

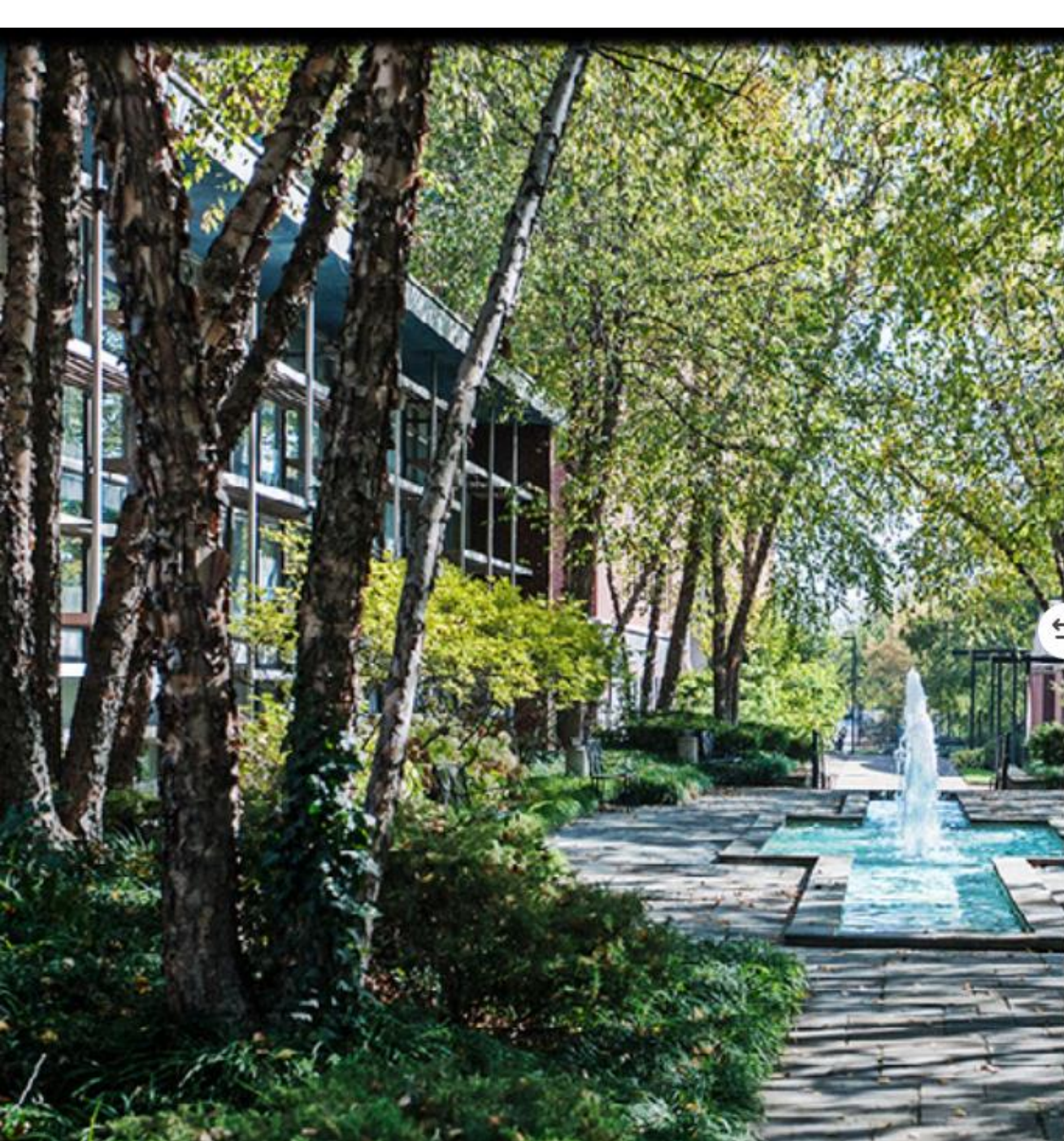
A black graduation cap (mortarboard) is shown from a top-down perspective. A rolled-up diploma, tied with a white ribbon, is placed on the right side of the cap. The background is a light, neutral color.

Transforming the Publishing Academy

HOW MOVING ONLINE AND FOCUSING ON DIVERSITY AND INCLUSION MADE
SCHOLARLY PUBLISHING SUPPORT MORE ACCESSIBLE TO GRADUATE
STUDENTS



Presented by: Lidiya Grote (Social Sciences Librarian); Latisha Reynolds (Director for Diversity, Equity and Inclusion Initiatives/Assistant Head of the Research Assistance and Instruction Department); Alexandra Howard (Business Librarian) **Transforming Libraries for Graduate Students, Online Conference, March 16-17, 2022**



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The University of Louisville

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- **Vision:** The University of Louisville will be recognized as a great place to learn, a great place to work, and a great place in which to invest because we celebrate diversity, foster equity, and strive for inclusion.
- **Mission:** The University is committed to achieving preeminence as a premier anti-racist metropolitan research university.
- **Student Body:** 23,194
- **Graduate Students:** 6,529

University of Louisville Libraries

- Ekstrom Library
- Kornhauser Health Sciences Library
- Archives and Special Collections
- Art Library
- Law Library
- Music Library

Research Assistance and Instruction Department

- Assist faculty and students with research and information literacy by providing teaching tools, instruction, research appointments, and more!
- 7 librarians, 3 support staff members and a part-time graduate student



Why provide publishing support? What does the literature say?



"Students pursuing advanced degrees are increasingly expected to contribute to their discipline's scholarly discourse during their tenure in graduate school. However, they are often unsure of how or where to begin the publishing process, and do not always feel comfortable asking for help from their faculty advisors or fellow students." (Alvarez, 2014)



"Graduate preparation for the professoriate is often not organized in a particularly systematic not developmentally focused way" and "some do not have experience with the full range of research activities, and many lack grant proposal writing training (Austin, 2003).



Why should librarians provide publishing support services? What does the literature say?



Bazurri and Calcagno (2015) performed a survey of librarians providing services for graduate students and found that “59% offered classes on literature searches and reviews, 62 % presentations about specific resources, software training 15%, citation management 12%. Less than 1% of the respondents reported a variety of other classes such as scholarly communication, data management or course-integrated library instruction” (Baruzzi & Calcagno, 2015, p. 398). When asked if they offered instruction specifically tailored to the doctoral students 68% responded that they did not.



Calcagno (2013) proposed that librarians have the capacity to guide students across the programs and disciplines in the acquisition of professionalization skills, however, there must be cultural adjustments and acquisition of new skills by librarians. Calcagno (2013) noted: “There is a robust body of research that supports the idea that presentation and publication are necessary components of academic professionalism” and defined professionalism as the “professional role of doctoral students once they have graduated and entered their place in the academy”; since the conversation is about libraries and librarians role in the process, the focus will be on exposure to a publication process, so “the professionalism in this sense will be related to the preparation for anticipated academic outputs – publications, presentations, and so on.”

Specific examples

- “Publish Not Perish: the Art and Craft of Publishing in Scholarly Journals” at the University of Colorado.
- Professional development program focused on scholarly communications needs of graduate students at University of North Carolina Greensboro (UNCG)



What publishing support services do you offer at
your institution?

<https://padlet.com/lidiyagrote/TLGS2022>

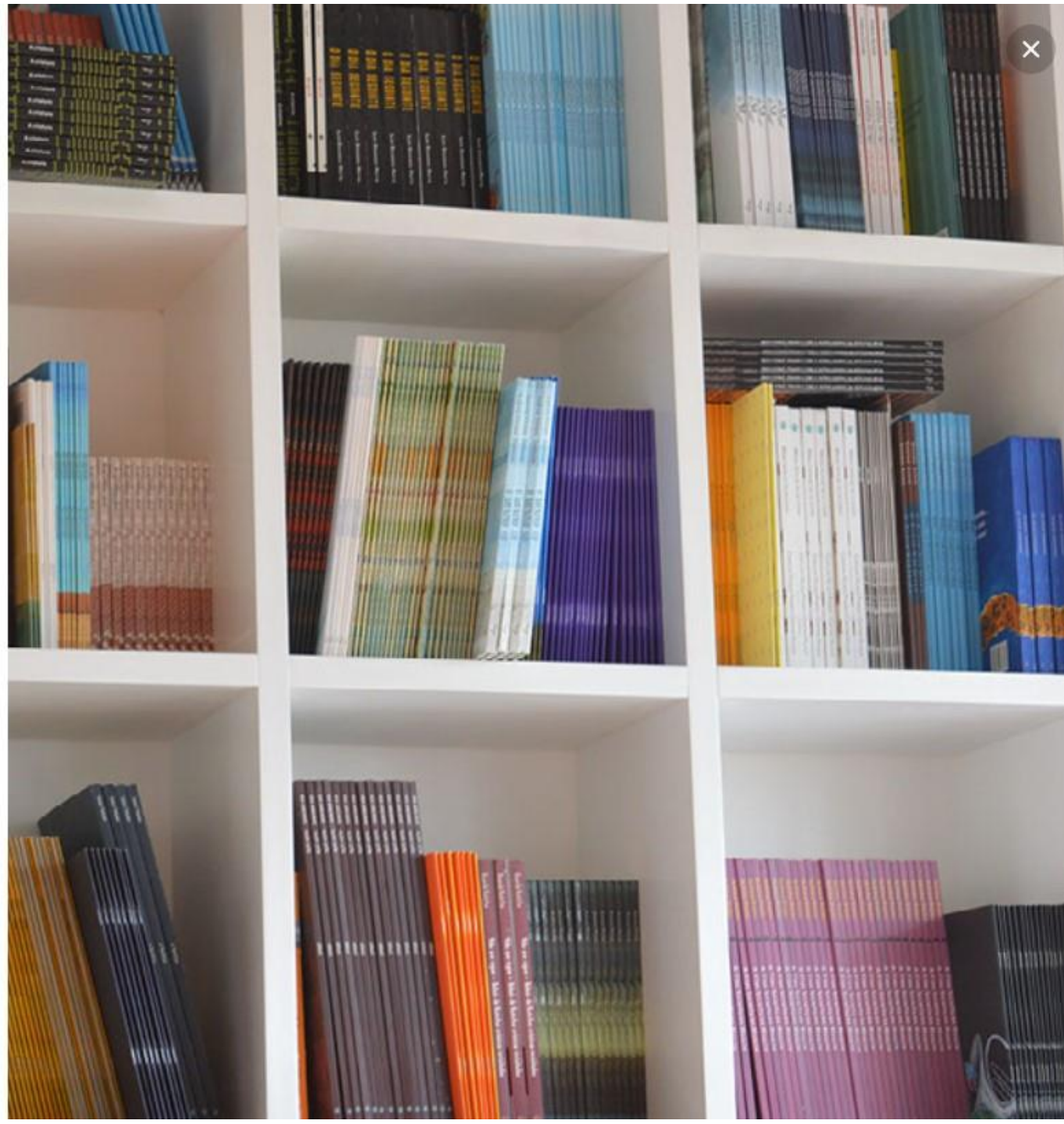


The Publishing Academy: Background Information

- Collaborative effort between Graduate School and the Libraries
- Biennial, 5 week academy
- Began in 2016
- Goal is to help students navigate the publishing landscape
- Topics covered: writing for publication, responding to peer review, selecting journals in which to publish research, various journal impact metrics, and included faculty panels of full-time tenured faculty, and those new to the profession

The Spring 2021 Publishing Academy

How did we transform the Publishing
Academy for Spring 2021?



Moving Online

- The COVID – 19 pandemic made it necessary
- More Interactivity
- Expanded accessibility and inclusivity
- Increased Attendance



Focusing on DEI and Anti-racism

- National and local protests against police violence
- Intentionality in panelist selection and session planning
- DEI in Publishing session

Promotion

- Liaison Outreach to Subject Areas
- Graduate School promotion



Publishing Academy Sessions

- Session One: Tenured Faculty Panel
- Session Two: Journal Metrics, Copyright, and Open Access
- Session Three: Writing for Publication and Navigating Peer Review
- Session Four: Early Career Publishing Strategies
- Session Five: DEI in Scholarly Publishing





Tenured Faculty Panel

Experienced faculty from a variety of academic departments will share their most recent publishing experiences, providing guidance about choosing publication venues, writing proposals, developing and editing manuscripts, and meeting the expectations of editors and publishers.

Journal Metrics, Identifying Journals, and Copyright

This session will delve into tools that help you identify potential journals in your field as well as tools that will allow you to assess the value and impact of journals through measurements such as impact factor, dissemination outlets, and AltMetrics. This session will also cover authors' rights and licensing agreements to empower you with the knowledge necessary to navigate the legal side of the publishing landscape and retain your rights as an author while still publishing in reputable outlets.



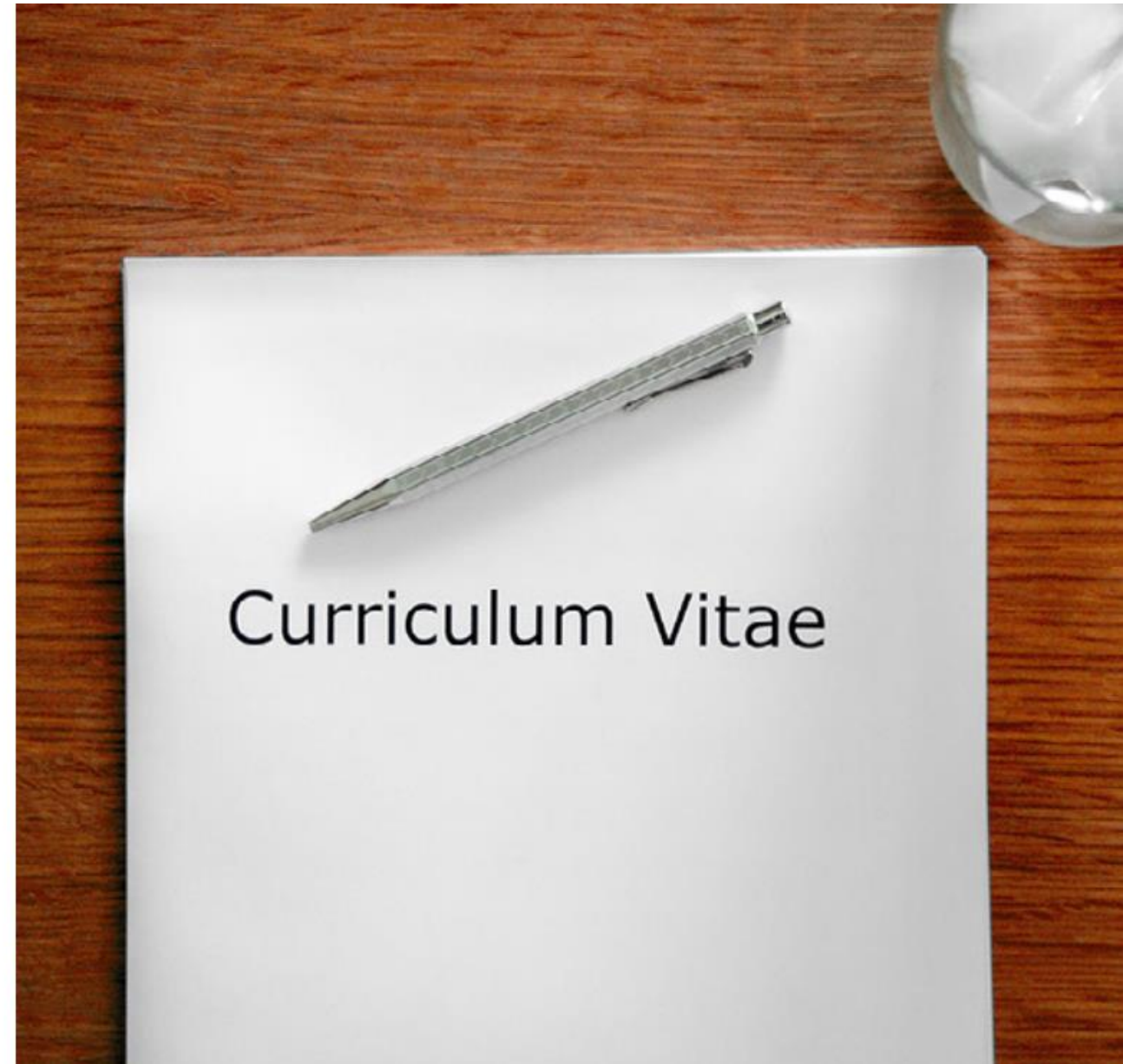
Writing for Publication and Navigating Peer Review

This session will focus on the nuances between writing for graduate coursework and for publication, as well as strategies for adapting your research and seminar papers into journal articles and conference presentations. Other topics include identifying relevant publication venues and responding to and revising peer-reviewed work based on comments.

Early Career Publishing Strategies

Early career and non-tenure track faculty from a variety of academic departments will discuss their recent experiences with publishing and how they manage research and publication requirements with other professional obligations. The session will also explore strategies for transforming dissertation research into formal publications, including books and journal articles.

"To get the interview, they want to see promise of publication. Even if you haven't published anything, they want to see that you have something submitted or in progress."

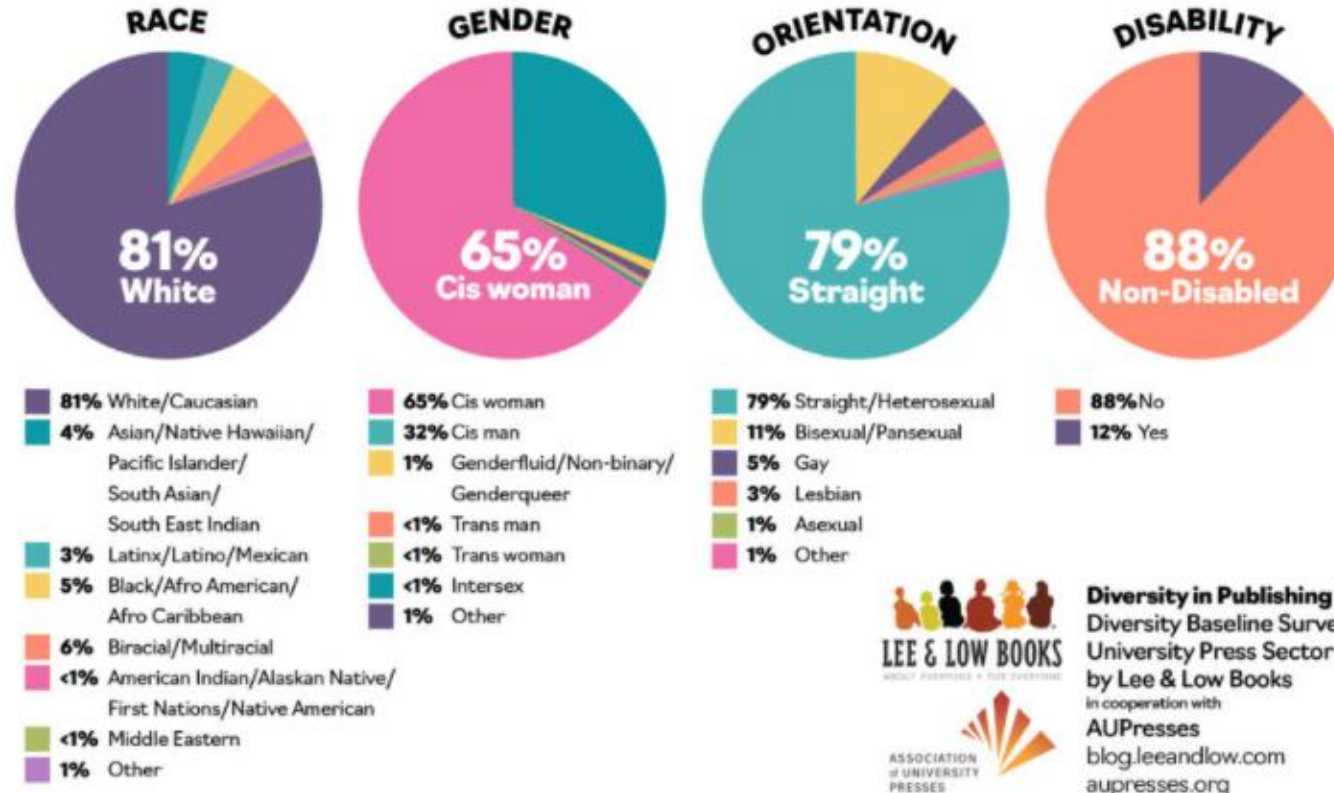


DEI in Scholarly Publishing

DIVERSITY IN PUBLISHING 2019 • DIVERSITY BASELINE SURVEY BY LEE & LOW BOOKS

UNIVERSITY PRESSES • 35 MEMBERS OF THE ASSOCIATION OF UNIVERSITY PRESSES

University Presses



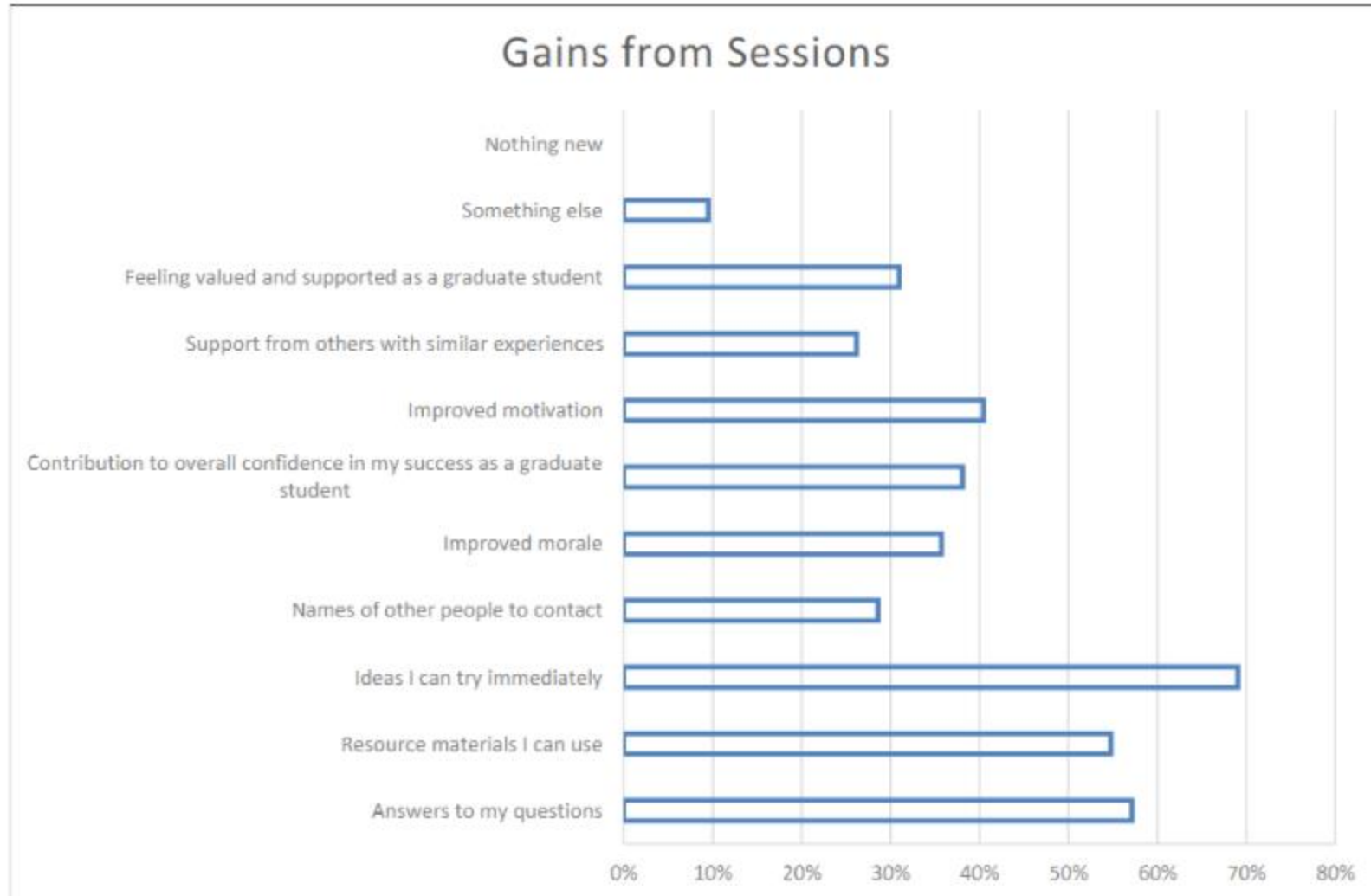


Student Attendance

15 students registered from across disciplines:

- Anthropology
- Biostatistics
- Curriculum and Instruction
- English
- Entrepreneurship
- Epidemiology
- Experimental Psychology
- Geography
- Health Promotion & Behavioral Sciences
- Humanities
- Interdisciplinary Studies
- Mechanical Engineering
- Nursing
- Urban and Public Affairs

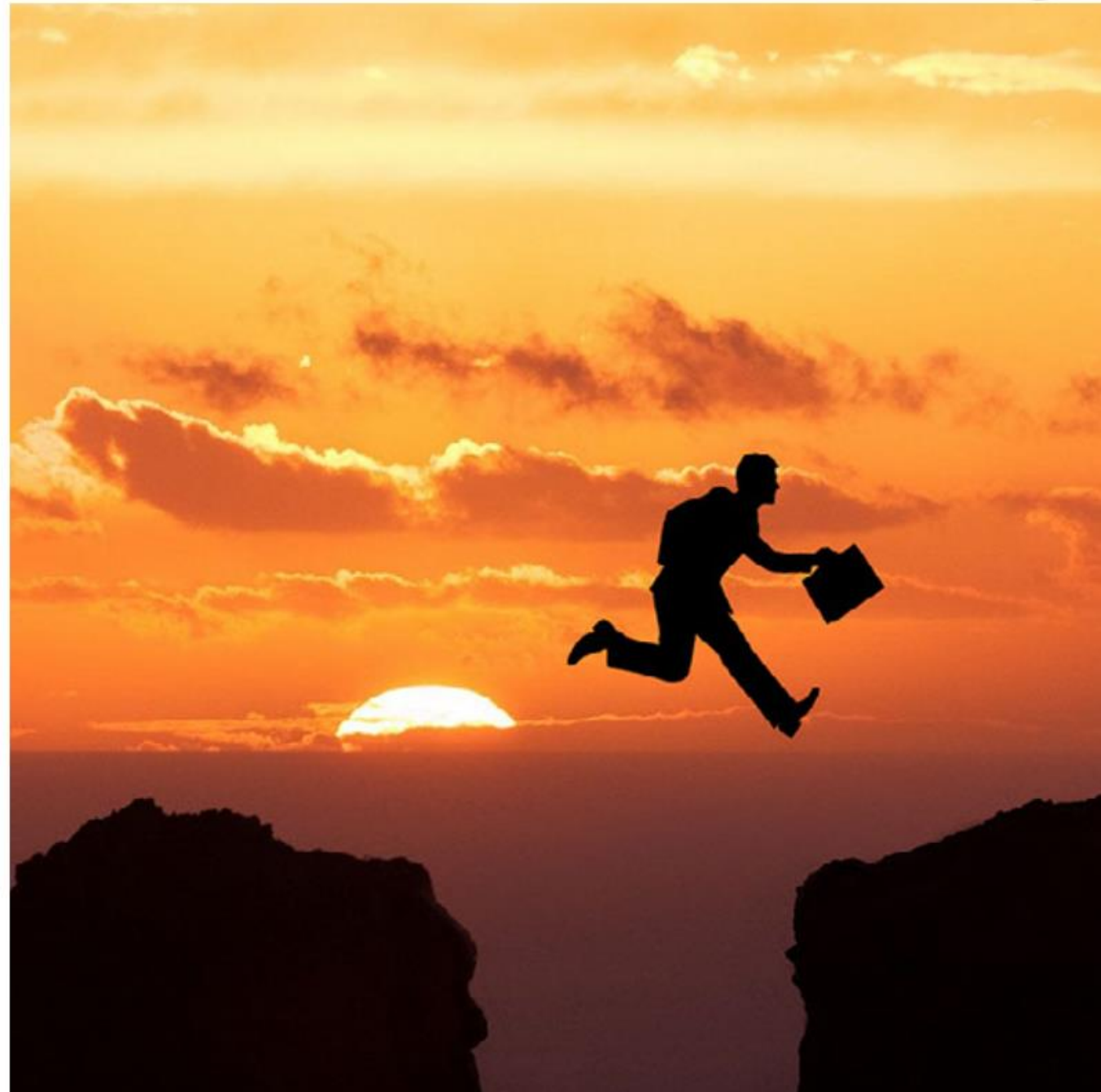
Evaluation



Impact

"These sessions help make the process of publishing relatable and in turn help to reduce imposter syndrome. My own anxieties now look like common worries among even experienced writers and is now a necessary part of the process rather than a large hurdle."

"By having it as a synchronous live event and having the requirement that you must attend 4 of the 5 sessions live, you are unnecessarily reducing the likelihood that participants can complete the academy."





Next Steps

- Continue to build on DEI content.
- Increase session length.
- Expand partnerships.
- Consider hybrid and asynchronous options.

What kind of publishing support can you imagine using at your institution?

<https://padlet.com/lidiyagrote/TLGS>

Questions?



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Credits:

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