a real world setting to assess its applicability and resonance with a wider health care population.

Memo: The Importance of Self-Belief, October 2020*

One of the things I've learnt during this PhD is the importance of self-belief. I've been disappointed in the delays incurred during this PhD and believe I can and will do better in future projects. A greater appreciation of the methodology, the realities of participant recruitment, and – pandemic not withstanding - building in contingencies for external event are just three such learning points. A PhD really is good training for the realities of research. That the blog [*https://thegroundedtheorist.wordpress.com/*] and Twitter account [*https://twitter.com/GroundedTheory*] are thriving is testament to my self-belief in spotting a gap and, working within my ethical framework of supporting, enabling and empowering others, bringing people together for mutual benefit. Pandemic notwithstanding, I'm making real progress in my research, have built a strong community of grounded theorists to work with and learn from, and feel increasingly confident to reach out and connect with others about research ideas, events and potential collaborations.

** Memo reproduced from Chapter 7: Reflexive Account of a Research Journey: Selected Memos. This [extended] memo represents the contribution of this thesis to my own knowledge and skills development as an independent researcher.*

Chapter 7 Reflexive Account of a Research Journey: Selected Memos

This chapter contains examples of reflexive memos made throughout the course of this PhD. The memos represent an edited selection charting how my understanding of grounded theory, and thinking about the subject of *professional academic writing*, developed. Within grounded theory, memos provide an audit trail of how and when decisions were made, questioning assumptions, to increase the robustness of the research process. Additions are made to memos rather than amendments to avoid deleting insights that may later prove important to the construction of the *substantive grounded theory*.

Grounded Theory

Why Grounded Theory? 12 October 2016

I was drawn to grounded theory because of its parallels with an existing area of expertise, that of systematised reviews. Like grounded theory, rather than presume what will be found and look for that knowledge, systematised reviews seek to build knowledge from the ground up. This method contrasts with the approach adopted in thematic analysis, which typically uses a list of potential codes derived from the literature upon which to map data.

Appended: 13 October 2020 – Best Methodological Approach to Facilitate Understanding

Despite all the challenges of grounded theory - particularly the qualitative approach of personally transcribing interviews as the first phase of coding, and the 'joy' of line-by-line coding itself – I continue to believe grounded theory is the best possible approach to use to answer my enquiry. Grounded theory is helping me to understand conceptually and to make visible what "successful" academics writing for publication are doing intuitively.

My Philosophical Position, 2 November 2016

Crotty encourages grounded theorists to develop a strong ontological awareness early in the research process… what is my ontological awareness?!? And why is it important?

Appended: 15 November 2016 – Methodological Differences Between Generations of Grounded Theory

So, further reading of Crotty indicates that it's important to develop a strong ontological awareness to appraise themselves of methodological differences of the various generations of grounded theory, to inform their decision making in their use of research methods, and so that their epistemological perspective is appropriate to their data. So, what are the different generations? And how does it affect my research approach?

Appended: 18 January 2017 – Positivist Versus Constructivist

Glaser & Strauss are commonly referred to as Classic grounded theorists having first described the approach in the 1960s. They are described as positivist who believe there is an objective proof waiting to be discovered. Charmaz is a Constructivist grounded theorist but that meaning is contingent on human practices, constructed in and out of interactions between people and their world. Crotty suggests that the world is always there but is meaningless in isolation, instead knowledge comes into existence through engagement as we as researchers partner in the generation of meaning. Charmaz was the first grounded theorist to employ a constructivist methodological lens in relation to grounded theory, placing the researcher and their relationship with their participants at the centre of their research while ensuring that their writing remains grounded in data.

Appended: 6 February 2017 – How Methodological Choices Inform My Research Methods (Interviews)

I was attracted to grounded theory and its honesty and integrity in building an understanding of a process based on data rather than looking to collect and fit data to what is already known about a subject. I find myself most closely alighted to Charmaz's constructivist grounded theory, a perspective which informed all aspects of my study. For example, Glaser is strongly opposed to taping interviews arguing that taping is inefficient and detracts from the focus of early category delimitation while also generates large quantities of superficial data. However, while recognising the value of fieldnotes in capturing an overview of a research setting, in aligning myself with Charmaz I plan to transcribe interviews to preserve detail, and code full transcripts to facilitate ideas and understandings that might otherwise be missed.

Appended: 21 November 2017 – Coming to Peace with Undertaking a Literature Review (Sensitising)

From the very beginning I was conflicted about the timing of undertaking a literature review as part of my grounded theory study. Literature reviews remain one of the most contentious and misunderstood aspects of grounded theory studies. Some research methodologies, including certain qualitative research methodologies, use the literature to identify theoretical frameworks and employ these to direct and interpret study results. However, grounded theorists differ in their approach to the literature by actively seeking not to be influenced by preconceived ideas of an area, instead generate theory based on their study's data. By delaying a formal literature review the grounded theorist seeks to prevent imposing existing theories or knowledge on data. Notwithstanding, the literature review should be tailored to the specific purpose at hand.

Although I'd initially planned for my literature search and review to be undertaken after the construction of my theoretical framework, Charmaz recommends a pragmatic approach to literature reviews. Charmaz notes that meeting the demands of research panels, ethics committees and funding bodies often necessitate a preliminary review is completed to demonstrate the competence of the researcher before data gathering can commence. Acknowledging that no researcher is a blank slate, she encourages grounded theorist to limit the impact of unavoidable excursions into the literature by undertaking a review to articulate existing knowledge and perceptions. I was unsure about the practicalities of undertaking a literature review without contaminating my thinking and unduly influencing my coding of interview transcripts. Eventually I encountered a phrase that encouraged a literature review that *"acknowledge(s) existing knowledge and perceptions"*. Once I read this, I felt liberated to mind map my current stance and interrogate the evidence base within those areas without constraining my analysis to a pre-existing framework. A preliminary review also enables me to follow the traditional thesis or article format of presenting a literature review as an introduction; positioned here, the purpose of the review is to prepare the reader for what is to come as a prelude to the study process and results. A fuller review will commence after my data analysis has begun, once my categories and the analytic relationship between them are being constructed; this will enhance my theoretical sensitivity and help to identify and analyse the most significant works in relation to my developing theory. By delaying my formal literature review I'll be positioned to undertake a focused review having developed a clearer

understanding of what's relevant to my theory. This will help strengthen my arguments and enable me to demonstrate how my work enriches and adds a new dimension to the subject of *professional academic writing*.

Sample Size, 6 March 2017

Preparing my research application is a real challenge in relation to sample size. My reading suggests that it isn't possible to predetermine an exact research population in grounded theory studies because it presupposes that it's possible to define what the theory will contain, where data should be collected, and what to sample to meet that expectation… however, the research committee wants numbers! I've found a paper by Thomson who analysed a range of grounded theory articles and concludes that the average sample size is somewhere between 10-30 participants, though there's no consideration of how consistently the authors have defined grounded theory. Notwithstanding, it provides a useful reference for my application.

Charmaz's Views on Grounded Theory Terminology, 3 July 2018

I've had the absolute privilege of attending a two-day workshop with Kathy Charmaz in Lancaster this week, having the opportunity to ask questions of the woman herself! I'd noticed she is quite flexible in her use of grounded theory terminology. Whereas my reading suggests need for strict to ontological informed terminology - uncovering or revealing a grounded theory (Glaser) versus revealing or discovering a grounded theory for yourself as part of its construction (KC) – she encouraged us not to get too hung up on the terminology. If we're clear about what we mean by a term, that is enough. Let's hope the examiners agree!

Generalising from Grounded Theory, 9 July 2021

Had a productive Zoom meeting with my fellow GT PhDers at Anglia Ruskin University this morning. We discussed the many conversations we've had with non-Grounded Theorists about the validity, reliability and generalisability of our projects. We shared references to various papers we've collected along the way – cue an afternoon of reading and note taking.

Mixed Methods

Where to Locate SNA within the Research Process? 12 May 2017

It was initially a challenge to determine whose publication profile the Social Network Analysis should be conducted upon, and its timing in the research process. As part of the theory development, it is logical that the publication profiles of research participants are analysed, though the question of when the analysis should take place remained. Recognising the potential to integrate the Social Network Analysis with the collection of interview data occurred in the latter stages of the first year, necessitating a short delay in initiating interviews as familiarity with the analysis, interpretation and potential of Social Network Analysis graphs (Adler-Kassner & Wardle, 2015). As I began to construct the networks for potential interviewees, it became apparent that the quantity of papers published by some authors in a single year necessitated a more granular approach to the construction of social network graphs. Subsequent graphs are constructed on a year-by-year basis rather than in 5-year time frames for the pilot interview. For participants who have an extensive co-author networks sections of the graphs become increasingly difficult to distinguish from one another.

For the purposes of interviews, a decision was made to simplify graphs by removing the author from the graph and, once legibility became problematic, only include co-author collaborations which numbered three or more. Given the international composition of potential participants, an alternative means of sharing graphs was needed. Using a screen shot of each year's graph, dynamic videos are constructed and uploaded to YouTube channel. Videos are *Unlisted* which means they will not appear in search results or the YouTube channel. Participants do not require a YouTube account to access the video only the unique Uniform Resource Locator (URL) created exclusively for each video. Once interviews have been completed, the video is then deleted and an anonymised video uploaded as an anonymised *Unlisted* resource.

Appended: 17 July 2017 - The Interview Guide

In the spirit of constant comparative analysis, I initially proposed undertaking Social Network Analysis of participants prior to each interview, acknowledging the SNA as part of the data construction, acting as a stimulus for further data construction during interviews and further explore any potential divergence between data as it is constructed. The lengthy process of

manually constructing matrices led to a further rationalisation, that once the SNA was completed on four purposively selected participants, interpretation from those portfolios would be used to inform the interview guide.

The Value of the First Interview, 11 September 2017

A criticism of grounded theory is that the first interview in the data collection process is less valuable than subsequent interviews because of the proposed open-ended nature of the interview process. Data led, themes that emerge (?) during constant comparison analysis within and across interview transcripts can be introduced in subsequent interviews, or in follow-up interviews, with participants to elaborate and refine theoretical categories. I have purposefully invited a colleague who meets the inclusion criteria to be the first participant in the study. This colleague represents someone with a nursing background, who became an academic, and who has an interest in qualitative research. I also anticipated that they would be amenable to a follow-up interview.

Appended: 5 October 2018 – The Non-Linear Nature of Interviews

In coding the data and constructing the theory I've realised how non-linear interviews are. Before embarking on this project I'd imaged an interview would travel along a straight line, informed by the interview guide and provide a direct narrative account of *professional academic writing*. In reality, I've found that interviews are about creating space for the interviewee to think, reflect and share freely on the topic under investigation, possibly for the first time. Although I knew this in theory, in constructing the theory I've come to know it in practice. The responses of the interviewee, and prompts and probes of the interviewer, have the potential to spark responses and potential connections not anticipated. In looking behind the words being said, the interconnectivity of the theoretical concepts is revealed.

Appended: 9 October 2019 – The Different Dynamics of Later/Theoretically Informed Interviews

It's interesting to note how the interview dynamics have changed across the theoretically sampled participants. I've been steadily refining my interview guide since the first purposive interview. Now, although the topic is still the same, the co-constructed insights into writing

for publication give the interactions a more focused structure as I seek to elicit more detailed insight into the properties that distinguish and add meaning to coding categories. It's so exciting to witness the theory take shape as categories are introduced to, and resonate with, participants. It's also possible to notice areas of the theory that need to be further saturated/properties defined. For example, so far all the participants have indicated that they find writing comes easily to them; to extend and test the boundaries of the theory it would be interesting to interview some participants who don't hold this perception.

Appended: 21 November 2019 – Using Prompts and Probes

I'm finding it challenging to navigate the balance between wanting to explore gaps raised during my analysis of interviews/when constructing the grounded theory and feeling that I may potentially be leading a participant. I need to remember that the nature of interviews is continually evolving. Rather than a blank canvas I can now bring in data from previous interviews to discuss, seeking to understanding if there are differences in perspective. So long as I'm aware of this tension, and remain focused on using prompts and probes to explore their perspective within the context of the categories being constructed, I think I'm fine.

Appended: 12 January 2021 – Is This Theoretical Saturation?

There were times during this interview when I felt we'd gone up a blind alley, when we weren't getting any more useful data, instead going over old ground. Is this a wasted opportunity? Or theoretical saturation?

Coding

Using Gerunds in Coding, 14 March 2018

I'm using gerunds, verbs used as nouns, during coding to nudge me towards thinking analytically about the processes underlying what is being said in the interviews. I'm finding that many of my codes are very similar but I'm not sure at what point I can reuse or collapse codes. I need to find someone to ask…

Appended: 15 August 2018 – Coding is Tiring!

Coding is going well, though I find it hard to focus for an extended period. I enjoy conducting interviews and transcribing, also constructing categories from codes, but find coding is extremely tiring; possibly because of the drive to be analytical rather than descriptive.

Appended: 22 July 2019 – Memos

Coding is going well. I'm enjoying the process, particularly the writing of linked memos which provide an opportunity to brainstorm possible explanations of what is going. It's interesting to see that a single phrase e.g. "clearly I don't struggle with writing" can resonate across a range of codes in terms of self-identity as a writer, as being different from others, and in relation to the process of writing. The construction of tentative categories is aiding the coding process in terms of structuring ongoing coding and identifying similar codes where there is scope to merge content.

Appended: 31 July 2019 – Reframing Codes

As my understanding of the data continues to develop, I've begun to reframe some of my codes. For example, originally, I had a code referring to "Knowing the dangers of publishing" with connotations of jeopardy and risk. However, as the constant comparison analysis progressed this was reframed to "Knowing the challenges of publishing" on the basis that challenges can be successfully negotiated.

Appended: 24 March 2020 – Category Labels

I've printed NVivo concept maps of existing categories and codes which has helped me gain an overview of what's happening thus far. I have both Writing as Process and Publishing as Process; grounded theory is all about understanding the underlying process so they're possibly not the best category labels but provide a convenient shorthand at this stage. The question of whether "Preparing to Write" is part of "Writing as a Process" or as a prelude is still to be determined. Differing responses to the same stimulus (feedback) appear to be dimensions in the dis-/continuation of writing projects e.g. persevering versus being discouraged.

Appended: 4 August 2020 – Restructuring Categories

I've been struggling with the category Writing as Process on the basis that all grounded theory is about social process; perhaps Writing as Activity* better captures it? Activity can be defined as "the condition in which things are happening or being done" or "a thing that a person or group does or has done". A focus on activity would affirm my thoughts on having Preparing to Write as a separate category, it feels more logical… though this will mean that the current location of Structuring Time, and Knowing your Journals also need to reviewed and relocated. Again, this feels right. I've deferred committing to these shifts until I had a clear rationale for the changes rather than change to give a feeling of progress without achieving something meaningful for the theory. The relocation of these sub-categories give a greater sense of coherency to the theory: Preparing to Write - The factors that precede the physical act of writing, and Writing as Activity - The physical and mental activities of writing.

** Currently a gerund but possibly invert to the Activity of Writing as the theory becomes saturated.*

Appended: 10 August 2020 – Grit

After writing a note on the differing responses to feedback I heard a podcast featuring the work of Angela Duckworth, Professor of Psychology, University of Pennsylvania, on the passion, perseverance and not being discouraged by knock backs; a concept she refers to as grit. Her work appears to focus on high achievers and has been widely taken up in a range of business and educational contexts. One to follow-up.

Appended: 1 September 2020 – NVivo & Theoretical Integration

I found NVivo really useful in the early phase of coding, when deconstructing the interview transcripts through line-by-line coding and considering possible interpretations of what was behind the words spoken. However, I've been increasingly finding that, rather than simply manage my data, NVivo is shaping the construction of the theory – descriptive and linear: writing, publishing, career. I've began to look at the codes anew. I've realised that the recurring categories of writing, publishing and career identified while initial coding – those of purpose, identity, process – may actually represent the theoretical concepts of the theory.

In conversations with fellow grounded theorists, I've recalled reference to diagramming and its potential role in facilitating theoretical integration. I need to go back to the textbooks and possibly have a go at diagramming. I've also moved outside of NVivo – printing codes and associated memos and sections of transcript – to progress the theory's construction. Rather than be distracted by the mechanics of NVivo, working with paper and scissors is speeding up the process of theory construction. On reflection, paper and scissors is an approach I often use when writing papers, it just hadn't occurred to me that I'd find it helpful in analysis too.

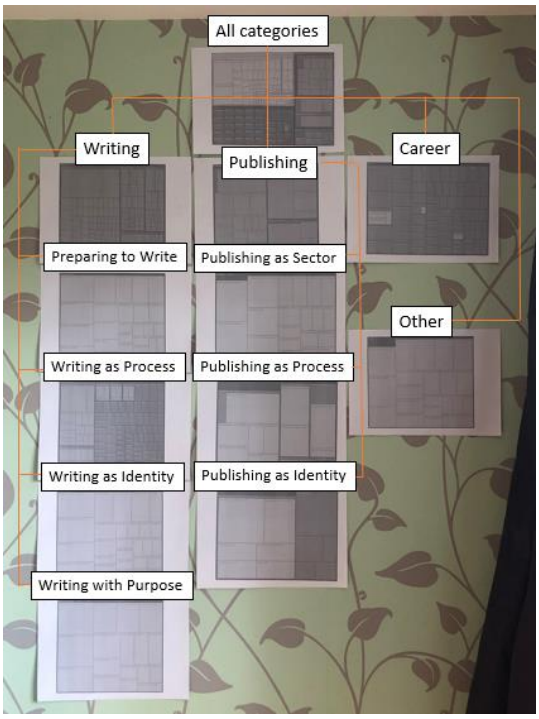

Figure 30: Example of NVivo Inadvertently Shaping the Construction of the Grounded Theory

General Reflections

Reader versus audience, 19 September 2019

I've noticed that interviewees will often distinguish between the readers and the audience of a given text. Readers is quite a neutral word, someone who reads a text, but audience has a sense of performance, of making our writing/thinking public. Not sure yet what or if this has an implication for the theory but it's an interesting distinction to draw.

The Use of Metaphor to Describe the Writing Process, 22 October 2020

Participants are frequently describing writing through metaphor, as a mathematical formula, as a recipe, as baking, as going for a jog. The first three seem to naturally fit together, representing an approach to the writing process in terms of getting words on a page. The latter, going for a jog, feels different. It seems less directly connected to getting words on a page and more about developing a mental attitude and writing technique, like a muscle that needs to be exercised regularly to get stronger and develop resilience.

Thesis

Seeing My Thesis Come Together, 15 August 2020

Having previously felt an increasing dis-ease with the apparent disparate and disconnected nature of the elements of my research, everything started to fall into place when a colleague asked for a suggestion of publications about writing workshops improving publication output. I found I was able to give a coherent account of writing interventions generally, the narrative, case study and correlational nature of the studies, and the absence of cause-and-effect studies. For the first time it felt natural to extend this account of the evidence base to draw on my interview transcripts which indicated that while workshops are helpful in consolidating or reinforcing writing skills acquisition, writing skills were acquired through mentorship and working with colleagues. This intersected with the social network analysis of publication portfolios that indicated that authors begin writing with local colleagues, peers and more experienced colleagues, before developing wider networks. Although the theory was still under construction, I finally felt that I had a coherent story to tell… and a comprehensible and worthwhile PhD study to report. Looking at the overview of my categories posted onto my office wall I realised that the heading "All categories" should actually read my thesis title "Constructing an Understanding of *Professional Academic Writing*". This was exciting, adding to my sense of project coherency and value.

Appended: 13 May 2021 – How I Describe My Thesis

I had a revelation today. I was attending the second ARU grounded theory seminar and we were each introducing ourselves and our studies. I did my usual thing of giving a formal intro ("I'm using constructivist grounded theory to construct an understanding of *professional academic writing*") before going on to describe it in "layman" terms/plain English to enhance accessibility ("so how primarily nursing academics acquire the skills to write for publication")… when I realised that this latter statement no longer holds true. My research isn't solely about skills acquisition but about how nursing academics conceptualise the *professional academic writing* process. This feels like a real breakthrough, not only is acknowledging the scope of the study but also because it represents a shift in my own thinking; I'm not looking to describe a process but seeking to work with my participants to

conceptualise and theorise about what *professional academic writing* means for them. I'm so excited!

Appended: 13 May 2021 – How to Present My Theory?

Attended the second ARU GT seminar today. I thought it interesting that several of us are using Venn Diagrams as we develop/present our theories. Given the dearth of papers/books/advice out there about how to move from coding to final theory (unless that's just my limited reading!?!) I suggested we stay in touch and share learning along the way. It'll be interesting to see how our individual theories evolve and, perhaps, lead to a co-authored paper of case studies. We all seem to have begun with 3 categories, but I've been feeling an increasing sense of dissatisfied by the bluntness of a Venn diagram which doesn't capture the nuances of the theory. Initially concerned about the apparent overlap between categories, I've remembered Urquhart's reference to the depth of a theory being facilitated by the relationships between categories. So, more diagramming required. It'll also be interesting to hear what the others have to say…

Appended: 6 August 2021 – "It looks like it's come out of a textbook"

Presented my theory to the GT network today, speaking about my method of coding and the role diagramming has played in prompting me to revisit my data set and do over the theory construction. After a stunned silence, which in retrospect was a crikey moment by the others present, it was extremely well received, personified by the suggestions that "It looks like it's come out of a textbook", yes! Interest was expressed about how I'd constructed/recognised the theoretical concepts as theoretical concepts, the value of a stripped down rather than overly complicated diagram, and how I intend to present it in the accompanying text. I am totally buzzing! I'm so delighted by the reception the first external outing of theory has received. Onwards!

Appended: 3 September 2021 – Professional Academic Writing

Very early in my PhD I recognised the need to find a form of words to distinguish writing by students, widely known as academic writing, from that of writing by academics. I cannot recall precisely how I settled on the phrase *professional academic writing,* (did I read it

somewhere?), though I do recall where I was sat at the time: the drafty third floor office in Avril Robarts Building. Throughout the early stages of my study, I have consistently used the term *professional academic writing* though as I'm putting the finishing touches to my text, I've realised that a reticence has crept into my lexicon when referring to text that academics write for professional journals, instead preferencing use of the *professional academic writing* only in reference to peer reviewed publications. I appear to have unconsciously internalised the values system of higher education institutions in privileging one form of writing and publishing over another! My original intent was for the phrase *professional academic writing* to represent any form of writing for publication undertaken by an academic, and that intent holds firm. Time to do a search and replace throughout my thesis.

Miscellaneous

Building a Grounded Theory Community, 6 April 2017

One of the most frustrating things about using grounded theory is that, unless you're using Classic grounded theory, there doesn't appear to be a community of grounded theorists to learn from or recommended list of resources or courses to reference… so I've decided to create one! First step, I've established a WordPress blog called The Grounded Theorist (https://thegroundedtheorist.wordpress.com/) as a repository to resources I find useful. Hopefully other people will find it helpful too.

Appended: 9 June 2017 – @GroundedTheory

Gosh, the blog is already generating traffic and enquiries. There looks to be an appetite for this type of resource! I've looked at blogs I admire, primarily https://patthomson.net/ and seen that she has a Twitter feed in the righthand margin to keep things current… so I've set up a @GroundedTheory Twitter account too! I'll do regular searches to see what grounded theory related content is being tweeted and retweet and follow where appropriate; that way I'll be up to date with the latest grounded theory content and begin the process of bringing grounded theorists, of all generations of grounded theory, together.

Appended: 6 August 2018 – Inaugural LJMU Grounded Theory Symposium

With the support of the LJMU Doctoral Academy, plans are well advanced for the inaugural LJMU Grounded Theory Symposium in November. I've enlisted Rosie and Victoria, fellow

grounded theory doctoral students here at LJMU, to help. The event will bring together doctoral students and early career researchers to share their experiences of using grounded theory. So excited!

Appended: 24 November 2018 – LJMU Grounded Theory Symposium a Success!

Such a great day! Over 50 delegates plus a full programme of speakers and poster presentations (https://thegroundedtheorist.files.wordpress.com/2018/11/gtnetwork18-programme.pdf). Absolutely delighted! I've also learnt a new skill, curating a Wakelet story of the day: https://wakelet.com/wake/4ce74f75-47cd-487b-b127-7bddc336d2ce

Appended: 26 November 2020 – LJMU Grounded Theory Webinar

Two years on and another successful event, this time bringing colleagues from around the world together, hosting grounded theory experts Melanie Birks and Jane Mills in "A Conversation on Grounded Theory"; a webinar being the next best thing after COVID-19 scuppered our plans for an in-person event in Liverpool.

Appended: 11 February 2021 – Anglia Ruskin University Grounded Theory Seminar Series

Invited to be a founding member of the Anglia Ruskin University grounded theory seminar series… I think the platform of @GroundedTheory led to the invitation. It's so great to be surrounded by, and speak with, other grounded theorists! I've agreed to be one of the speakers at the first webinar on 11 March 2021 about *Memoing in Grounded Theory Studies*.

Appended: 22 October 2021 – So Proud of the Grounded Theory Community I've Created

Just taken a quick look at the latest stats on the @GroundedTheory Twitter account and Grounded Theorist Blog. @GroundedTheory now has over 700 followers and is regularly copied into grounded theory conversations, while the blog has been accessed by over 80 countries worldwide and had over 1400 views in 2020 alone! It just goes to show the appetite for people wanting to connect, share and learn from one another. So proud!

Future Writing Idea! February 2020

As I'm reengaging with the evidence base to contextualise my theory I've noticed that most papers, including those published in 2020, cite McGrail et al's 2006 systematic review of [writing] interventions to increase academic publication rates. Besides the focus purely on productivity, so many new writing interventions studies have been published in the intervening 15 years… time to publish an update!

The Importance of Self Belief, October 2020

One of the things I've learnt during this PhD is the importance of self-belief. I've been disappointed in the delays incurred during this PhD and believe I can and will do better in future projects. A greater appreciation of the methodology, the realities of participant recruitment, and – pandemic not withstanding - building in contingencies for external event are just three such learning points. A PhD really is good training for the realities of research. That the blog and Twitter account are thriving is testament to my self-belief in spotting a gap and, working within my ethical framework of supporting, enabling and empowering others, bringing people together for mutual benefit. Pandemic notwithstanding, I'm making real progress in my research, have built a strong community of grounded theorists to work with and learn from, and feel increasingly confident to reach out and connect with others about research ideas, events and potential collaborations.

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Appendices

Appendix 1 – Invitation to Participate (Purposive & Initial Theoretical Sample)

Dear xxx,

I would like to invite you to take part in a research study on how academics acquire the skills to write for publication.

Writing for publication is part of academic life, with survey results suggesting that academics experience an increase in self-efficacy and a perception that colleagues view them more favourably as a result of their publication record.

Acknowledging your position as an established academic writer, I would welcome the opportunity to interview you for approximately 1 hour about your experiences of writing for publication. Depending on the analysis of your interview, coupled with those of fellow study participants, you may be invited to take part in a follow-up interview to further explore areas of interest. Participation is voluntary and you can choose to withdraw at any time.

A systematic review exploring the "publish or perish" culture of universities suggests that employers have an obligation to train staff in professional academic writing. However, the form, structure and content the training should take is unclear. The findings from this thesis will aim to address this gap. Further details of the study, which has received ethical approval from the Liverpool John Moores University Research Ethics Committee *(17/NHA/018 – 12 June 2017)*, are available in the attached information sheet.

If you are interested in taking part in the study or would like further information, please email me at m.j.grant@2016.ljmu.ac.uk or phone 0151 231 4467.

I look forward to hearing from you.

Yours sincerely,

Maria J Grant

PhD Researcher

Faculty of Education, Health & Community

Liverpool John Moores University

79 Tithebarn St, Liverpool L2 2ER

Tel: 0151 231 4467

Email: m.j.grant@2016.ljmu.ac.uk

Twitter: @MariaJGrant

LIVERPOOL JOHN MOORES UNIVERSITY

What helps academic staff write for publication?

Maria J Grant, Faculty of Education, Health & Community

You are being invited to take part in a research study. Before you decide it is important that you understand why the research is being done and what it involves. Please take time to read the following information. Ask me if there is anything that is not clear or if you would like more information. Take time to decide if you want to take part in this study.

1. What is the purpose of the study?

Writing for publication is part of academic life, with survey results suggesting that academics experience an increase in self-efficacy and a perception that colleagues view them more favourably as a result of their publication record. A systematic review exploring the "publish or perish" culture of universities suggests that employers have an obligation to train staff in professional academic writing. However, the form, structure and content the training should take is unclear. The findings from this study will address this gap.

2. Do I have to take part?

No. It is up to you to decide whether or not to take part. If you do you will be given this information sheet and asked to sign a consent form. You are still free to withdraw at any time and without giving a reason.

3. What will happen to me if I take part?

You will be interviewed for approximately 1 hour about your experiences of writing for publication. Interviews will be recorded. Depending on the analysis of your interview, coupled with those of fellow study participants, you may be invited to take part in a follow-up interview to further explore areas of interest.

4. Are there any risks / benefits involved?

There are no known risks to participating in this study. Communication strategies, including dissemination of project findings, are an important part of all academic roles. In identifying practical ways to facilitate the development of professional academic writing a potential benefit of this project will be maximising investment in research by contributing to the enhanced dissemination of project findings.

5. Will my taking part in the study be kept confidential?

Every effort will be made to ensure your responses remain confidential and anonymous. Your identity will only be known to the researcher and supervisory team and a pseudonym used when presenting findings.

This study has received ethical approval from LJMU's Research Ethics Committee. *(17/NHA/018 – 12 June 2017)*

Contact Details of Researcher

Maria Grant
PhD Researcher
Faculty of Education, Health & Community
Liverpool John Moores University
Liverpool L2 2ER

Phone: +44 (0) 151 231 4467
Email: M.J.Grant@2016.ljmu.ac.uk

Contact Details of Academic Supervisor

Professor Ian Jones
Faculty of Education, Health & Community
Liverpool John Moores University
Liverpool L2 2ER

Phone: +44 (0) 151 231 4017
Email: I.D.Jones@ljmu.ac.uk

If you any concerns regarding your involvement in this research, please discuss these with the researcher in the first instance. If you wish to make a complaint, please contact researchethics@ljmu.ac.uk and your communication will be redirected to an independent person as appropriate.

Appendix 3 – Invitation to Participate (Modified)

Publishing Success is More than Just Finding Time to Write: Research Invitation

Dear xxx,

Would you like to be a better writer and know how to fit writing in alongside your teaching and admin commitments? I'm conducting doctoral research* to understand why some people flourish when it comes to getting published while others find the experience more challenging. Initial findings suggest that publishing success is more than just finding time to put pen to paper. Want to know more?

I'm seeking to interview colleagues with a range of writing and publishing experience. I would like to interview *you* about your experiences of writing for publication. The aim is to expand understanding of writing success at all stages of an academic career. By agreeing to be interviewed, you'll also get to be one of the first to hear the results of the project, a practical insight to future writing success.**

For information on how to get involved, please email me at m.j.grant@2016.ljmu.ac.uk

I'll look forward to hearing from you.

Maria.

Maria J Grant

Faculty of Education, Health & Community

Liverpool John Moores University

79 Tithebarn St, Liverpool L2 2ER

Tel: 0151 231 1066

Email: m.j.grant@2016.ljmu.ac.uk

Twitter: @MariaJGrant

LinkedIn: https://www.linkedin.com/in/maria-grant-28a12b27/

Blog: http://thegroundedtheorist.wordpress.com

** Liverpool John Moores University Research Ethics Committee (17/NAH/018 – 12th June 2017): https://www.ljmu.ac.uk/about-us/staff-profiles/faculty-of-health/nursing-and-allied-health/maria-grant*

*** GRANT, M. J., LOTTO, R. R. & JONES, I. D. in press. What we can learn from elite academic staff publication portfolios: a social network analysis. ASLIB Journal of Information Management: https://www.emerald.com/insight/content/doi/10.1108/AJIM-10-2019-0300/full/html*

Appendix 4 – Informed Consent Form

LIVERPOOL JOHN MOORES UNIVERSITY

CONSENT FORM

What Helps Academic Staff Become Writers?

Maria J Grant, PhD Researcher, School of Nursing & Allied Health, Faculty of Education, Health & Community

1. I confirm that I have read and understand the information (V1 June 2017) provided for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and that this will not affect my legal rights. ☐
3. I understand that any personal information collected during the study will be anonymised and remain confidential. ☐
4. I agree to take part in the above study. ☐
5. I understand that the interview will be recorded and I am happy to proceed. ☐
6. I understand that parts of our conversation may be used verbatim in future publications or presentations but that such quotes will be anonymised. ☐

Name of Participant	Date	Signature
Name of Researcher	Date	Signature
Name of Person taking consent *(if different from researcher)*	Date	Signature

Appendix 5 – Invitation to Participate (Facebook Post)

Would you like to be a better writer and know how to fit writing in alongside your teaching and admin commitments? I'm conducting doctoral research* to understand why some people flourish when it comes to getting published while others find the experience more challenging. Initial findings suggest that publishing success is more than just finding time to put pen to paper.** Want to know more?

I'm seeking to interview nursing colleagues with a range of writing and publishing experience to expand understanding of writing success at all stages of an academic career.

If you have **yet to publish** or have **published your first paper in the past 7 years** (either singularly or co-authored), I would like to interview you about your experiences of writing for publication.

For information on how to get involved, please read the attached information sheet or email me at m.j.grant@2016.ljmu.ac.uk

** Liverpool John Moores University Research Ethics Committee (17/NAH/018 – 12th June 2017):* https://www.ljmu.ac.uk/about-us/staff-profiles/faculty-of-health/nursing-and-allied-health/maria-grant

*** GRANT, M. J., LOTTO, R. R. & JONES, I. D. in press. What we can learn from elite academic staff publication portfolios: a social network analysis. ASLIB Journal of Information Management:* https://www.emerald.com/insight/content/doi/10.1108/AJIM-10-2019-0300/full/html

Appendix 6 – Interview Guide V1

Context

- As you'll have seen from the participant information sheet, I've asked to meet with you today as part of a study investigating "What helps academic staff write for publication?".
- I'm interested in speaking you as an established academic writer about your experiences of writing for publication.
- Depending on the analysis of your interview, coupled with those of fellow study participants, you may be invited to take part in a follow-up interview to further explore areas of interest.
- Participation is voluntary and you can choose to withdraw at any time.
- Is there something you'd like to ask about the study or interview process?
- If you're in agreement, I'd be grateful if you could sign two copies of the Informed Consent form.

Opening Question

- Tell me about your experience of professional academic writing

Follow-Up Questions

- Can you tell me more about that?
- Can you give me an example?
- What would that look like?
- How has your approach changed over time?
- What motivated this change?

Interview Probes

Clarifying	***Thoughts, Feelings and Rationale***
• Say what you mean by [term or phrase] • When you say, [term or phrase], what are you actually doing? • It sounds like you are saying, ". . . .". Is that a fair summary? • So you are saying . . . .?	• Why was that important to you? • Why does that stand out in your memory? • Why do you think you noticed that? • Why does that matter? • What motivated your response? • How did you feel about that? • What was significant about this to you?
Eliciting More Information	***Variations***
• Can you give me an example? • What would that look like? • How do you do that? • Can you tell me more about that? • What were other people doing then? • If I were watching you do this, what would I see?	• How has your approach changed over time? • What motivated this change? • Do you always response [or do this] this way? • What might make you respond [or do this] differently? • Have you always felt this way?

Appendix 7 – Interview Guide V3

Context

- As you'll have seen from the participant information sheet, I've asked to meet with you today as part of a study investigating "What helps academic staff write for publication?".
- I'm interested in speaking you as an established academic writer about your experiences of writing for publication.
- Depending on the analysis of your interview, coupled with those of fellow study participants, you may be invited to take part in a follow-up interview to further explore areas of interest.
- Participation is voluntary and you can choose to withdraw at any time.
- Is there something you'd like to ask about the study or interview process?
- If you're in agreement, I'd be grateful if you could sign two copies of the Informed Consent form.

Opening Question

- Tell me about your experience of professional academic writing

From Previous Interviews

- Getting the best out of a project – what does best mean for you?
- When thinking about writing the themes of quality, quantity and visibility have been raised. Can you say something about these aspects of your writing?
- How do you choose writing projects?

Interview Probes

Clarifying	***Thoughts, Feelings and Rationale***
• Say what you mean by [term or phrase] • When you say, [term or phrase], what are you actually doing? • It sounds like you are saying, ". . . .". Is that a fair summary? • So you are saying . . . .?	• Why was that important to you? • Why does that stand out in your memory? • Why do you think you noticed that? • Why does that matter? • What motivated your response? • How did you feel about that? • What was significant about this to you?
Eliciting More Information	***Variations***
• Can you give me an example? • What would that look like? • How do you do that? • Can you tell me more about that? • What were other people doing then? • If I were watching you do this, what would I see?	• How has your approach changed over time? • What motivated this change? • Do you always response [or do this] this way? • What might make you respond [or do this] differently? • Have you always felt this way?

Appendix 8 – Interview Guide V5

Context

- As you'll have seen from the participant information sheet, I've asked to meet with you today as part of a study investigating "What helps academic staff write for publication?".
- I'm interested in speaking you as an established academic writer about your experiences of writing for publication.
- Depending on the analysis of your interview, coupled with those of fellow study participants, you may be invited to take part in a follow-up interview to further explore areas of interest.
- Participation is voluntary and you can choose to withdraw at any time.
- Is there something you'd like to ask about the study or interview process?
- If you're in agreement, I'd be grateful if you could sign two copies of the Informed Consent form.

Opening Question

- Tell me about your experience of professional academic writing

From Theory Construction

- From the interviews, people have indicated that writing for publication is important to their career. Is that something that you recognise? Yes – why does it matter? No – What motivated that response?
- Some interviewees have indicated that writing and the subjects they write about are things they want to be known for. Can you tell me something about that in relation to your academic life?
- Something that's come up in previous interviews is the importance of ensuring that projects get written up. Can you tell me something more about that?
- If I was watching you prepare to write, what would it look like?
- Can you tell me something of your experience of publishing? Why does that stand out in your memory?

Interview Probes

Clarifying • Say what you mean by [term or phrase] • When you say, [term or phrase], what are you actually doing? • It sounds like you are saying, ". . . .". Is that a fair summary? • So you are saying . . . .?	***Thoughts, Feelings and Rationale*** • Why was that important to you? • Why does that stand out in your memory? • Why do you think you noticed that? • Why does that matter? • What motivated your response? • How did you feel about that? • What was significant about this to you?
Eliciting More Information • Can you give me an example? • What would that look like? • How do you do that? • Can you tell me more about that? • What were other people doing then? • If I were watching you do this, what would I see?	***Variations*** • How has your approach changed over time? • What motivated this change? • Do you always response [or do this] this way? • What might make you respond [or do this] differently? • Have you always felt this way?

Appendix 9 – Extract from Coded Q2_h28_M Interview Transcript

Q2_h28_M: ... There's tons of freedom, there's tons of autonomy which is a blessing, but can also be a curse if you don't do the right things. If you don't prioritise the right things with the time you have.

Interviewer: And in relation to academic writing, what would you say are prioritising the right things?

Q2_h28_M: Prioritising the right things for academic writing is a really interesting question [27:28] Um, so thinking of your values and your career strategy. Everyone is different so people, different academics bring their own values to their work. Also people will develop their own career strategy which can vary by discipline. For me, I always esteem to reconcile the quality of the outputs of writing, the visibility, and the quantity. I have colleagues who would prioritise quantity over visibility and quality. They would just put stuff out, they'd be fairly mediocre journals but there'd be tons of it. And their success narrative would be "I've got 20 publications". [28:17] Whereas my strategy was always far more focus down on a publication, make it really good, make sure it does in a stellar journal. The reason for that is I really value my reputation. And that is probably one of my most important considerations. And so where I publish, those choices, is hugely important. I'd publish something small in a great journal just to get my name in there. [28:46] But, you know, I'm a big one for, particularly within my discipline, there's tons of mediocre journals, it's just for me I could never, never live with myself if I did that. I'd much rather focus on quality and then make sure it went in a good journal. Now, that said, my quantity was very healthy but that was never a prime motivator. It was always that it had to be a good journal.

Interviewer: Ok. Could you tell me what you define as a good journal?

Q2_h28_M: Oh, it's a great question. So I think it's about the professional, social perceptions of the merits and demerits of a particular journal. It's not just impact factor. It's about the social attitude of people in your field to a particular journal. So if you, so for example if you look at??? [29:44] because it published a lot, but as a place to publish it was almost career making and if you publish there everybody was like "It must be good work", it had a lot of professional kudos, and they do have strong peer review so, on the whole, the quality of the work published there was high quality. And obviously now, in the last five years, we have this whole raft of predatory journals, the new thing, and so the notion of just having a publication out there doesn't mean anything inherently anymore. You have to ask the question "Which journal?". And if it's a journal that's not recognised or has the characteristics of being predatory that's a big problem, whoever are the authors on the paper.

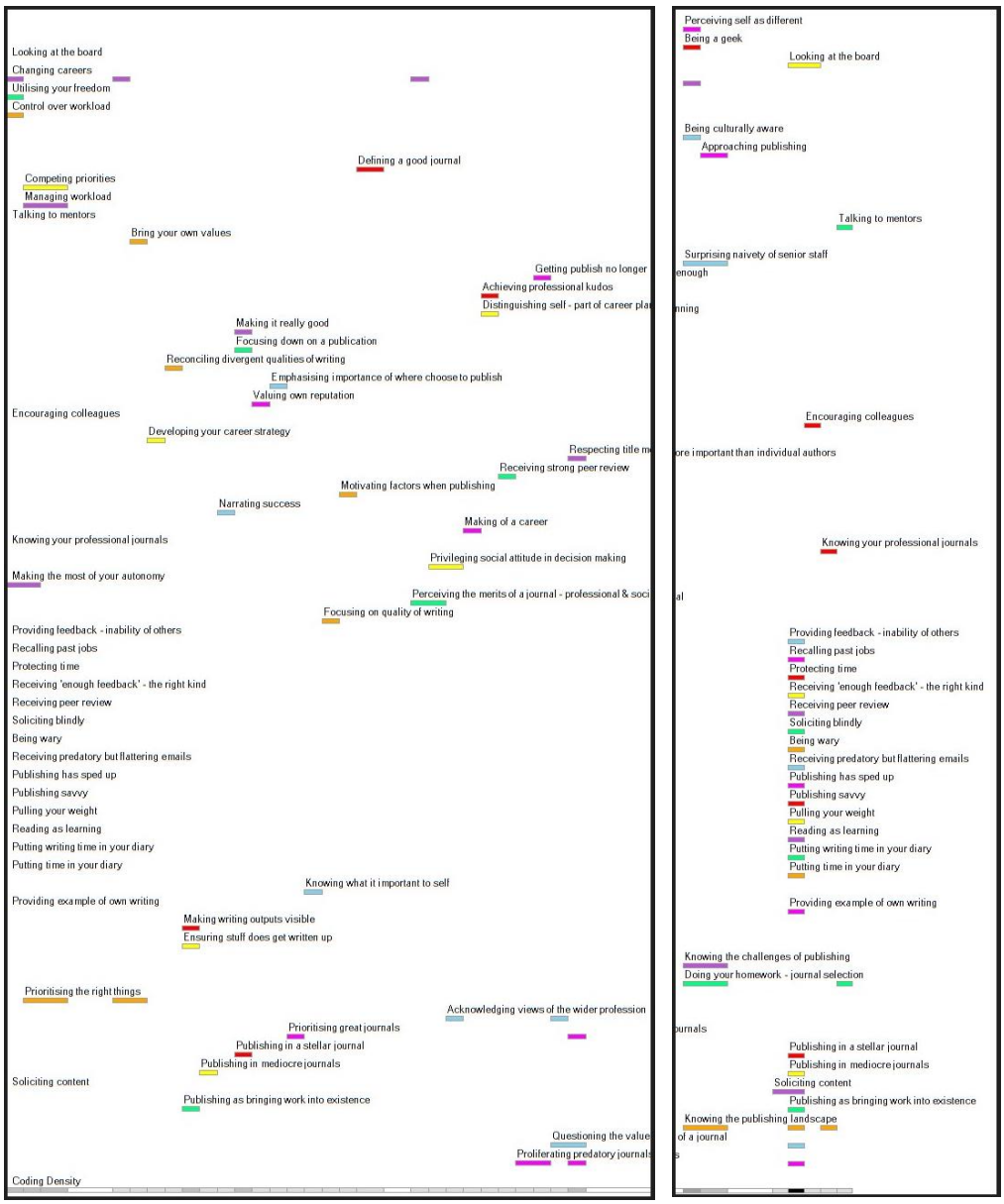
Interviewer: Sure, and has your awareness of those issues changed over your career? How did you become aware?

Q2_h28_M: ... I was aware [of predatory journals] but sometimes surprised me that even senior staff they didn't do their homework they didn't "Buyer beware" in terms of their approach. [32:13]

Interviewer: So when you talk about them doing their homework how would they have increased their awareness?

A: Yh so, in the old days you could look at Beall's List, generally speaking any journal that solicits blindly your work, even if the title of the journal sounds credible it can be a bit of a red flag, looking at the board. If you're not familiar with the journal, because I always encourage colleagues, know your journals. Know the most credible 20 or 30 at least in your discipline. And take a kind of buyer beware approach, do you homework before you submit...

The Q2_h28_M interview transcript was coded in NVivo. The Coding Density Bar in the middle of the image is generated bsaed on all the coded content not just what is partially visible in image above; the darker the coding bar the more codes are assigned to that section of transcription. The full Coding Bar for this interview extract is reproduced below:



Appendix 10 – Reconstructed Coding Tree

Activity
'Giving Myself Permission' (in vivo)
Drafting as part of the process
[Not] needing to start at the beginning
Making notes and building it up
Overcoming writers block
'Putting them [ideas] down on paper' (in vivo)
'Writing [drafts] like nobody's watching' (in vivo)
'Getting stalled' (in vivo)
'Taking the pressure off' (in vivo)
[Not] interrupting the flow
[Not] needing to know how it ends
[Not] needing to present the whole message
[Recognising the] 'fallacy of needing to start at the beginning' (in vivo)
Knowing you'll come back to finesse the writing
Never writing in order
Writing the bits that come easily first
Writing unhaltingly
'Moving Things Forward' (in vivo)
Familiarity with the literature
'Writing about the roughly the same topics' (in vivo)
Getting started
Keeping going
[Copy-editing and correcting proofs is] 'off-putting' (in vivo)

- [Scheduling] 'a certain amount of time' (in vivo)
- Generating momentum
- Persevering with a paper
- Reviewing and revisions are a lengthy process
- 'Waiting and waiting' (in vivo)
- Knowing it's an iterative process
- Structuring writing
  - Being given a clear plan
  - Building the whole thing
  - Knowing how a paper works
    - Having different recipes
    - Learning the recipe
  - Making it easier
    - Providing reassurance
  - 'You have to have some kind of plan' (in vivo)
    - Creating a plan of your writing
    - Having a clear framework
    - Knowing how to outline your paper
    - Working out where you're going to put what where
- Valuing each stage of the writing process
- Working alongside a co-author
  - Collaborating across the university
  - Enjoying the social process
    - [Helping other people] 'on this journey' (in vivo)
    - Building a relationship

Collaborating as a creative act
Collaborating as a fulfilling act
Collaborating over time
Enriching experience
Fulfilling and creative act
Forcing co-author relationships by topic
Positioning authorship
[Sequencing based] 'on the amount of input' (in vivo)
Having early and open discussions about authorship
'I don't know, it just happens really' (in vivo)
Sequencing based on disciplinary differences
Sequencing based on lead writing
Sequencing based on personal preferences
Sequencing based on project funding
Sequencing based on project ownership
Selecting versus choosing co-authors
[Choosing co-authors is] 'a luxury' (in vivo)
Clicking with co-authors
Finding the right co-author
Supporting the development of others by co-writing
Valuing what your co-author brings
Sharing the work
Contributing to other people's projects
Dividing up responsibilities
Fluctuating roles and levels of engagement

- Getting a draft back
- Leading and allocating roles
- Negotiating who will do what on an article
- Pulling your weight
- 'Write and write' (in vivo)
  - [Writing] 'til the story comes' (in vivo)
  - Generating momentum
  - Getting it done
  - Putting together ideas from a project
  - Seeing where their writing takes them
- 'The Business of Writing' (in vivo)
  - Avoiding procrastination
  - Being disciplined
  - Deciding to start
  - Doing not waiting
  - Editing
  - Getting busy with writing
  - Getting on with it
  - Going through the process
  - Working at improving
  - Working even when tired
  - Working hard to develop skills
  - 'Writing is like jogging' (in vivo)
- 'The Reviewer is Your Friend' (in vivo)
  - [Having] 'a critical friend' (in vivo)

[Receiving] 'the wrong kind of feedback' (in vivo)
[Not] being kind
Varying levels of details
Approaching a review as a success
Being too hard to publish
Being taken aback by the time involved
'Get(ting) put off' (in vivo)
'It went dead' (in vivo)
Time-consuming process of peer review
'We don't know why we get rejections' (in vivo)
Creating a space between self and writing
Facilitating doing it better next time
Giving reasons for decisions
'Learning how to constructive(ly) rebuttal' (in vivo)
'Looking at this anonymous piece of writing' (in vivo)
Positively contributing to the development of ideas
[Receiving] 'enough feedback' (in vivo)
[Valuing] 'strong peer review' (in vivo)
Feeding back areas for development
'It was constructive' (in vivo)
Knowing what you need to do to improve your writing
Providing guidance with scope for autonomy
Receiving a clear explanation
Receiving directive feedback
Receiving encouragement

- 'The reviewers gave really good suggestions' (in vivo)
- Thinking about the person who'll read the review
- Receiving negative reviews
- Adopting a cavalier attitude to reviewing
- Being thoughtless
- Being vicious
- Forgetting there's a person associated with the work
- Recognising kind reviews in retrospect
- Reviewing as a form of writing development
- 'Sense of self... gets imbued into the page' (in vivo)
- 'Your first reaction is kind of emotional' (in vivo)
- [Taking] 'it to heart' (in vivo)
- Being personally attacked
- Feeling affronted
- Feeling criticised
- Feeling discouraged
- Realising it's a critique of the paper not the person
- 'You wanna make some kind of a distance between that journal and that experience' (in vivo)
- 'Writing with Persuasion' (in vivo)
- Connecting with readers
- Creating clear communication
- Being super clear
- Choosing your vocabulary
- Finding the rhythm of your reader
- Getting the tone right

Learning to present data in a condensed form
Making it simple
Making it understandable
Writing at the right level
Enabling skills development
Acting as a critical friend
Demoralising effect of tracked changes
Finding your authoritative voice
Letting colleagues work through a text
Having an audience in mind
Leading the reader forward
Making knowledge accessible
Polishing our writing
Writing that's easy to review
Equipping
Doing Your Homework
Believing a journal reputation is the most important factor
Choosing journals for likelihood of success
Choosing journals for topic
Finding a paper's home
Finding a suitable journal (impact factor)
Knowing which journals to approach
Knowing your professional journals
Learning the history of a journal
Looking at past issues

- Looking at the editorial board
- Picking it up without realising it (journal selection)
- Questioning the value of a journal
- Respecting journals more than authors
- Sending the right topic to a relevant journal
- Understanding metrics
- Using journal web sites

'Feed(ing) Your Brain'

- Broadening areas of knowledge
- Feeding the brain
- Identifying a gap
- Regenerating your brain
- Stimulating ideas and energy to write
- Waiting vs doing
    - Happening by magic
    - Happening in isolation
    - Sitting down is too passive
    - Sitting down to do the work
    - Waiting for creativity
    - Waiting for inspiration
    - Working regularly on the same topic
- Writing by not writing
    - Learning by reading
        - Being immersed in the literature
        - Being inspired by fiction

- Reading and learning about topics
- Reading as learning
- Reading for creativity
- 'Reading is one of the most important things we do'
- Talking about writing
- Discussing ideas to clarify thinking
- Discussing ideas to generate new ideas
- Learning through collaboration
- Preparing by talking about your work
- Talking to mentors
- It's 'A Lot Like a Bell Curve'
- [Needing research support] 'long before you can write for publication' (in vivo)
- Attending a workshop
- Knowing the expectations
- Recognising disciplinary differences
- Reinforcing writing at a workshop
- Research
- Being researchers not writers
- Doing research
- Doing research distinct skills from writing skills set
- Learning research differences between clinical & HEI
- Learning research methods
- Researching on an iterative writing continuum
- Starting Point
- [Having] 'no confidence whatsoever' (in vivo)

- 'And nobody taught me' (in vivo)
- Being scared
- Having a clear writing idea before researching
- 'I don't even know where to start' (in vivo)
- 'It just feels so daunting' (in vivo)
- Knowing you need help
- Learning 'at the bottom of the bell curve' (in vivo)
- 'Not having a clue' (in vivo)
- Using skills rather than creativity
- Valuing professional training
- Writing & publishing as part of a whole
- Mentors and Role Models
- Being a mentor
- Being a role model
- Being confident in sharing opinion (PhD)
- Fostering links with clinical areas
- Having a mentor
- Having a good advisor
- Having a good friend or network
- Helping with my career (advice from supervisor)
- Studying with a really good supervisor
- Having a PhD is important in nursing
- Having role models
- Being an innovative teacher (role model)
- Being inspired by role models

- Learning from experience
- Modelling learning from PhD supervision
- Never being taught to write
- Studying at Level 7 - got the skills already
- Talking to a librarian
- Working with fellow researchers
    - Assisting on someone else's project
    - Being introduced to co-authors
    - Being introduced to new collabs thru existing links
    - Having a good relationship with advisor
    - Learning through writing with others
    - Learning to write thru co-writing
    - Working on someone else's projects
    - Working with people who have W4P experience
    - Working with someone who inspires you
    - Writing with your boss
- Working with whole departments

'The Secret is in the Discipline'

- Being smart with your time
    - Evidencing time
    - 'Invest(ing) your time wisely' (in vivo)
    - Knowing your creative times
    - Making and keeping your own schedule
    - Making the most of your autonomy
    - Organising my day

Planning enough time
Putting a time limit on self and writing
Putting writing time in your diary
Scheduling astutely
Scheduling time to be productive
Scheduling to conquer 'a kind of battlefield' (in vivo)
Taking this day
Taming the work
Timing creativity
Using your calendar
Utilising your freedom
Working to your strengths - biorhythms
Focusing Your Attention
[Prioritising] 'the right things' (in vivo)
Choosing which writing projects (being picky)
Clearing time
Creating an infrastructure for quality
Creating the right environment
Creating the structure to succeed
Disciplining creativity
Finding a place (beyond physical space)
Having an explicit plan
Keeping it discrete (manageable)
Making the magic happen
Prioritising research

- Prioritising writing
- Protecting time
- Seeing projects as publications - early
- Setting writing goals
  - Having a goal ensures it becomes a priority
  - Having a goal in order to finish
  - Planning ahead
  - Planning increases your 'chance of writing a good paper' (in vivo)
  - Setting a realistic goal
- Staying focused
- 'Taming the work' (in vivo)
  - [Spending] 'time on the good stuff' (in vivo)
  - Being organised
  - Competing priorities
  - Creating is disciplined
  - Creating your own boundaries
  - Having control over your workload
  - Managing your workload
  - Prioritising things other than W4P
  - Strategising
  - Taking initiative in how to organise time

Identity

- Being Curious
  - Being riveted by the idea of research
  - Caring about their writing

- Embracing passions
- Knowing what is important to self
- Liking research
- Making a conscious decision to write
- Recognising the importance of writing to oneself
- Wanting to always develop
- Wanting to explore new areas

Credibility & Self-Belief

- [Shifting from] 'I must be good to I am good!' (in vivo)
- Being careful in terms of professional practice
- Being immersed in a single subject
    - Expanding their subject bubble
    - Staying in the same subject bubble
- Being mindful when sharing opinions
- Having a depth of knowledge
- Receiving external validation
    - Being asked to contribute chapters
    - Being thanked
- 'There's nothing I can't do!' (in vivo)
- Valuing their reputation
    - Being known as a good researcher
    - Being known as knowledgeable
    - Being proud of their profile
    - Having a good reputation
- Wanting alignment between research and teaching

- 'Get(ting) the Hang of It'
  - Being comfortable about how to present results
  - Coming naturally
    - Having a gift for writing
  - Experiencing joy when published
  - 'It can be done!' (in vivo)
  - Not born knowing how
    - [Needing to] 'practice, practice, practice' (in vivo)
    - 'Being alone' (in vivo)
    - Being inexperienced
    - Being very tough
    - Learning by trial and error
    - Peer review process was a shock
    - Struggling a lot
  - Sensing improvement
    - Being confident in sharing opinions
    - Having confidence in their knowledge base
    - Having confidence in themselves
    - Improving across a career span
    - Improving little-by-little
    - Knowing how to explain ideas better
    - Writing quicker and better
  - Succeeding encouraging further writing
  - Teaching writing needs to be better
  - Training should nurture skills and confidence

'Helping a Colleague'
[A] 'virtuous circle of helping hands' (in vivo)
Being approachable
Being asked to co-author
Buddying up
Contributing for mutual benefit
Demonstrating that nurses can write and publish
Developing friendships through co-authoring
Encouraging other to write
Giving a helping hand
'Helping a colleague you don't know' (in vivo)
Initiating conversations about writing
Offering to help write an article
Providing peer review
Receiving a helping hand
Sharing the joy of publication with co-authors
Purpose
'Getting the Right Outputs' (in vivo)
[Questioning value of] 'magazine-y publications' (in vivo)
Disseminating to lots of audiences
Questioning whether only peer reviewed publications count
Understanding there's a continuum
Writing in diverse genre
Having Reach
Finding the right journal

- Knowing who cares
- Making writing outputs visible
- Reaching the right readership
- Using social media
- 'My Primary Motivator'
  - [Taking time to write] 'in a stellar journal' (in vivo)
  - Bringing work into existence
  - Distinguishing self
  - Enjoying research and writing
  - Extending personal knowledge
  - Getting the best out of a project
  - Giving back to the profession
    - [Putting findings] 'in the public domain' (in vivo)
    - Communicating something people want to read
    - Contemplating its application in clinical practice
    - Ensuring their whole role represented
    - Filling a gap in the evidence base
    - Implementing research for local benefit
    - Making a difference to people's lives
    - Publishing on clinical topics
    - Sharing best practice
    - Translating research into practice
    - 'Writing for my own community' (in vivo)
  - Having something tangible to share
  - Helping with my academic role

Leading to other opportunities
Increasing research opportunities
Leading to other writing opportunities
Shifting teaching priorities
Positioning self and writing
Providing a helping hand to new researchers
Showing the university what I can do
Being viewed as an asset
Valuing research for academic advancement
Taking personal satisfaction
Wanting to communicate an important message
Working with clinical areas
Writing as part of a career strategy
Writing something people will want to cite
Sector
Feeling 'The Force of It' (in vivo)
Feeling the Force of Expectations
(Barriers to) publishing not just writing & reviewing but ethics
(Not) Being acceptable to say PAW outside skills set
(Not) Having time to write
[Expecting that writing is] 'of a fairly high standard' (in vivo)
[Feeling] 'the burden to publish' (in vivo)
Being demotivated by expectation to publish
Being expected to write for publication
Being prepared to state what is outside your skills set

Being unacceptable to lack confidence when writing
'Can't be seen to have that lack of confidence' (in vivo)
Experiencing bias towards quants research
Needing wider understanding of qual methods
'Publishing has become more important than teaching' (in vivo)
Teaching assigned on nursing background
Teaching assigned outside research area
Writing as Part of a Wider Academic Role
[Working] 'on top of normal working hours' (in vivo)
Being more available to students during pandemic
Fitting your job in
Keeping on top of admin
Keeping on top of it
Placing obstacles in the way of publication e.g. workload
Teaching prep being time consuming during pandemic
Writing being on top of work (not part of it)
Making of a Career
Differing expectation on how to achieve promotion
Having different phases of a career
Learning the rules of academic work
Meeting expectations for an HEI career
Providing a good pathway or trajectory - UG research
Publishing as a precondition to retaining job
Receiving contradictory advice
Writing is essential to career progression

- Publishing a Precondition to Career Advancement
  - Being in a competitive environment
  - Being told to publish more
  - Challenges of 'the publish or perish mentality' (in vivo)
  - Changes in organisational culture
  - Changing focus of HEIs (from teaching to research)
  - Changing focus of sector towards research
  - Expectation to publish
  - Having a heavy workload
  - Increasing focus on research
  - 'My organisation really values research' (in vivo)
  - Working in a research dominant HEI
- Skills Acquisition
  - Being on a research learning curve
  - Learning real time research skills as an UG
- Knowing the Publishing Landscape
- Being wary
- Changing publishing landscape
- Getting into publishing difficulties
- Getting published is no longer enough
- Knowing the challenges of publishing
- Knowing what is going on
- Opening up opportunities
- Predatory Journals
  - Damaging career

Proliferating predatory journals
Receiving predatory but flattering emails
Soliciting content
Publishing as a continuum (good to bad)
Publishing needing to be more flexible about external commitments
Publishing not taking into account other roles
Shifting Expectations
Career Progression
Being measured by output
Being told to write
Delivering from funded research
Flatlining career without publications
Progression contingent on publications
Publishing from funded research
'The importance of publications... can't be underestimated'
Funding
Applying for grants
Being told to get more grants
Challenging to receive research funding
Having value when applying for funding
Having Ability to Write
[Not] believing everyone can write
Believing everyone can write
Believing very few people can't write
Expressing reservations

Recognising people are different
Implications for Organisation
[Publishing matters] 'when it comes to rankings' (in vivo)
Rankings of HEIs affected by publication outputs
Rankings of HEIs matter
Securing education contracts based on cited publications
Research Evaluation Initiatives
Being influenced by external factors e.g. REF
Changing expectation of quantity to quality
Influencing how often I publish
Shifting Social Expectations
[Pervading] 'publish or perish mentality' (in vivo)
Being included in research evaluation initiative
Defining productivity
Differentiating HEI types e.g. research v teaching
Exceeding expectations
Expecting a veritable wow factor
Expecting too much from staff
Keeping abreast of what is important to the HEI
Meeting employer expectations
Normalising expectations to publish as PG
Normalising social expectations
Shifting expectations of early & later careers
Topic Areas and Publications
Differing perceptions of quality or status of work

- Differing value of topic areas for an HEI
- Valuing different types of publications
- The Tail Wagging to Quality Dog
  - [Being pressured to be] 'super productive' (in vivo)
  - Being driven by quantity not quality
  - Defining 'a good journal'
    - Being made aware of the 'higher end' journals to publish in
    - Perceiving the merits of a journal - academic & clinical practice
    - Privileging professional journals that are highly regarded
    - Publishing in mediocre journals
    - Publishing in the 'right' high impact factor journals
    - Valuing the quality of work wherever it's published
  - Metrics
    - (HEIs) Valuing impact factors
    - Avoiding low impact factor journals
    - Comparing like-with-like across sector
    - Equating high quality journals with high impact factors
    - Familiarity with metrics
    - Needing to explain nursing publishing landscape to university
    - Recognising the disciplinary differences of impact factors
- 'You Need Support for That'
  - [Being] 'in the right place at the right time' (in vivo)
  - Being freed up from other responsibilities
  - Believing organisation need to be more proactive in providing support
  - Doing a research project

Learning by Doing
Being left to work it out
Designing a project
Having learnt by doing
Lacking basic support and training to develop skills
Lacking support
Learning through trial and fail
Revising scale of vision (newbie)
Taking a while to work it out
Working it out
Longing for a support group
Needing time to support writing skills development
Needing to give (receive) training
Networks
Collaborating for quality research attractive to high IF journals
Longing for more collaborative approaches to work
Needing to collaborate to publish
Networks coming to fruition
Taking time for first rush of relationship building
'Not putting barriers on me' (in vivo)
Recognising that not everyone has the same opportunities
Research Opportunities
Early research opportunities leads to writing opportunities
Funding opportunities for UGs
Investing in UGs as future researchers

Providing research opportunities for UGs as future researchers
Rolling programme of funded research opportunities
Structured Support
Enabling staff to develop skills
Having a structured approach to skills development
Needing a structured approach to learning the research context
Providing support opportunistically
Wishing there is more (any) support
Writing is a skill that HEIs need to support the development of
Writing is a skill that needs to be developed

Appendix 11 – Outputs

Journal Papers – Published

GRANT, M. J., LOTTO, R. R. & JONES, I. D. 2020. What we can learn from elite academic staff publication portfolios: a social network analysis. *ASLIB Journal of Information Management,* 72**,** 605-624.

Book Section – In Submission

GRANT, M. J. in submission. Sample size in grounded theory studies. *In:* BIRKS, M. & MILLS, J. (eds.) *Grounded theory.* 3rd ed. London: SAGE Publications Ltd.

Journal Papers – In Development

GRANT, M. J. in development. Support initiatives to increase *professional academic writing* output: a systematic review. *Higher Education Research & Development*.

GRANT, M. J. in development. Sample size in interview-based grounded theory studies. *Qualitative Research*.

GRANT, M. J., LOTTO, R. R. & JONES, I. D. in development. Conceptualising *professional academic writing*: *The SEPIA Model*. *International Journal of Academic Development*.

GRANT, M. J., MCDONALD, K. & HAYES, T. in development. Diagramming in the development of grounded theories: three case studies. *Qualitative Research*.

Oral Presentations

GRANT, M. J. (2021). *The application of social network analysis in researching writer movement and collaboration between academic institutions and geographic locations*. Paper presented at the 19th AILA World Congresses, Groningen, Netherlands, 15-21 August 2021. *(Online)*

GRANT, M. J. (2018). *Acquiring the skills for professional academic writing*. Pecha Kucha presentation at the iDocQ Symposium, Edinburgh, 3 May 2018. https://idocq2018.wordpress.com/

GRANT, M. J. (2018). *Acquiring the skills for professional academic writing*. Full paper presentation at the Society for the Study of Symbolic Interaction Conference, Lancaster, 6 July 2018. http://wp.lancs.ac.uk/sssi2018/

Poster Presentations

GRANT, M. J., JONES, I., LOTTO, R., & JOHNSON, M. J. (2018) Acquiring the skills for *professional academic writing*: methodology, Institute of Health Research Conference, Liverpool John Moores University, Liverpool, 25 April 2018.

GRANT, M. J. (2017). What helps academics write for publication? Poster presented at the Graduate School Conference, Liverpool John Moores University, Liverpool, 3 May 2017.

GRANT, M. J., JONES, I., LOTTO, R., & JOHNSON, M. J. (2017). What helps academics write for publication? Poster presented at the Festival of Research, Faculty of Education, Health and Community, Liverpool John Moores University, Liverpool.

GRANT, M.J. (2017). Case study of a writing career. Poster presented at the Liverpool John Moores University Research Extravaganza, Everyman Theatre, Liverpool, 20 November 2017.

Prizes & Awards

PGR Conference Travel Fund, Liverpool John Moores University to present "The application of social network analysis in researching writer movement and collaboration between academic institutions and geographic locations" at the 19th AILA World Congresses, Groningen, Netherlands. *Rescheduled from August 2020 to August 2021 due to COVID-19 travel restrictions.*

Graduate School Bursary, Liverpool John Moores University to attend Methods @ Manchester Summer School course on "Introduction to Social Network Analysis using UCINET and Netdraw", The Mitchell Centre on Social Network Analysis, University of Manchester, 3-7 July 2017.

PGR Travel Fund, Liverpool John Moores University to present “Acquiring the Skills for *Professional academic writing*” at the iDocQ Colloquium, Edinburgh Napier University, 3rd May 2018.