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Making Scholarly Publishing Work for You:

EMPOWERING GRADUATE STUDENTS TO UNDERSTAND
THE SCHOLARLY PUBLISHING ECOSYSTEM THROUGH
A GRADUATE ACADEMY COURSE



Duke

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Haley Walton, Librarian for Education and Open Scholarship

Liz Milewicz, Director of the ScholarWorks Center for Open Scholarship

Will Shaw, Digital Humanities Consultant

Paolo Mangiafico, Scholarly Communications Strategist

Kate Dickson, J.D., Copyright Librarian

scholarworks.duke.edu

scholarworks@duke.edu

CONTEXT

Duke
PERKINS
LIBRARY





Duke Graduate Academy



Duke
GRADUATE ACADEMY

The Duke Graduate Academy offers free online short courses that help emerging scholars prepare for high-level research, innovative teaching, leadership and/or public engagement.

- Best Practices in Mentoring
- Communicating Research
- Community-Engaged Research
- Designing Digital Research
- Exploring Race & History Through Southern Historic Places
- Interdisciplinary Project Management
- Introduction to Qualitative & Mixed Methods Research
- Leading Teams: Foundations of Teamwork & Leadership
- Narrative Design
- **Navigating Scholarly Publishing**
- Zero-Code Digital Humanities Text Analysis

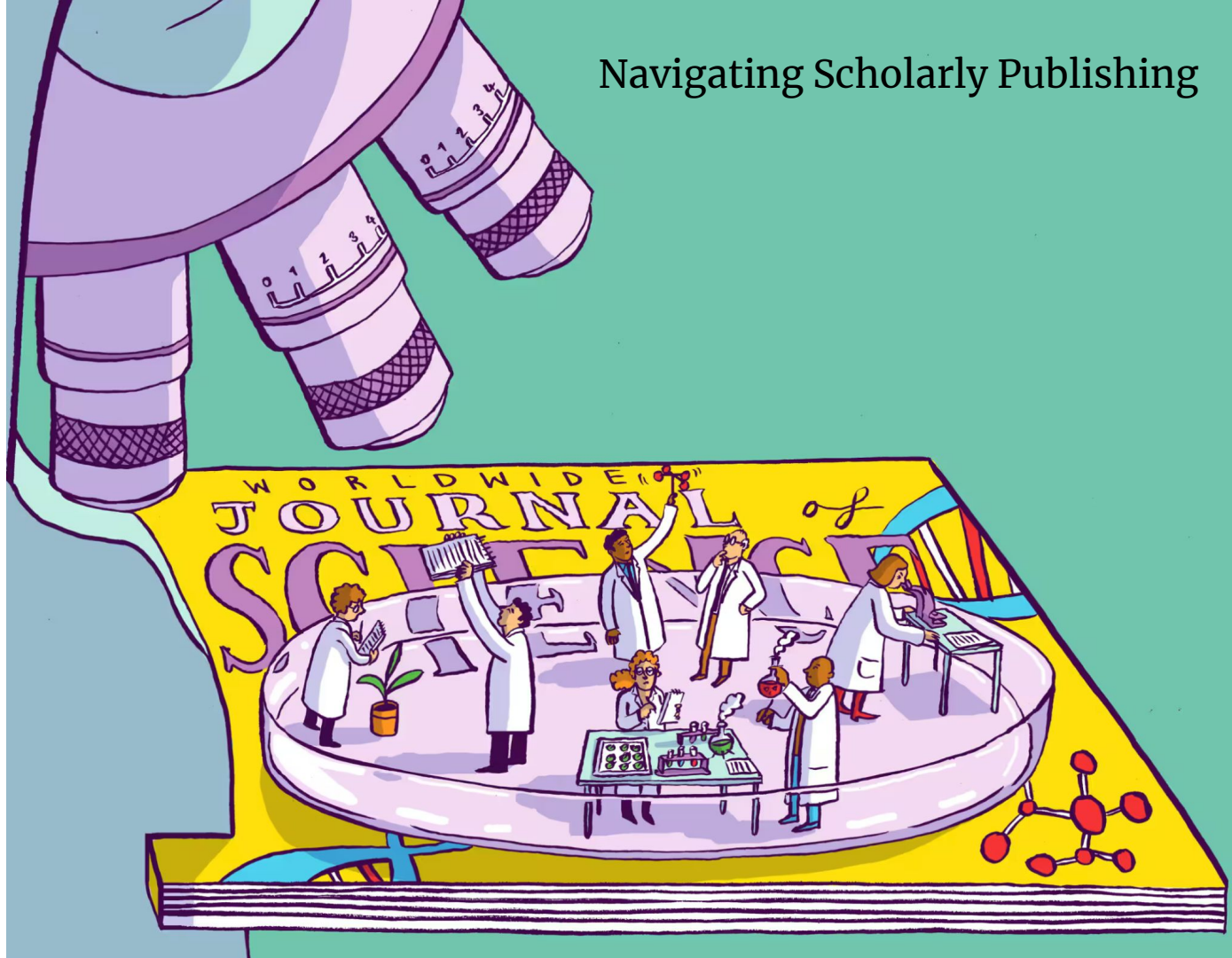
Duke Graduate Academy

The Duke Graduate Academy offers online short courses that introduce Duke graduate and professional students and postdoctoral fellows to skills, tools, and knowledge that augment their regular coursework and research. These short courses help emerging scholars prepare for high-level research, innovative teaching, leadership and/or public engagement.

Courses in the Duke Graduate Academy cover topics not typically included in a graduate curriculum, or provide an intensive introduction for graduate students and post-doctoral fellows who might not have the time or inclination to pursue a full course in a subject. Instructors are Duke faculty as well as highly trained Duke staff and PhD students.

The Duke Graduate Academy welcomes all current/active doctoral, master's, and professional students at any stage of their studies as well as all postdoctoral fellows. There are no prerequisites for any of the courses.

Navigating Scholarly Publishing





A question of
agency



Think globally,
act locally



Empowering

CONTENT

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TOPICS FOR EACH DAY

1. Big Picture (understanding the scholarly publishing ecosystem)
2. Synthesizing Your Research
3. Publishing Your Work
4. Measuring and Articulating Value
5. Creating Scholarship That Lasts

Day 1: Big Picture

The long read

🕒 This article is more than 6 years old

Is the staggeringly profitable business of scientific publishing bad for science?

It is an industry like no other, with profit margins to rival Google - and it was created by one of Britain's most notorious tycoons: Robert Maxwell

by [Stephen Buranyi](#)

Copyright, technology, economics, and ethics as lenses for understanding the scholarly publishing ecosystem

Day 2: Synthesizing Your Research



How the desired audience for one's research can influence how it's synthesized and shared

- User stories as a tool for considering audience
- Real versus imagined audiences
- Writing for a wider audience
- Accessibility (who needs to access, and how)

Day 3: Publishing Your Work

Evaluating and choosing between different legal, technical, and social aspects of publishing

- Copyright and fair use basics
- Authorship and author rights
- Negotiating author agreements
- Evaluating a publisher
- Related ethical issues
- Discussion of students' own experiences with these topics

Day 4: Measuring & Articulating Value

Considering the impact you'd like your research to have, and how to achieve and measure that

- Traditional metrics (pitfalls / strengths)
- Data collection and privacy
- Status, privilege, and publishing norms
- Citation practices and social justice

Day 5: Creating Scholarship That Lasts

*Ensuring your work continues to be accessible
and re-usable*

- Factors (legal, technical, social) that can help or hinder your work's accessibility and usefulness for future scholarship



THE DETAILS



CURRICULUM DESIGN

Time

- 5 days (Monday-Friday)
- 75-minute synchronous classes per day
- 15 total learner contact hours

Tools

- Sakai (content delivery and discussion)
- Zoom (class meetings)

Format

- Asynchronous (short exercises + reading)
- Synchronous (short lecture, discussion of students' questions and examples students raised in Sakai discussion forum or in class)

DISCUSSIONS



Forums

New Forum

Organize

Template Settings

Statistics & Grading

Notifications

[Discussions](#) / [Daily Posts](#) / Day 2 - User Stories

< Previous Topic

Next Topic >

Start a New Conversation

Display Message Content

Topic Settings

Delete Topic



Day 2 - User Stories

Post 1-2 user stories that you feel best capture what you're hoping others will do with your publication. Note any questions you have about the process of creating these stories.

▼ Hide Full Description and Attachment(s)

This discussion forum is a place to share user stories for your publication and get feedback from others.

Using the "User Stories As a Tool" document (located in the Resources folder on Sakai and also attached to this discussion thread), complete the following tasks:

1. Review the basic components of a user story and how it can be applied to a digital publication.
2. Draft some user stories for the publication you're developing with the Publishing Plan.
3. Post to this discussion forum
 - 1-2 user stories that you feel best capture what you're hoping others would do with your publication
 - Any questions you have about the process of creating these stories
4. Read other posts: if someone has a question about audience that you have some experience with, offer an answer.



[User Stories as a Tool](#)

Students posted daily to discussion forums in Sakai, to check their understanding of readings and activities

Daily prompts encouraged students to connect the day's topic to their projects - and to help each other

Would like to hear more specifically who your audience is--educators and administrators? admissions offices? state legislators? judges or lawyers? parents or students in the general public? That will make a really big difference in what messaging is likely to have your intended effect.

Sure, I would love to talk more. It would be my pleasure!

It is becoming clear to me that I have two levels of audiences. On my first level are judges, legal advocates, legislators, and higher education officials who will make the public decisions.

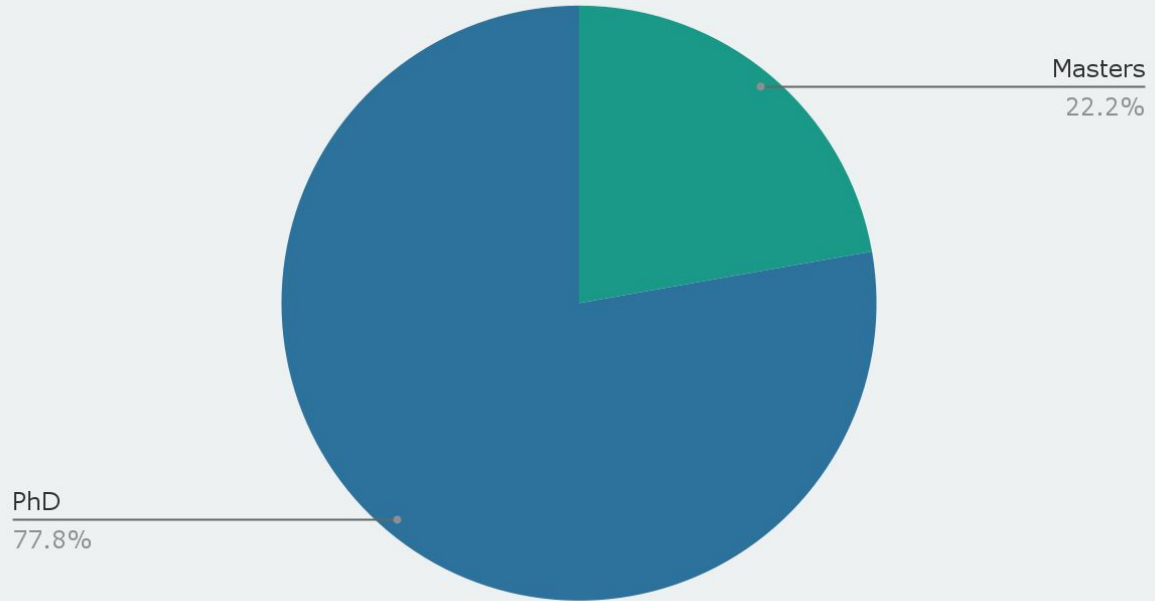
But they are also listening to the students and public citizens who might be interested in unique ways of thinking about race conscious diversity. Students and public citizens are those second level audience members.

Thanks for helping me think about this.

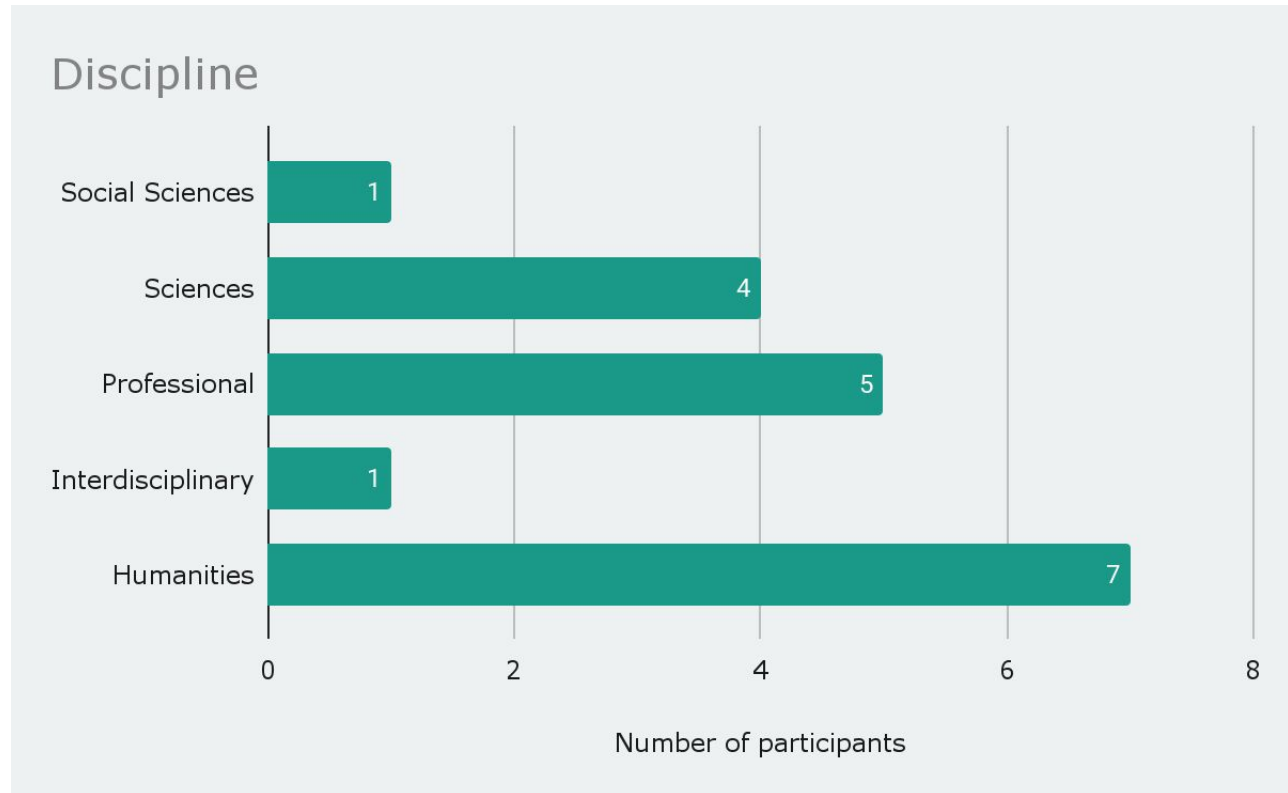
Two students exchanging ideas in Sakai discussion, as part of Day 2 activity on “User Stories”

STUDENTS (18 total)

Degree - Masters or PhD

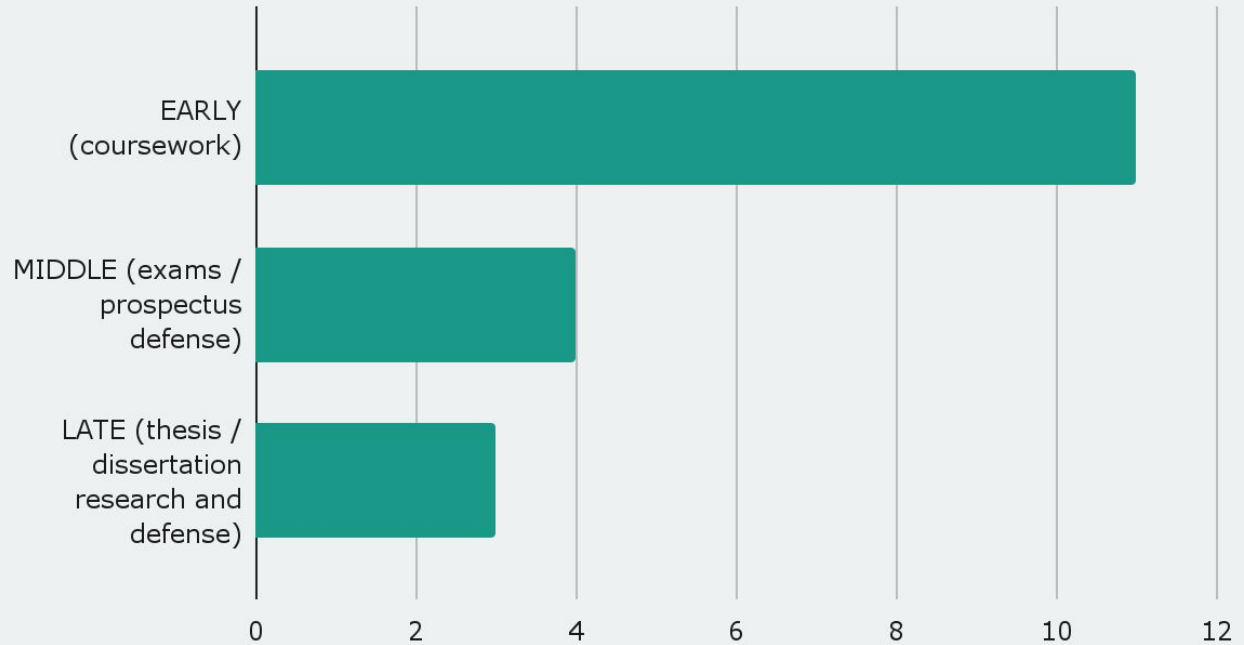


STUDENTS (18 total)



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Progress through Program



ASSESSMENT

Internal (Qualitative)

- Discussion Forum (Sakai)
- Sticky / Muddy (Zoom - audio, chat)
- Course survey (PDF)

External (Qualitative + Quantitative)

- Survey (administered by Duke Graduate Academy; anonymous, end-of-course)

ADVENTURES...
AND LESSONS
LEARNED

iii

TAKEAWAYS

STUDENTS

What did you learn that you didn't already know?

“The corporate and commercial capture of large publishers is astounding across disciplines.”

“Impact factors are deeply problematic despite being regularly consulted.”

“Thinking of audience is as important as the publication substance.”

“I was not aware of the extent of rights I could be signing away by not reading my author copyright transfer form that comes from journals, nor was I aware that I could ask for them to change things!”

“I was not aware of the extent of academic-publishing-as-big-business in this country. It makes me want to find other avenues to publish my work even more.”

“It had not occurred to me to think about the longevity of my publications and how to preserve them (if that’s even desired).”

STUDENTS

What was your most important takeaway?

“That each discipline and knowledge area will have its own publishing practices and it is important to understand the dynamic specific to your knowledge area.”

“I really enjoyed Day 4 on measuring value in your work. As someone who studies inequality in collaboration and publishing in higher education, it was directly related to my own research and work.”

STUDENTS

What did you want to learn more about?

*“I would like to spend more time **exploring copyright issues in general**. Practical tips for ensuring the best license over our work, how to navigate different copyright clauses and contracts.”*

*“Questions I have after the course are around **changing the status quo around publishing and citation and ‘impact’ measures**. What are some of the practical suggestions you all have for changing the way departments and universities, in general, handle this? Particularly in the interest of making sure academic environments are more ethical and equitable.”*

What we took away from student feedback

“It might be helpful to address the particular challenges that humanities scholars face v. those in the sciences. A lot of the information wasn't applicable to me as a literature scholar”

- Bring different disciplinary examples into instruction
- Break into disciplinary subgroups to address different issues
- Bring groups back together to draw out commonalities



“The course invited us to learn new material, try it out on our own, and then adjust our understanding in class with valuable articles and exercises.

Someone should study and emulate the pedagogical design of this class.”

Questions and discussion



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