

University of San Diego

Digital USD

Digital Initiatives Symposium

May 2nd, 1:50 PM - 2:35 PM

Scholarly Publishing Education for Academic Authors: Reframing the Library's Instruction Role

Charlotte Roh

University of San Francisco, croh2@usfca.edu

Gail P. Clement

California Institute of Technology, gperetsm@caltech.edu

Follow this and additional works at: <https://digital.sandiego.edu/symposium>



Part of the [Scholarly Communication Commons](#), and the [Scholarly Publishing Commons](#)

Roh, Charlotte and Clement, Gail P., "Scholarly Publishing Education for Academic Authors: Reframing the Library's Instruction Role" (2017). *Digital Initiatives Symposium*. 6.

<https://digital.sandiego.edu/symposium/2017/2017/6>

This 45-minute concurrent session is brought to you for free and open access by Digital USD. It has been accepted for inclusion in Digital Initiatives Symposium by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

Scholarly Publishing Education for Academic Authors: Reframing the Library's Instruction Role

Presenter 1 Title

Scholarly Communications Librarian

Presenter 2 Title

Head of Research Services

Session Type

45-minute concurrent session

Abstract

Scholarly publishing has made great strides in fulfilling the vision of open access, with more journals and papers now freely available to read and reference on the Internet. Yet that achievement falls short of a truly global open, trusted, and reuseable scholarly record. What are the next steps in openness and the pain points in providing completely open scholarship? Education about the publishing process is still developing, particularly when the publishing infrastructure includes the same colonial systems and biases in academic research and publishing that persist throughout academia. These biases influence what gets published, who gets tenure, what research gets funded, and what scholarship and knowledge is prioritized in the world. The University of San Francisco has an explicitly social justice mission, and addresses its scholarly communication efforts directly at the intersection of social justice and scholarly communication. To address this intersection, librarians can work to help researchers build new competencies to understand and evaluate the diversity of innovative authoring and publishing choices and requirements; choose those that best meet their needs; and implement the changes required in other parts of their work. At Caltech, efforts are made to make research more transparent, reusable, and repeatable through the Author Carpentry program, a campus researcher training initiative focusing on 21st century authoring and publishing skills, practices and tools. Adapted from the highly successful and globally-engaging Software and Data Carpentry researcher training program, Author Carpentry develops, maintains, and delivers high-quality lessons and training sessions for researchers that offer high impact, interactive learning opportunities for researchers at all career stages.

Location

KIPJ Room EF

Keywords

scholarly publishing, scholarly communication, author rights, faculty education, researcher training

Scholarly Publishing, Information Literacy, and Social Justice

USD Digital Symposium

May 2, 2017

Charlotte Roh @charlotterock

University of San Francisco @gleesonlibrary



UNIVERSITY OF
SAN FRANCISCO

CHANGE THE WORLD FROM HERE

University of San Francisco

“The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.” – from the USF mission statement

- Catholic Jesuit university located next to Golden Gate Park
- Ranked 6th in racial and ethnic diversity among 4-year private nonprofit colleges (*The Chronicle of Higher Education*, 2016-17)
- 11,018 total students
- 1,217 total faculty

Publishing Education at Gleeson Library

- Publishing contract consultations for faculty authors
- Publishing consultations for graduating students
- Publishing panels and workshops for graduate students and faculty
- Open access brown bags and workshops
- Open education workshops and consultations
- Scholarly communication workshops for librarians and library staff

Scholarly Publishing and the ACRL Information Literacy Framework

Systemic barriers in
academic publishing
push voices
representing diversity
to the margins of the
scholarly record.

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Diversity and the ACRL Information Literacy Framework

Diversity of Identities

- Race and Ethnicity
- Gender Identity
- Sexual Orientation
- Ability
- Socioeconomic Status
- Nationality

Diversity of Thought

- Research Subject
- Methodologies/Theories
- Writing Style

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Real Impact Due to Lack of Diversity

- Tenure and promotion
- Homogeneity in scholarly record
- Students/public not reflected in the scholarly record
- Lack of information for scholars/students/public
- Policy and culture based on existing information

Retraction Watch

Tracking retractions as a

Why don't women peer review as often as men? Fewer invites and RSVPs, researchers say

with 4 comments

Women don't peer review papers as often as men, even taking into account the skewed sex ratio in science - but why? In a new [Comment](#) in today's Nature, [Jory Lerback](#) at the University of Utah and [Brooks Hanson](#) at the American Geophysical Union (AGU) confirmed the same trend in AGU journals, which they argue serve as a good proxy for STEM demographics in the U.S. What's more, they found the gender discrepancies stemmed from women - of all levels of seniority - receiving fewer invitations to review (both from male and female authors). And when women get their invites, they say "no" more often. We spoke with Lerback and Hanson about what might underlie this trend, and how the scientific community should address it.



Jory Lerback. Image courtesy of the University of Utah



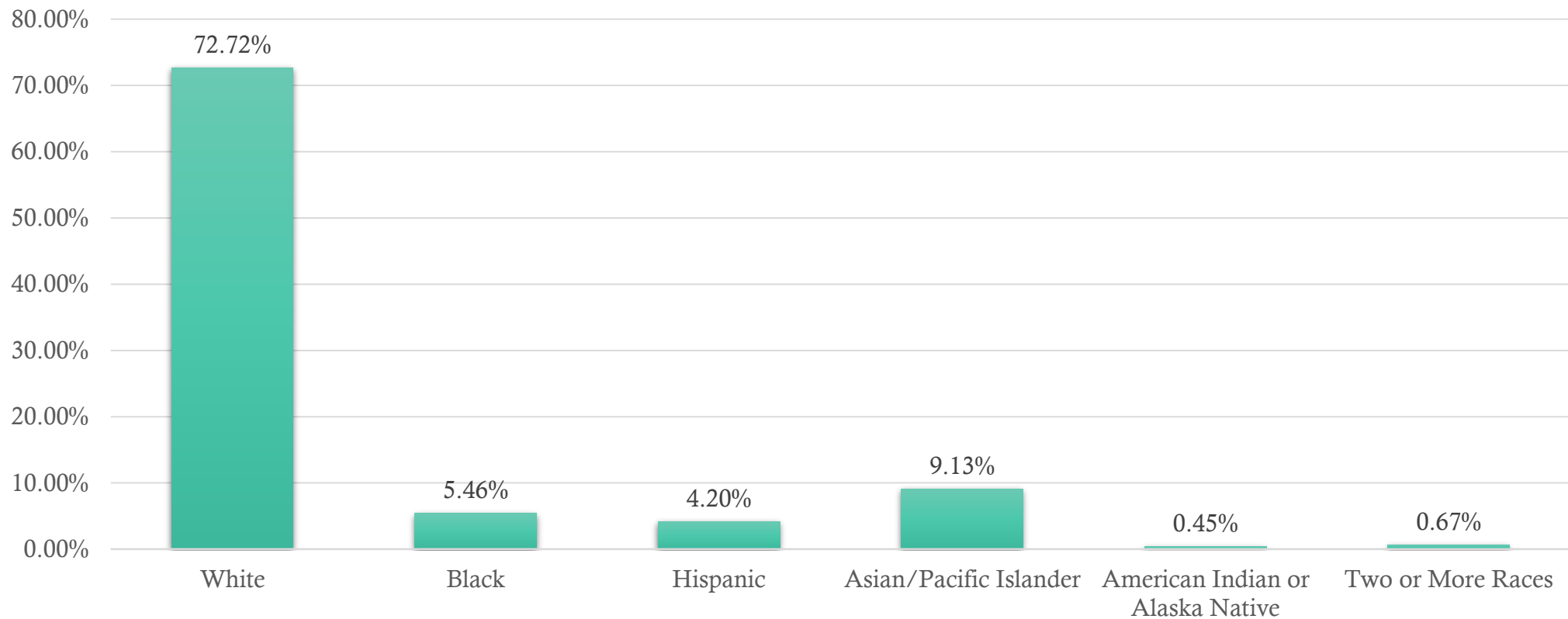
Brooks Hanson

Retraction Watch: What made you decide to undertake this project?

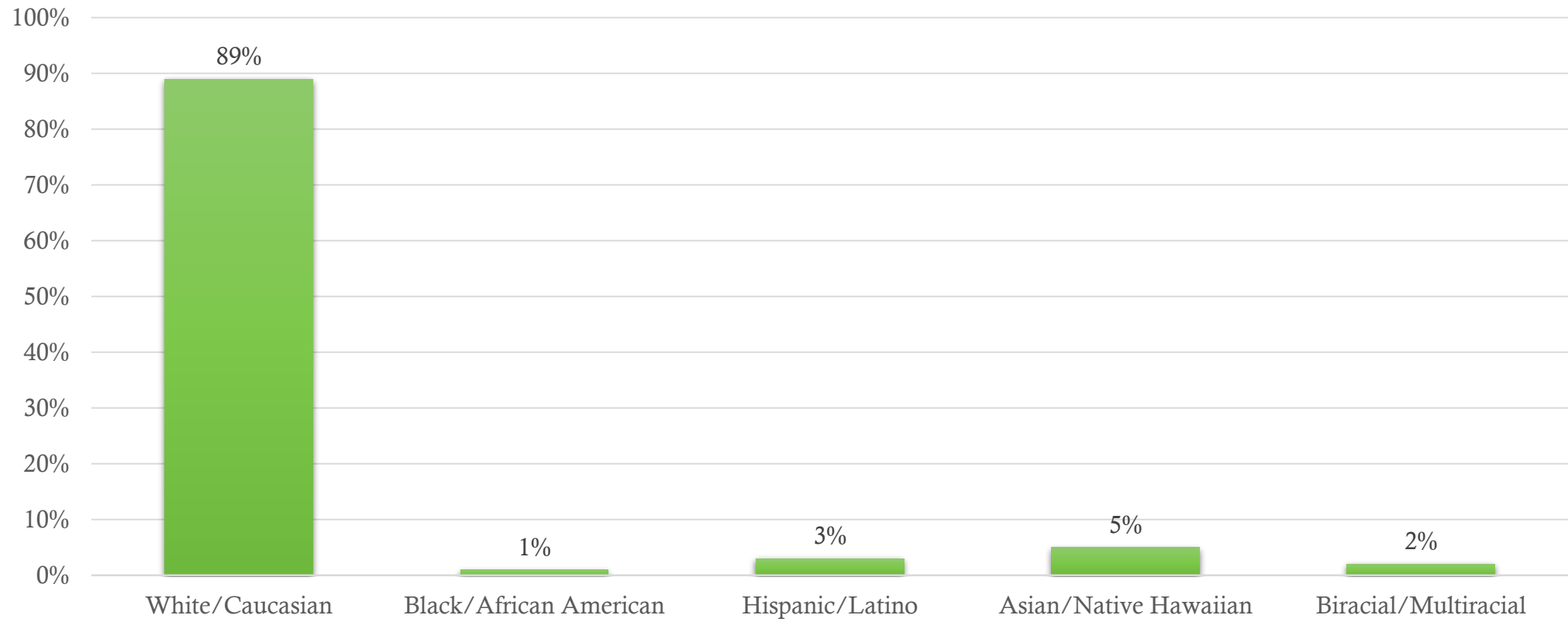
Jory Lerback and Brooks Hanson: Marcia McNutt approached AGU about participating in a conference Science/AAAS was organizing on gender issues in peer review in spring of 2016, both in publications and grants, and asked if we might be able to contribute data around scholarly peer review given the large publications effort. This followed other requests by our editors for specific journal statistics. We were a bit skeptical at first, given that separating gender bias from other factors is difficult, and we were not sure we could get the relevant data, but on looking over our membership data, which included both gender and age

<http://retractionwatch.com/2017/01/25/dont-women-peer-review-often-men-fewer-invites-rsvps-researchers-say/>

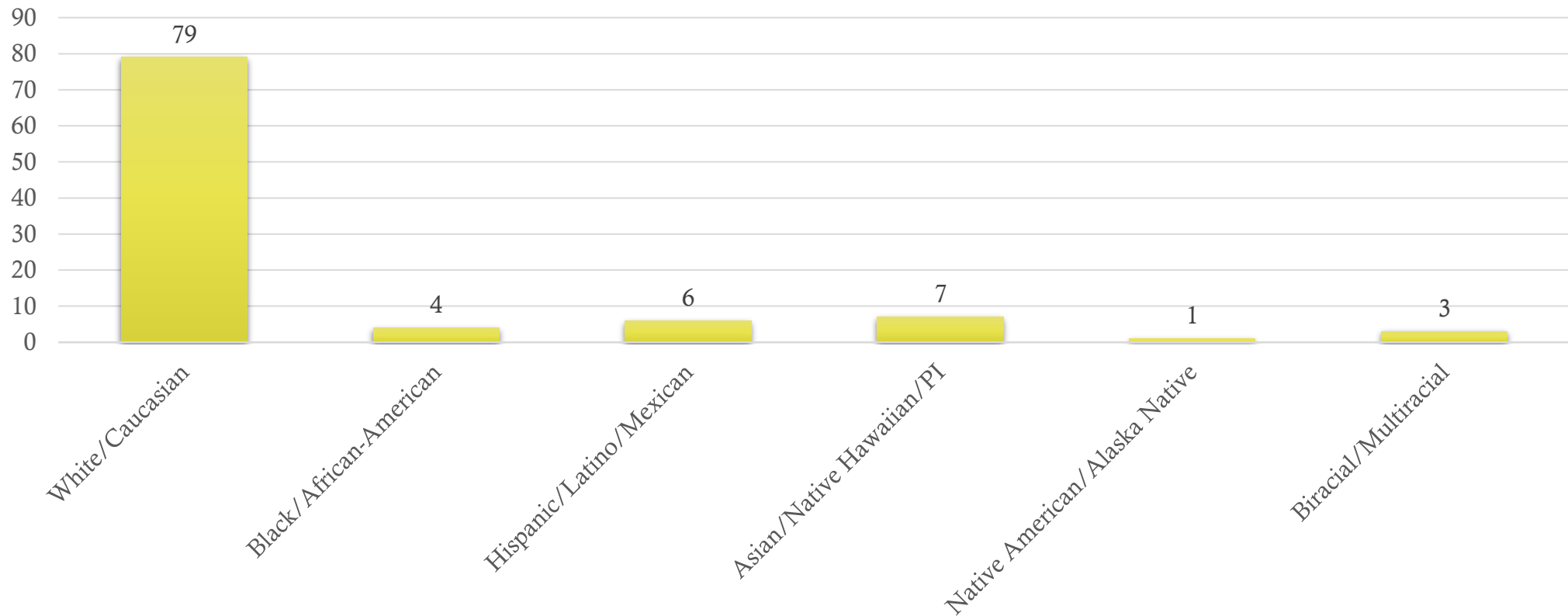
Race/Ethnicity of Full-time Faculty (Fall 2013)



Race/Ethnicity in Mainstream Publishing

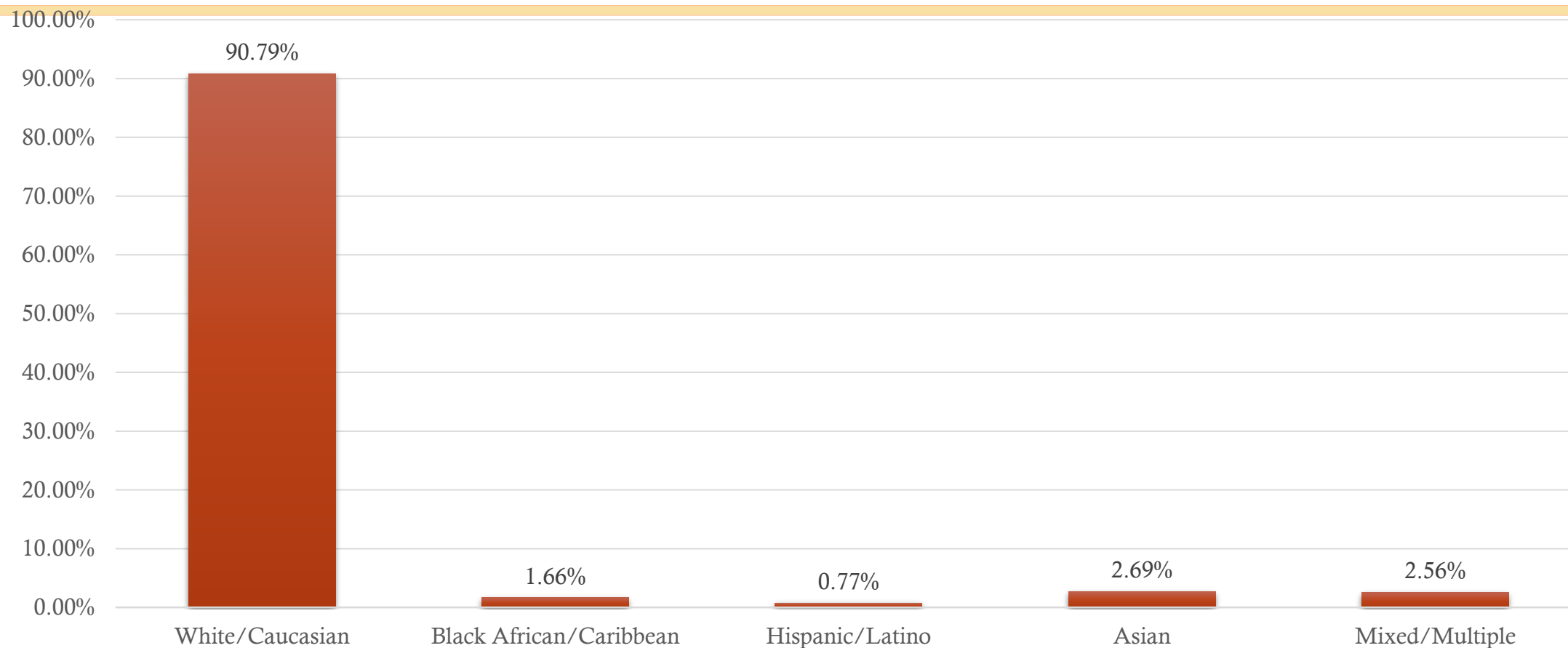


Race/Ethnicity in Mainstream Publishing (2015) Lee & Low



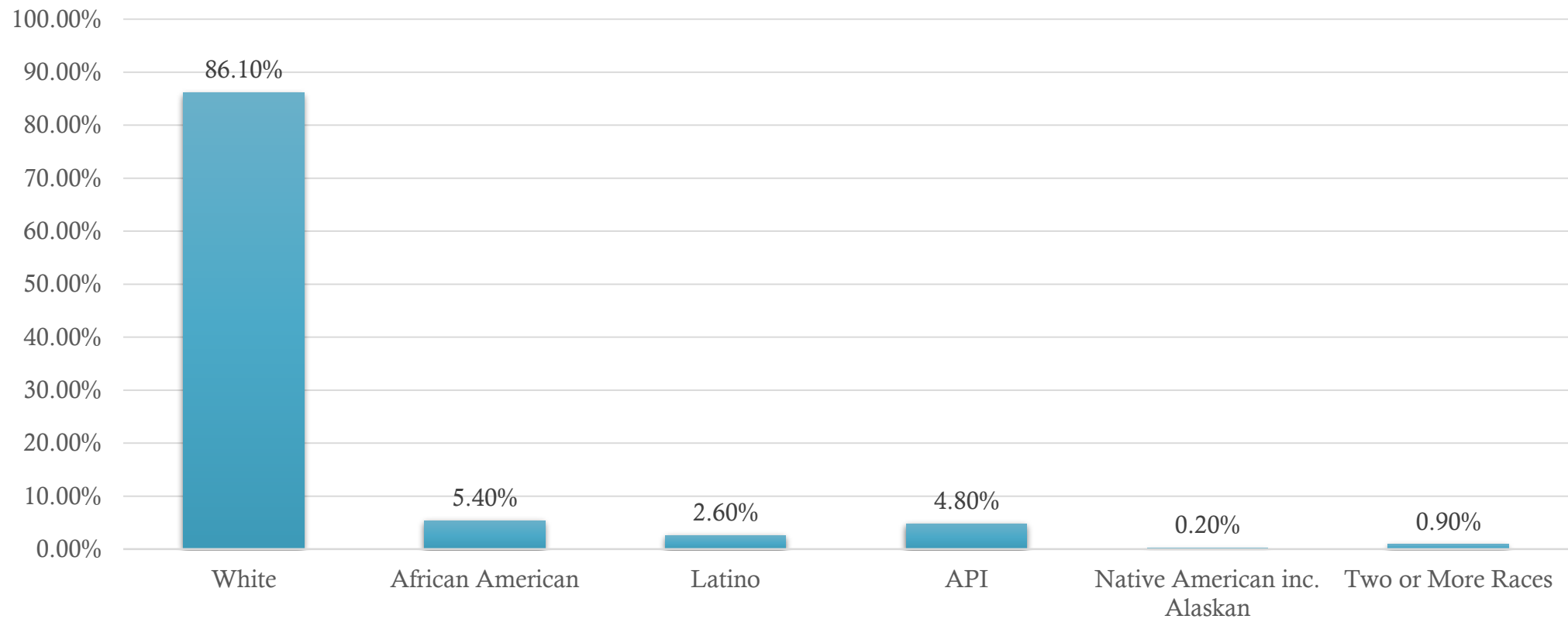
Low, J. "Where is the Diversity in Publishing? The 2015 Diversity Baseline Survey Results." (January 2016) <http://blog.leeandlow.com/2016/01/26/where-is-the-diversity-in-publishing-the-2015-diversity-baseline-survey-results/>

Race/Ethnicity of Scholarly Publishing

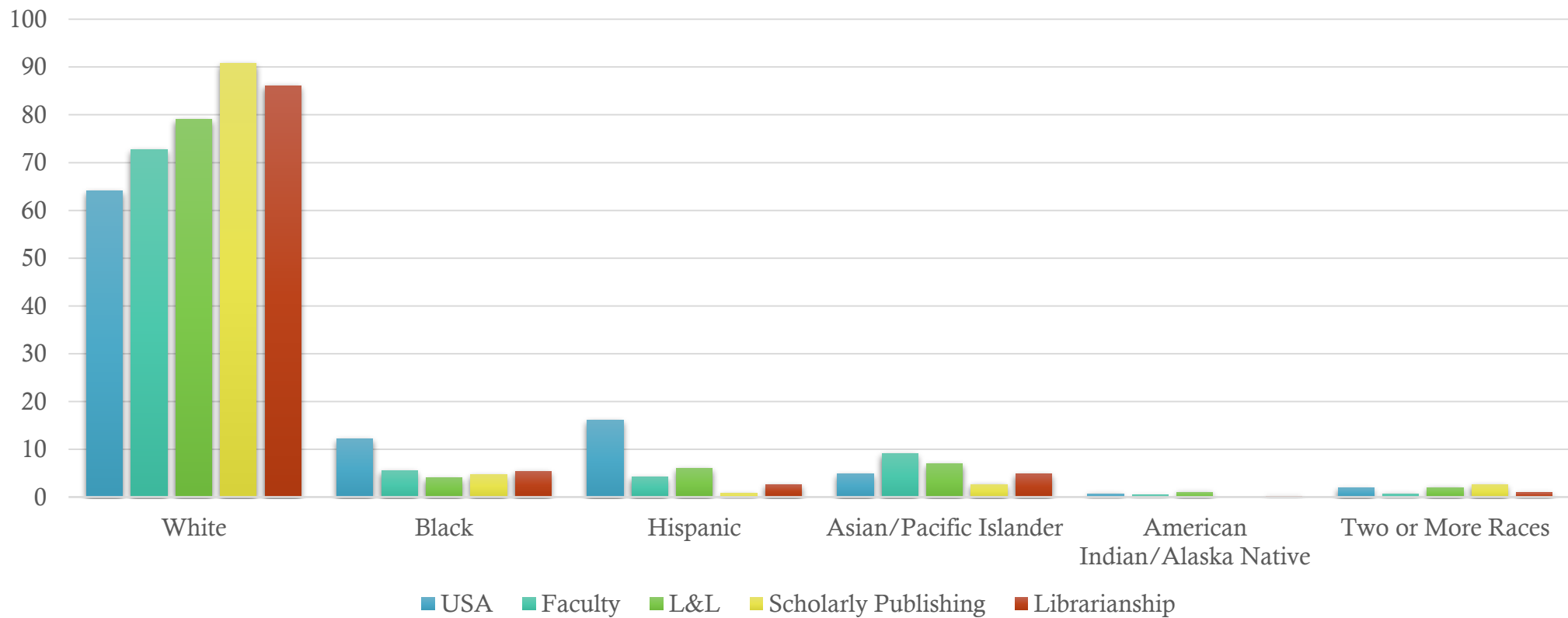


Greco, A., Wharton, R., Brand, A. "Demographics of scholarly publishing and communication professionals." (February 2016)
Learned Publishing 2016; 29:97-101 <http://onlinelibrary.wiley.com/doi/10.1002/leap.1017/full>

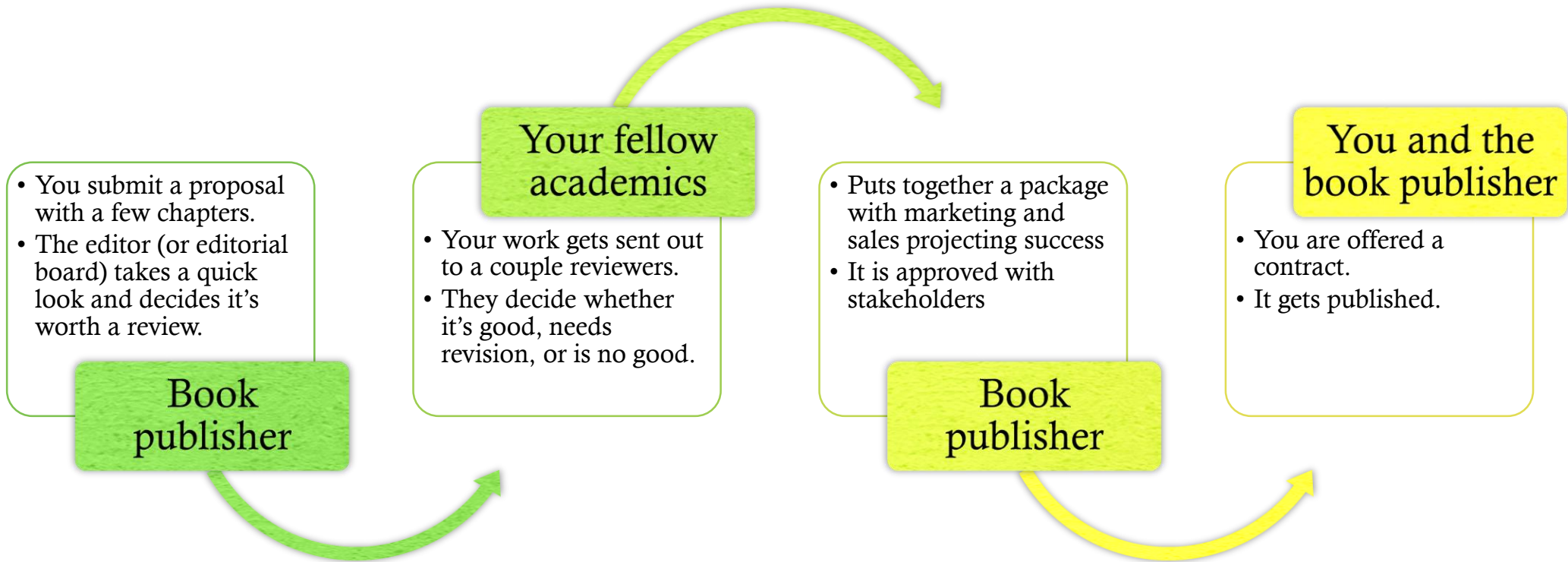
Librarianship: Higher Education (2009–2010)



Racial/Ethnic Landscape of Scholarly Publishing



Who holds the power in these dynamics?



Barriers to scholarly publishing

Academia

- Lack of racial and ethnic diversity/representation
- Lack of mentors
- University organizational structure
- Maternity leave policies
- Availability of grant funding
- Government/public priorities

Publishing

- Lack of racial and ethnic diversity/representation
- Makeup of editorial boards
- Makeup of peer reviewer pools
- Peer review system
- Language of publishing

Librarianship

- Lack of racial and ethnic diversity/representation
- Purchasing, cancellation, and withdrawal decisions
- Cataloging and description
- Indexing and search

Encouraging Diversity in the Scholarly Record

- Educate on systemic biases in scholarly publishing
- Promote representational editorial boards and peer reviewer pools in publishing
- Intentional and targeted institutional repository outreach to under-resourced and under-recognized departments and programs
- Partner in targeted educational events for women and minority faculty and students
- Publish women and minority voices
- Include resources from the Global South in discovery systems



THE CHRONICLE OF HIGHER EDUCATION NEWS OPINION DATA ADVICE JO

SECTIONS FEATURED: New: The Future of Work Report Get the Daily Briefing How to Be a Dean 10 Key Shifts in Higher Ed

FACULTY

A Journal's Apology Prompts Soul-Searching Over Racial Gatekeeping in Academe

For some, the controversy illuminates a problem 'that is far, far more common than we would like to admit'

By Tom Hesse | APRIL 21, 2017 PREMIUM

A controversial book review in a well-known history journal has led to an apology from the *American Historical Review* and extensive introspection over gate-keeping and the barriers to young and minority scholars throughout academe.

The journal's decision to allow a professor with views seen as supporting white supremacy to review a book on



Example Educational Event

Graduate Student Publishing Brown Bag: Etiquette and Politics

- Partnered with
 - Graduate student professional development
 - Culture clubs and student societies
- Advertised free pizza!
- From LACUNY Presentation: Roh, C. (2016). *Inequalities in Publishing*. *Urban Library Journal*, 22 (2). <http://academicworks.cuny.edu/ulj/vol22/>
 - Slide deck at <https://works.bepress.com/charlotteroh/26/>

Takeaway questions for your institution

- Does your library have a diversity statement?
- Is diversity and inclusion included in the information literacy curriculum?
- Are librarians involved in awareness and training on whiteness and diversity/inclusion?
- How is scholarly communication and information literacy a tool, not just economic justices, but social injustices?