

18th EASE Conference Poster Exhibition

Empowering Nursing Faculty: A Toolkit for Disseminating Accurate, Impactful Research

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Video transcript

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Hi, everyone. My name is Amy Minix, and I'm joined by my colleague, Mary Hannah-Griebel.

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We work at Indiana University in Bloomington, Indiana, in the United States, and I'm a subject librarian in the health sciences, while Mary provides editing support for the school of nursing.

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We began working together when Mary was exploring opportunities to support research output for instructors. We began brainstorming how to best meet the needs of newly hired faculty and agreed that a writing and dissemination toolkit would be the best mode for compiling resources and information about scholarly writing and publishing. There were key elements we needed to consider when designing the toolkit.

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First, the format needed to be flexible. Faculty are at various stages of their careers, which requires different scholarly outputs.

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Additionally, faculty are managing multiple responsibilities and publishing timelines are constantly in flux. The modules are intentionally designed with flexibility in mind for faculty to have the information when they need it.

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The toolkit also needed to be scalable, meaning it can be useful for one or 99 faculty members without requiring multiple trainings or workshops.

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We were also mindful of content that is unique to the Bloomington campus, which required us to customize the toolkit as information or resources change. This ensures that information is up-to-date and relevant as priorities shift.

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I'm going to talk a little bit about our toolkit components now and how they relate to our audience, which is our faculty.

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For new faculty, it can be overwhelming for them to navigate new systems and find information. Our new faculty are given an overview of our publication resources during their onboarding experience, but it often takes a backseat to more pressing items as they begin their semester.

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So we developed the toolkit with modules for writing support, literature review, journal selection, fact checking, reference software, and manuscript preparation and submission with the goal of providing resources that faculty could access as needed once they settle into their faculty roles and beyond.

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So at Indiana University School of Nursing here on the Bloomington campus, we have three faculty tracks and appointment types. Tenure track faculty, clinical faculty, and lecturers.

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So of course, tenure track faculty generally have the most skills and experience when they arrive when it comes to publishing their scholarly work. And they generally need our support rather than teaching-oriented resources.

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For me, that means they may bring me finished manuscripts and ask me to edit and prepare them for publication. So I make sure formatting meets the journal requirements and I often submit manuscripts online for them. Or they may want me to create a reference library for them that they'll continue to use as they as they continue publishing. So in other words, I handle some of the more time-consuming publication-related tasks so they can focus on their teaching and research.

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Amy often collaborates with our faculty to conduct literature searches or she may research open access options and funding for their work using nursing-focused resources that we have in the toolkit, including many that she's written herself for Indiana University Libraries.

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As you can see, we currently have more lecturers than tenure-track or clinical faculty, and we'll be adding more lecturers in the fall.

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Lecturers usually have not published when they arrive, but many of them are also practicing nurses, so they may have ideas about publishing evidence-based practice projects or procedures, and we want to encourage that. So they may need more teaching resources, guidance, and support that we've added to the toolkit.

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So we've designed the toolkit with an aim to provide faculty on different appointment tracks and at different points in their careers with the resources and support they need.

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So the initial feedback about the toolkit was positive, with some faculty expressing an interest in broadening the use, for example, helping honors nursing students acclimate themselves to the publishing process.

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There's also potential to adapt and share the toolkit with other campuses within IU, as well as other health sciences disciplines across the university. Our immediate next steps include gathering user feedback from the current pool of nursing faculty using the toolkit and adding or changing content based on their recommendations.

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Mary and I are also planning on publishing a paper about our process. We're hoping that will inspire other departments or universities to create their own toolkits. One way to best facilitate that process is creating an open access template of the toolkit for others to tailor.

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We are looking forward to seeing how this work will continue to evolve. Thank you so much for listening.
Thank you!