

Strategies for Increasing Faculty Publishing

This list of 20 strategies were drawn from and inspired by the recent well-attended and highly-engaged focus groups with faculty where we inquired into their current best practices, challenges, and suggestions for support in their research, writing, and publishing. Together, the strategies represent a multi-dimensional, systemic approach featuring strategies that are top-down, bottom-up, formal and informal in nature. Several utilize technologies and the role of students in supporting the writing of their faculty in ways that can add value to the learning and legacy of their process. The strategies are practical, affordable, respectful of people's time, suited for immediate application and together they can deliver short and longer term benefits.

1. Writing & Publishing Workshops

2 hour workshops co-produced by a Faculty member and Jack, one in later January 2009 and another early-mid March (Dates are being readjusted)

Addressing topics including: creating focus and organization, research and writing collaborations, finding and working with publishers, getting started, unstuck, and complete, setting writing and submission goals, time management to create time for writing, and current best faculty writing practices* (see the list below)

2. Publisher Directories

Faculty who have had successful publications post on a common website (e.g. the Faculty Resources Website) the names of good publishers they've worked with, their interests, requirements, time frames, and quirks

3. Network Weavers

Volunteer faculty learn and engage in the role of network weaver. In this role, they are constantly on the lookout for faculty research, writing, collaboration, editing, and submissions interests, issues, challenges, and resources and they stay constantly aware of who might be able to help other with these. This kind of "network awareness: positions them to connect and link needs, resources, and opportunities.

4. Pool of Editors

Hire campus grad student and professional editors for editing, writing, formatting, and manuscript and proposal preparations, also create a pool of internal faculty interested in and able to provide pro-bono peer editing.

5. Student-Faculty Writing Collaborations

Create an expectation that grad and post-grad level students do a 1 credit hour independent-study co-writing project (e.g. clinical areas) with a faculty member of their choice, which gives students experiential learning in writing, collaboration, and incentivises faculty with time to do writing, not to mention giving students new learning through the writing they would not otherwise have

6. Survey Clinicians for Areas of Focus

Assign students in research courses to market survey local and non-local nursing clinicians and practitioners who would be the audience of readers for future potential faculty publications, then post these areas of interest on the Faculty Resources website. This gives faculty immediate clarity about what might "sell" in the publication market place, making future publications more possible and relevant.

7. Publish Faculty Success Stories

On the Faculty Resources site, have faculty post ongoing success stories that would include: projects begun, pieces submitted, and successful publications. These can be annotated with lessons learned for other faculty to draw from for their experience.

8. Grant & Proposal Development Workshops

Workshops for faculty on tips for developing grant proposals for research, produced together by the Office of Research Administration staff and Jack

9. Writing Spaces

Develop and publish an annotated list of reliably good spaces for writing on and near campus - including both quiet and busy spaces for people who do their best work in either

10. Students Teaching

Top performing students can opt out of attending x number of classes in selected courses and instead teach 1 of their completed classes they performed well in. This frees up the faculty from those classes for writing time they wouldn't otherwise get, creating the win-win of students gaining valuable teaching experience and faculty gaining valuable research and writing time.

11. Communities of Practice

Faculty engage in small-groups (4-6) who meet at regular intervals (e.g. every 6 weeks) to share their research and writing goals, progress, needs and issues, and peer assistance and resource sharing. Group compositions change every academic year. This creates peer accountability and support as well as sparking the potential for research and writing collaborations.

12. "Writing In Progress" Signs

Faculty and students agree to honor anyone posting (do not disturb) "Writing in Progress" signs on their office doors. Faculty are also given explicit permission to better manage the boundaries of their time with students.

13. Mentors

On the Faculty Resources website, faculty can go to a "Mentoring" page where they can find the following updated: Who is interested in mentoring on research and writing and exactly in what areas & Who is looking for mentoring and exactly in what areas. These lists can initially be generated by a survey of faculty. Network weavers can be instrumental in helping people locate the best mentors for them. On the website, there will also be clear guidelines for Mentors and Learner about the nature, value, and design of good mentor experiences.

14. Publication & Podcast Library

On the Faculty Resources website, published faculty post their successful publications along with brief podcasts where they describe their experience, challenges and how they overcame them, and lessons learned. This gives faculty instant access to successful models and transfer of learning, especially from more seasoned faculty.

15. Writing Expectations FAQ's

Publish on the Faculty Resources website a list of Frequently Asked Questions about the program's formal requirements and expectations related to writing and publication. This would particularly address all of the historical and current frequent ways people might misunderstand or misinterpret expectations and requirements. Start with a true-false survey of faculty on specific expectations and requirements to identify areas of accuracy and inaccuracies to address.

16. Networking for Collaborators

Faculty would team up to network with other nursing school faculty to identify potential collaborators on areas of common interest and inquiry in research and writing, communicating their findings to Network Weavers who can then connect people appropriately.

17. Expand the Definition of "Publication"

Develop and propose new formulas that would give faculty credit for publications in the forms of new media podcasts and blogs that represent writing on their research and learning from clinical experiences.

18. Integrating Faculty Research into Curricula

Faculty are expected to create course resources such that x % (e.g. 10%) of assigned readings are writings that faculty have done to summarize and compile their own ongoing literature reviews in the areas of the course learning. Over time, faculty would have enough content for publication works and it keeps course content fresh.

19. Validating Contributors

Propose that writing contributors are given some level of formal credit for their participation in writing projects and publications.

20. Works-In-Progress Update Web pages

On the Faculty Resources website, faculty update works in progress so that other faculty can be inspired, have ideas sparked, and identify possible opportunities for contributions and collaborations.

*** Best Current Faculty Practices**

1. Creating uninterrupted time - ideally somewhere between 2 and 4 hours
2. Setting clear and self-imposed timeline goals
3. Peer accountability - for example, through collaborative projects
4. Breaking the work of writing down into smaller work units
5. Getting out of the office or home to uninterrupted spaces, such as libraries
6. Soliciting pre-submission feedback from peers, mentors, and editors
7. Using self-selected mentors to support the process
8. Knowing what your personal best time of day and conditions are for writing
9. Having a passion for making unique contributions to nursing fields and specializations
10. Using unique clinical practice learning to feed writing and publishing

Thank you,

Jack

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