**Building a Publishing Pipeline**

Track your writing projects. Identify gaps. Prioritize. Develop a concrete action plan to keep your writing on track.

Dr. Erin Marie Furtak, an associate professor at the University of Colorado at Boulder, encouraged Rutgers faculty members to visualize their writing projects as work flowing through a pipeline. In her innovative workshop, **Building a Publishing Pipeline**, Furtak shared strategies for organizing and tracking work and identifying patterns and problem areas. Her goal is to help faculty create a steady stream of published work.

Furtak’s workshop was supplemented by an action-plan working session led by Beth Tracy, Senior Director for Faculty Development at Rutgers University. The two collaborative sessions, held on two Fridays in October, offered Rutgers faculty members not only a comprehensive and innovative way to organize and evaluate their writing projects, but also the time and support to develop a concrete action plan to keep their projects on track.

Furtak, who offers this workshop as part of the National Center for Faculty Development & Diversity, first asked faculty to create a list of writing projects, small and large. Using an 11-step chart outlining the flow of the work – from concept to revision to publication – she then asked faculty members to categorize the status of each of their projects. By creating a visual work-flow chart, faculty members immediately were able to identify the clogs (too many projects in one category), gaps (no projects in a category) and leaks (projects that disappear) in their publication pipeline.

Exploring the reasons behind those clogs, gaps and leaks become the focus of the second workshop, led by Tracy, who encouraged faculty members to analyze disruptions in their personal publication pipeline. Perhaps clogs exist because of a tendency to procrastinate and/or a desire for perfectionism? Leaks, said Tracy, may be necessary; not every idea deserves to come to fruition.

In creating an action plan, both Furtak and Tracy encouraged faculty members to use the pipeline to help make strategic decisions, to develop concrete steps for taking each project to the next step, and to make a commitment to work every day toward moving writing projects forward. To jump-start the process, both recommended choosing low-hanging fruit – a project that can move quickly into the next step. Finally, they advised: Align your time with your priorities.

Nearly 80 faculty members participated in the two workshops. Many expressed surprise in discovering the location of clogs and gaps in their own publication pipeline. One faculty member expressed gratitude for the concrete strategic advice, especially during this chaotic year.

“Taking the time to plan has really helped me in COVID.”