

Power, Profit, and Privilege: Problematizing Scholarly Publishing

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Publishing

AMANDA MAKULA



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Contents

Acknowledgements	vii
Introduction	1
Part I. The Fundamentals	
1. What is Scholarly Publishing?	5
2. Academic Culture	14
3. Scholarly Journals and Peer Review	20
4. Finding Scholarly Journals	25
5. Evaluating Scholarly Journals	29
6. Copyright	34
Part II. (Some) Problems	
7. Power	47
8. Profit	60
9. Privilege	71
Part III. Assignments	
10. Publishing Plan	87
11. Promotion Plan	89

This open curriculum was created as part of the Scholarly Communications Notebook (SCN), “an online community/repository that is explicitly intended to support and educate a diversifying workforce of LIS professionals and to extend social justice values to all participants by intentionally and thoughtfully reflecting the broad range of people, institution types, and service models in scholarly communication” (<https://lisoer.wordpress.ncsu.edu/notebook/>), and supported with a stipend from IMLS. I wish to thank the SCN team of Will Cross, Josh Bolick, and Maria Bonn for their guidance and encouragement throughout this process. Thanks also to Abbey Elder for the book’s cover design.

Amanda Makula

This open course introduces students to the scholarly communications system — with particular emphasis on the **scholarly journal publishing** mechanism — wherein new information is created, evaluated, disseminated, and preserved.

The course content is organized into three parts:

1. **The Fundamentals** aims to acquaint students with the basic framework of contemporary scholarly publishing: how it operates, who is involved, what roles they play, etc., as well as asking students to consider how they themselves might engage with the system as consumers and producers of scholarly knowledge. Chapters include sample exercises to reinforce content, as well as recommended resources for further study.
2. **(Some) Problems** raises questions and issues that complicate contemporary scholarly publishing. While scholarship and research have the noble goal of building and sharing new knowledge for the public good, they are also inextricably bound to real-world economic structures and inequalities. This section examines how the scholarly publishing system intersects with money, power, and privilege. It asks students to grapple with the system's structural, systemic failings, as well as contemplate ways in which it might be improved.
3. The course culminates in two final **Assignments** that instructors can use as part of the curriculum, or that independent learners can work through on their own. These are open-ended in that there are no discrete right or wrong answers, but rather opportunities for students to grapple with and reflect on the content of the course.

Material in this course can be used in classroom settings or as self-paced tutorial. Appropriate audiences include upper-level undergraduate or graduate students who are interested in publishing their work; library & information science (LIS) students or early-career librarians interested in scholarly communications;

and anyone else who wants a better understanding of the scholarly publishing system and the academic culture in which it is rooted.

Like scholarly publishing itself, this work is evolving and benefits from user feedback. Please submit thoughts/questions/ideas to amakula@san Diego.edu.

PART I

THE FUNDAMENTALS

Before we can examine and understand some of the problems related to scholarly publishing, we need to set the stage with some foundational information. In this section, we will define scholarly communications, scholarly publishing, the academic culture of promotion and tenure, scholarly journals, and copyright. We'll look at how these things are connected and how they relate to one another. We'll start to think about how they act in harmony and where there might be tension.

If you are already well-versed in the basics of scholarly publishing, you may wish to skip this section and proceed to the second part, titled “(Some) Problems,” which examines problematic issues of power, profit, and privilege within the system.

Let's get started!

I.

Learning Objectives

- Define **scholarly communications** and **scholarly publishing**.
- Identify the key parts and players in the scholarly publishing system.

Definitions

What, exactly, is meant by **scholarly communications**, and by **scholarly publishing**?

According to the Association of College and Research Libraries (ACRL):

“Scholarly communication is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. The system includes both formal means of communication, such as publication in peer-reviewed journals, and informal

channels, such as electronic mailing lists . . . **One of the fundamental characteristics of scholarly research is that it is created as a public good to facilitate inquiry and knowledge.** A substantial portion of such research is publicly supported, either directly through federally-funded research projects or indirectly through state support of researchers at state higher-education institutions. In addition, the vast majority of scholars develop and disseminate their research with no expectation of direct financial reward.”¹

The bold text above is my (this author’s) own emphasis. It’s one of the most essential components of scholarly communication, and is important to keep in mind throughout this course, as we will uncover tension between the “public good” nature of scholarly communications and the way in which the system operates within capitalist societies.

Now let’s turn to another definition:

“The Scholarly Communication system incorporates and expands on the more familiar concept of scholarly publishing, and includes both informal and formal

1. Association of College & Research Libraries (ACRL). (2003). Principles and Strategies for the Reform of Scholarly Communication 1. <http://www.ala.org/acrl/publications/whitepapers/principlesstrategies/>

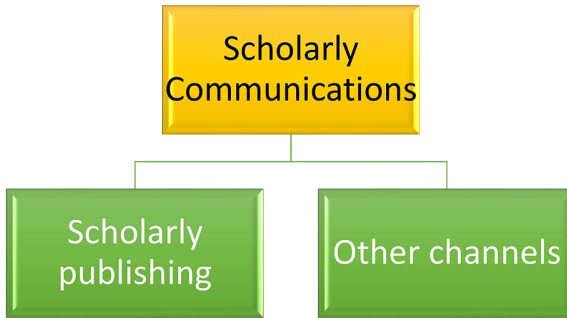
networks used by scholars to develop ideas, exchange information, build and mine data, certify research, publish findings, disseminate results, and preserve outputs. **This vast and changing system is central to the academic enterprise.**²

Again, I have bolded another key piece of scholarly communications: that it is embedded in and inseparable from the realm of academia, i.e., the higher education system of thinking, teaching, studying, and learning at colleges, universities, and research institutes.

From these definitions, we see that the scholarly communications system involves the creation, evaluation, dissemination, and preservation of new knowledge; exists to facilitate discovery and advances that benefit society; and intertwines inextricably within the academic community.

Scholarly communications is a large, umbrella term for the myriad ways in which faculty scholars, academics, scientists, and researchers create and share new knowledge. **Scholarly publishing** is a narrower term that specifically describes the peer-reviewed, refereed, scholarly publication process. The relationship between scholarly communications and scholarly publishing looks something like this:

2. Keener, M., Krichner, J., Shreeves, S., & Van Orsdel, L. (2013). Ten things you should know about . . . Scholarly communication. ACRL. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/scholcomm/docs/ten_things_you_should_know.pdf



“Other channels” could be any other ways that academics and scholars communicate their work, such as conferences, blogs, social media such as Twitter, electronic listservs, institutional or disciplinary repositories, and more. As new technologies emerge, and scholarly culture changes, so do these other channels. This course focuses primarily on **scholarly publishing**, specifically **scholarly journal publishing**, although in order to understand it, we will also include some contextual information about other channels and how they relate to scholarly publishing.

Players and Their Roles

What happens throughout the scholarly publishing process? Who are the people participating, and what do each of them do?

Here is a basic illustration of the key parts of the process:



Association of College & Research Libraries' Scholarly Communication Toolkit:
<https://acrl.libguides.com/scholcomm/toolkit>

- **Faculty & Student Authors, Scholars, Researchers, Scientists** are the content creators. They conduct research, review the literature, collect data, and make discoveries. They package their findings by writing scholarly articles and hope to publish them in scholarly journals specific to their discipline. (In the diagram above, their work is symbolized by the red “Research, Data Collection & Analysis” icon and the green “Authoring” icon.)
- **Editors** of scholarly journals receive an author’s submission and oversee the peer review process, often communicating

with both authors and peer reviewers. (Note the purple “Peer Review” icon.)

- **Peer Reviewers** are other experts in the author’s field. They perform a close reading of the article and make a recommendation to the editor as to whether or not the article should be accepted for publication — and whether or not acceptance is contingent on the author making revisions to the work. In most cases, in an effort to reduce the possibility of bias or retaliation, the identity of the author is not made known to the peer reviewers, and the identities of the peer reviewers is not made known to the author. This is called **double blind peer review**. The number of peer reviewers and their responsibilities vary according to the each journal’s unique policies. Typically, after an article undergoes peer review, it is sent back to the author with (Note the purple “Peer Review” icon.)
- **Publishers** are organizations that manage the publication process. This includes things like having the author sign a contract outlining the publisher’s copyright terms, performing layout and formatting for the article to appear in the journal, and assigning metadata (such as a DOI, or Digital Object Identifier) to the article. Publishers can vary in size, from large operations with numerous employees to small units with only a few people. They may be commercial, for-profit companies; academic presses based at universities; or not-for-profit entities. Academic libraries are increasingly serving as publishers as well. (See the blue “Publication” icon.)
- **Academic Libraries** collect and provide access to the finished product: the scholarly journal articles. They pay for subscriptions to databases and indexes so that their students, faculty, and staff can find the articles, and for subscriptions to the journals so that they can read the articles. They teach their campus community how to locate, access, evaluate, cite, and incorporate the articles into their own research and scholarly projects. They advocate for reform, innovation, and

transparency within scholarly communications in order to promote a more equitable and sustainable system. (Refer to the orange “Discovery & Dissemination” icon.)

- **Readers** are students, faculty, scholars, researchers, scientists, and anyone else who reads and/or uses the published article. They typically discover and access the article through their academic library. They may, in turn, become authors themselves and incorporate the information from the article into their own work, and the cycle continues.

Although the diagram above shows one-way arrows from one stage to another, the process is rarely linear. Rather, scholarly publishing is a complex, nuanced process with back-and-forth movement throughout, and the path (and timeline) to publication for one article might look very different for another. But the parts and players shown above are usually involved in one form or another. Understanding this model lays the foundation for the rest of this course.

Exercise: Mapping the Scholarly Communications Process

Expounding on the diagram in this chapter, draw your own illustration of the scholarly publishing system, from inception (an idea or research question) to the point where the scholarship reaches readers. As you create your diagram, consider the following:

- Include everyone (from individuals to groups or organizations) who is involved throughout the process and what each of their roles / contributions / responsibilities entail.

- Indicate with a \$ sign any point at which money changes hands.
- Consider who is doing the work, who owns the work, who is paying, and who is being paid.
- Which parts of the process are transparent and which are obscure or shrouded in mystery? Which parts do you feel you understand well, and which parts do you want to know more about?
- Which parts of the process have you been involved in up to this point of your life? Which parts do you envision yourself being part of in the future?

[*Note to Instructors:* This exercise works best as an in-class activity, with small groups of students working together. At its conclusion, reconvene the entire class and discuss how the diagrams are similar to and different from one another. Compile them into one master diagram that reflects the most complete picture of the process.]

Additional Readings & Resources

Association of College & Research Libraries' Scholarly Communication Toolkit: <https://acrl.libguides.com/scholcomm/toolkit>

Larivière, V. & Sugimoto, C. R. (2020, September). Knowledge synthesis: The past, present, and future of scholarly communication. Report to the Social Sciences and

Humanities Research Council of Canada.

https://crctcs.openum.ca/files/sites/60/2021/07/SSHRC_Scholarly_Communication-Final.pdf

Wulf, K. & Meadows, A. (2016, March 21). Seven things every researcher should know about scholarly publishing. Scholarly Kitchen. <https://scholarlykitchen.sspnet.org/2016/03/21/seven-things-every-researcher-should-know-about-scholarly-publishing/>

2.

Learning Objectives

- Describe the rank and tenure system embedded in higher education institutions.
- Articulate the connection between the rank and tenure system and scholarly publishing.

In the previous chapter, we introduced the scholarly publishing system and stated that it is embedded in academia. What, exactly, does that mean? Why is this important?

Certainly, scholarly publishing exists to birth and share new knowledge so that it might lead to discovery, innovation, and improvements in society — advancements in everything from agriculture to healthcare to second language acquisition and beyond.

But scholarly publishing *also* exists because it is expected of faculty members at colleges and universities. It's part of their job. In fact, if they neglect it, they may risk losing their career. You may have heard the phrase “publish or perish,” which refers to the pressure that faculty members face to produce and publish scholarly material in order to maintain their position. This is especially true of untenured faculty members.

So: what is tenure? What does it mean?

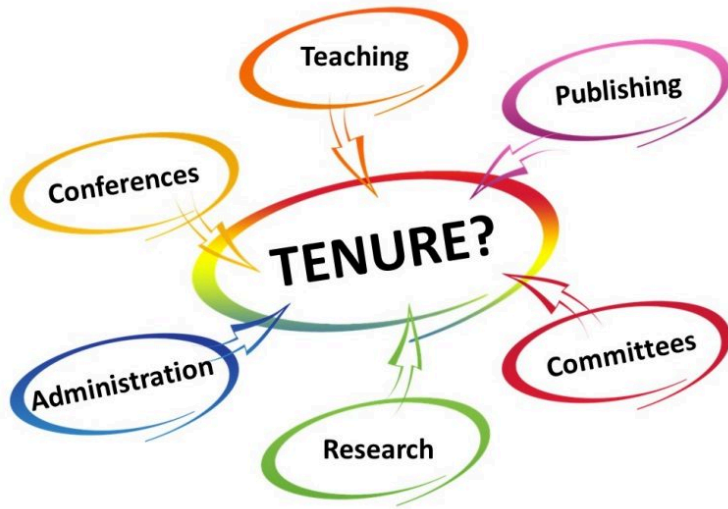
According to the American Association of University Professors, tenure is:

” . . . an indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation . . . The principal purpose of tenure is to safeguard academic freedom, which is necessary for all who teach and conduct research in higher education. When faculty members can lose their positions because of their speech, publications, or research findings, they cannot properly fulfill their core responsibilities to advance and transmit knowledge. Tenure provides the conditions for faculty to pursue research and innovation and draw evidence-based conclusions free from corporate or political pressure.”¹

When a person first lands an academic faculty position, they are usually appointed to the rank of Assistant Professor. Then, typically over the next six years, they are “on tenure track,” meaning that they are working toward achieving tenure by making substantive contributions to both their institution and their field/discipline through three primary areas: teaching, research/scholarship, and service. At periodic points throughout those six years, they must show evidence of their progress, receive feedback from their peers and tenure committee, and respond and adapt accordingly. There are many factors that shape the outcome of a tenure decision, but conducting research — and **publishing** that research — is vitally important.

1. American Association of University Professors, "Tenure."

<https://www.aaup.org/issues/tenure>



Carleton University: <https://carleton.ca/communityfirst/2018/the-impact-of-tenure-on-community-campus-engagement/>

Ultimately, if a faculty member successfully secures tenure, they are (usually) promoted to Associate Professor. In some universities, faculty members continue to be reviewed post-tenure, and they may choose to pursue appointment to Full Professor through additional accomplishments in teaching, research/scholarship, and service. The rank progression commonly looks like this:



Although individual institutions' criteria for awarding tenure and promotion vary (as do the specifics of their review processes), one near-universal commonality is the emphasis on scholarly publication. Faculty members need to do research/scholarship and publish their work in a scholarly venue, typically a scholarly journal. And in order to do their research, they need to be able to access and read the existing published scholarly literature, to understand what others in their field have already done and to engage, build on, or interrogate that work in some way. (Students too, of course, must use scholarly literature to understand course content, complete assignments, write research papers, etc. throughout their academic career.)

In summary, because faculty members must both consume and produce scholarly knowledge, often in the form of published scholarly journal articles, **academic culture is inextricably tied to the scholarly publishing system**. One cannot exist without the other.

Exercise: Promotion and Tenure in Real Life

For a more complete picture of the promotion and tenure (P&T) process, let's examine some current policies, procedures, and processes in place at different U.S. institutions. With a partner or in a small group, choose one of the following schools:

1. Boise State University
2. Purdue University, West Lafayette campus
3. Creighton University
4. Oregon State University

Read over the policy and consider these questions:

- What must a faculty member do to achieve tenure in this particular environment?
- What stands out to you? What is most surprising?
- What is clear and what is confusing? Is there language that is unfamiliar? If you were a faculty member reading this document, what questions or concerns might you have?
- Who has responsibilities, and what are they, according to this document?
- Are expectations for faculty clearly defined? How is performance measured?
- Who makes the final decision as to whether or not tenure is granted?
- Does this policy specifically address research activity and scholarly publishing? If so, what does it say about it?
- Other things you notice or want to ask

[*Note to Instructors:* Alternatively, you can use your own institution's policy, or another example you find online. Following the small group discussions, reconvene the class and ask the groups to report back on their conversation.]

Additional Readings & Resources

Harley, D. (2013, October). Scholarly communication:

Cultural contexts, evolving models. *Science*, 342(6154), 80-82. 10.1126/science.1243622

Schimanski, L. A., & Alperin, J. P. (2018). The evaluation of scholarship in academic promotion and tenure processes: Past, present, and future. *F1000Research*, 7, 1605. <https://doi.org/10.12688/f1000research.16493.1>

Strunk, K. K. (2020, March 13). Demystifying and democratizing tenure and promotion. *Inside Higher Ed*. <https://www.insidehighered.com/advice/2020/03/13/tenure-and-promotion-process-must-be-revised-especially-historically-marginalized>

3.

Learning Objective

- Define scholarly journals and scholarly articles and identify their key characteristics.
- Understand how peer review is central to scholarly publishing.

Now that we know a bit about scholarly publishing and the promotion and tenure culture of academia, let's hone in on the central mechanism through which academics learn about and share new knowledge and discoveries in their field: scholarly journals.

Scholarly journals — also known as academic journals, peer-reviewed journals, or refereed journals — are a specialized form of communication created for and by academics, scientists, scholars, and researchers. Scholarly journals — and there are thousands of them — are narrow in their focus, publishing research and scholarship of and for a specific academic discipline or field.

Scholarly journals are usually published at regular intervals, such as quarterly or bi-annually, and organized into volumes and/or issues. Each issue might have a single focus, so that all the articles in that issue address a specific topic or theme. Some scholarly journals act as the official publication of a specific academic society or organization.



The Wiley Asia Blog: <https://www.flickr.com/photos/78211992@N05/7675030908/> (CC BY-NC-ND 2.0)

Articles that are published in scholarly journals are called **scholarly articles** (or academic / peer-reviewed / refereed articles). Typically, these articles:

- are lengthy (10+ pages)
- written by credentialed experts in the field (scholars, researchers, academics, faculty members, and sometimes students) and read by those same groups of people
- use specialized or technical vocabulary specific to the field
- contain discrete sections (such as an abstract, introduction, literature review, methodology, results, discussion, and conclusion)
- build on and cite (both in-text and with a bibliography) numerous other previous studies that relate to the topic at hand
- feature evidence in the form of data, charts, graphs, and other products of the research

Scholarly journals are managed by an editor(s) who oversees the processes through which articles are received; accepted, denied, or revised; and published (or not). One of the most important characteristics of scholarly journals is that they use the **peer review** process to determine whether or not an article is accepted for publication.

Here is a brief overview of peer review from North Carolina State University Libraries:¹



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://opentext.ku.edu/pppscholarlypublishing/?p=29#oembed-1>

Peer review means that other experts in the field act as gatekeepers to publishing in a scholarly journal. They may have been recruited by the editor, or they may have come from a pool of names identified by the author and submitted to the editor along with the paper. In any case, it's important to note that peer reviewers are themselves part of the academic system; they are faculty members, researchers, scholars, and scientists working in the same field (but at a different institution) as the author who submitted the article. This means that within higher education, faculty members are not only *writing* scholarly articles and *reading* scholarly articles, as we discussed in the previous chapter. They are also *reviewing* scholarly articles. **Again, we see that academia is intertwined with scholarly publishing.**

While there are different types of peer review, **double blind** — in which neither the submitting authors nor the reviewers know one another's identity — is common. The idea is that concealing the identities of those involved will reduce potential bias, favoritism, or retaliation, so that the work can be evaluated on its own merit. The

1. "Peer Review in Three Minutes." North Carolina State University Libraries. CC BY-NC-SA 4.0. <https://www.youtube.com/watch?v=Z2t9wKpm0Fo>

editor usually assigns more than one peer reviewer (often two or three, sometimes more) to each submission in order to compare the feedback and see if there is consensus as to whether or not the paper should be published. Many times, the peer reviewers identify areas where a paper needs revision or reworking; they send their comments to the editor, who in turn passes them on to the author. Finally, it's important to note that peer reviewers almost always perform this work without pay. Being a peer reviewer is considered service to the profession, and there is the expectation that reviewers will do it without compensation in order to advance new knowledge in their field.

Exercise: Reflecting on Peer Review

Knowing what you do about peer review, have you heard of any critiques, or can you brainstorm any problems with or disadvantages of the system? What might be its shortcomings? How might they be addressed?

Additional Readings & Resources

Carroll, A. E. (2018, November 5). Peer review: The worst way to judge research, except for all the others. *New York Times*. <https://www.nytimes.com/2018/11/05/upshot/>

peer-review-the-worst-way-to-judge-research-except-for-all-the-others.html

Tennant, J.P., Ross-Hellauer, T. The limitations to our understanding of peer review. *Research Integrity and Peer Review* 5, 6 (2020). <https://doi.org/10.1186/s41073-020-00092-1>

4.

Learning Objectives

- Identify key scholarly journals in your field to stay abreast of new research and to (potentially) publish your own work.
- Navigate resources to learn more about specific scholarly journals.

Surely you've been in a situation where you were asked to research a specific topic by consulting scholarly articles. You probably used library subscription databases (such as Academic Search Premier, JSTOR, ScienceDirect, etc.) as well as openly online ones (such as Google Scholar, PubMed, Semantic Scholar, etc.). These resources work basically the same: you type in your search terms and they connect you to specific scholarly articles, giving you either the citations to relevant articles or, in some cases, the full-text itself.

But what about when you want to access not only scholarly *articles*, but rather their “parents”: scholarly *journals*? How do you find and browse the most important scholarly journals in your field? Maybe you want to follow new research and developments as they unfold. Or maybe you want to publish your own article, and you need to know which scholarly journals would be a good fit.

Here are some ways to locate scholarly journals and information about them:

1. **Ask around.** Find out what journals your colleagues, peers,

professors, etc., choose to read, cite, and publish in. They probably have recommendations and can steer you toward those titles. If your department has a subject or liaison librarian, check with them as well.

2. **Play detective.** When you are looking for articles and you find one that is relevant to your research, note its citation. What journal was it published in? What other articles does it cite – and where were *those* articles published?

3. **Hop on the web.**

- There are freely available online sites where you can search for journals (by title, keyword, subject/category, publisher, etc.) to get all kinds of information about them. Try Edanz Journal Selector, JournalGuide, and the Directory of Open Access Journals (DOAJ). There are also “matching” sites such as Open Journal Matcher where you can paste in your abstract to receive suggestions of journals that would be a good match for publishing your content.
- If you already have the title of a specific journal and you want more information about it, one of the best places to go is the journal’s website. It should include all kinds of useful information: its scope, editors or editorial team, manuscript preparation guidelines, publication frequency, copyright policy, where it is indexed, FAQs, contact info, etc. Reviewing this information carefully can help you determine whether or not it is a good fit for your work. The more information the journal provides, the greater its transparency, and thus the better able you are to understand and evaluate it.

4. **Consult your library.** Many academic libraries subscribe to databases that index scholarly journals. Using these resources, you can search by title, keyword, subject, etc. to locate scholarly journal titles. For example:

- *Ulrichsweb*TM *Global Serials Directory*: provides a wealth of facts about journals; it isn't limited to scholarly journals, so filter your results to Refereed/Peer-reviewed.
- *Cabell's*TM *Directory of Publishing Opportunities*: includes (among other things) a journal's acceptance rate, type of peer review, and an estimation of the time it takes to review and publish an accepted submission.
- *Journal Citation Reports*TM: focuses on a journal's citation activity over time and its "metrics" (such as the Journal Impact Factor (JIF), a measurement of citation frequency that we'll address more fully in an upcoming chapter)
- *Scopus*^R: a citation database where you can search and compare journals

Once you have identified some scholarly journals in your field, it's important to think critically about them to make sure their values and practices align with your own. We'll explore this evaluation process in the next chapter.

Exercise: Digging Deeper into Scholarly Journals

Using your college/university library's website, check to see if you have access to any of the subscription databases listed in #4 above (*Ulrichsweb*, *Cabell's*, or *Journal Citation Reports*). If you do, choose one of them to explore. Alternatively, use one of the freely available sites listed in #3.

See if you can find the title of at least one scholarly journal in your major or field of study. What kind of

information does the database or site provide? What is missing? What additional information do you wish it had?

Then, using its title, see if you can locate its website. What kind of information does it provide? What is missing? What additional information do you wish it had?

5.

Learning Objectives

- Recognize that scholarly journals differ in their policies, procedures, practices, etc.
- Determine the suitability of a scholarly journal for publishing your work by evaluating the journal according to your needs and priorities as an author.

While scholarly journals share some elements in common — such as using peer review and having a narrow, specialized focus — they also differ in important ways. For example:

- Some journals use double-blind peer review, while others use another model such as single-blind peer review (in which the authors do not know the identity of the reviewers, but the reviewers know the authors' identities) or open peer review (both authors and reviewers know one another's identities), or some other model.
- Some journals are well-established and have been publishing scholarship for decades, while others are less than a year old.
- Some journals require authors to transfer their copyright to the publisher, thus limiting or relinquishing their (the authors') right to use/re-use their own work in the future, while others allow authors to retain their copyright and ask them instead to grant the journal the non-exclusive right to publish the work.
- Some journals ask authors to pay a fee (an "APC," or article

processing charge) if they (the authors) want to make their accepted article available open access, while others offer open access publishing to authors for free.

We will go into more detail about copyright, open access, and publication ethics in subsequent chapters, but the point here is that not all journals are alike. As a potential author, you need to ask yourself which journal is truly the best fit for your work and your needs. For example, if name recognition is the most important factor to you, you will likely want to pursue publication in a journal that has been operating for several years. On the other hand, if you seeking the widest possible dissemination of your article and there's an open access journal in your field, you might choose it instead. Your decisions will depend on your priorities.

That being said, there is a baseline criterion that should always be met, and that is ensuring that you choose a **reputable** journal publisher. Unfortunately, there are instances of bogus or “predatory” publishers that defraud authors, typically charging a submission fee but not delivering the standard publication services that journals offer. There are resources that can help you determine whether or not a journal is reputable, such as the Committee on Publication Ethics (COPE), a helpful checklist from Think.Check.Submit, or this infographic created by the Canadian Association of Research Libraries (CARL):

HOW TO ASSESS A JOURNAL

A.K.A. How not to publish in an undesirable journal

Key Things to Consider When Assessing a Journal*

*It's up to you to weigh these factors in order to make your decision.



Don't trust unsolicited emails

- If a call for submission does not come from a trusted source, treat it as spam.



Be similarly wary of unsolicited offers to join editorial boards or conference invitations.



Review several issues of the journal

- Check for writing and research quality, relevance to discipline and adequate copy editing.



Review the journal website. It should contain:

- a clear and appropriate scope;
- an editorial board with recognized experts and current contact information for them;
- a description of the peer review process;
- transparent information about whether article processing charges (APCs) or other fees are charged.



Check that any impact metrics listed by the journal are recognized and reputable

e.g. Journal Impact Factor, H-index, Eigenfactor



While you're at it...

If your research grant or institution requires that your article be openly available, make sure the journal's policy allows this.



Two journals can have similar names but different reputations; don't mistake one journal for another.



Beware: there are a number of made-up metrics on the Internet.

OPEN ACCESS

Check to see if OA journals are listed at doaj.org

Note: Very new journals will not be listed.

Still Unsure?



Check with your colleagues and peers in your field.



Get help from a librarian at your institution.



Visit thinkchecksubmit.org for more useful tips.

Neutral Factors

The following factors are not indicative of journal quality:

Lack of impact metrics

- Not all reputable journals display impact metrics.

Geographical location of publisher

- Journal publishing is a global pursuit.

Article Processing Charges (APCs)

- Reputable open access journals operate under a variety of business models, including many who use APCs.

Reputation of other journals by the same publisher

- A publisher can be responsible for both highly respected and less reputable journals.



This guide was produced by the Canadian Association of Research Libraries and can be modified and re-used freely under the CC-BY license.



"How to Assess a Journal." Canadian Association of Research Libraries.
<https://www.carl-abrc.ca/how-to-assess-a-journal/>

Once you have determined that a journal is indeed reputable, reflect on whether or not it is a good fit for your work specifically. What qualities are important to you as an author, and does the journal

meet those needs? Are there other journals that you want to explore before you commit to submitting to this one?

Then, after you read the section on “Some (Problems),” your priorities may change or become clearer to you, and you may wish to revisit this chapter.

Exercise: Selecting a Journal

Consider the following scenarios to determine the most appropriate journal for the faculty or student authors described below. Explain your choice by describing what factors shaped your decision.

#1

Mari is an early-career faculty member in the Spanish department of her university. She would like to submit an article about developing an on-campus Spanish writing center to a journal. Because she is up for review later this year, she is tight on time and wants to publish sooner rather than later (or at least have an article accepted for publication). After researching possible journals, she has chosen 1) the *Writing Center Journal*, 2) the *ADFL Bulletin*, and 3) *Hispania* as potential journals for her work. Which journal do you think Mari should pursue, and why?

#2

Daveed is an undergraduate student majoring in Biology. He has conducted a research study under the supervision of his faculty mentor, Dr. Stine. Daveed is planning to attend graduate school and would like to publish his research findings. Dr. Stine has given her support. But Daveed isn't sure which journal is the best fit for his work. He knows

that Dr. Stine has published an article in *Current Biology* so he'd like to explore it. After some preliminary searching, he also discovered the *American Journal of Undergraduate Research* (AJUR) and *Bios*. Of these three journals, which would you advise Daveed to submit to, and why?

#3

Anj is a tenured faculty member who is pursuing promotion to Full Professor. They teach Leadership Studies and possesses expertise on emotional intelligence (also known as "EQ") in higher education settings. They are nearing completion of an empirical qualitative study and have begun thinking about where to publish their findings. They have been invited to contribute an article to *Educational Leadership* for an upcoming special issue on EQ. They regularly consult *Human Resource Development Quarterly* and frequently cite articles from the *Journal of Leadership Studies* in their work. Which of these publications is a good fit to publish their research, and why?

6.

Learning Objectives

- Become familiar with the concepts of copyright and author's rights.
- Understand the connections between copyright and scholarly publishing.

Copyright is probably a term that you've heard many times. If you're anything like me, it's also probably one that makes you feel anxious, confused, or bored. The good news is that its meaning is actually fairly straightforward.

Copyright.gov is the website of the U.S. Copyright Office, and they offer a succinct definition of copyright:

“Copyright is a type of intellectual property that protects **original works of authorship** as soon as an author **fixes** the work in a **tangible form of expression**.”¹

Basically, anytime someone **creates something new and original** (a story, a drawing, a sculpture, a movie, a song, etc.) and **captures**

1. U.S. Copyright Office. "What is Copyright?"
<https://www.copyright.gov/what-is-copyright/>

it in a tangible medium (a typed document, a piece of paper, a lump of clay, an audio or video recording, etc.), that person owns the copyright to that particular creation. They don't have to do anything to declare their copyright. The act of creating the thing and expressing it in a tangible medium immediately bestows copyright ownership onto the creator. The U.S. Copyright Office explains that, "registering a work is not mandatory, but for U.S. works, registration (or refusal) is necessary to enforce the exclusive rights of copyright through litigation."²

One of the key concepts in relation to copyright is **creativity**. There has to be an element of creativity involved for something to be covered by copyright. Facts, for example, do not qualify for copyright. Another important component is **fixed expression**. If I have an idea for a movie script, but I don't actually write it, I do not own the copyright to it. Only once I sit down at my computer and type it out do I own the copyright.

When you own the copyright to something, you have certain exclusive rights to it that others do not have (unless you choose to grant them those rights): for example, the right to reproduce or copy it, to share copies with others, to adapt it into new derivative forms, and to display/present/perform it publicly. These rights are important because they allow you to do more with the thing you have created — to build on it, change it, and use it in a variety of settings — for the rest of your life. Anything created after January 1, 1978 is protected by copyright for the entire length of the creator's lifetime, plus seventy additional years after their death.

Need more clarity about copyright? Check out this brief video overview titled "What is Copyright?" by the U.S. Copyright Office:

2. U.S. Copyright Office. "What is Copyright?"
<https://www.copyright.gov/what-is-copyright/>



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://opentext.ku.edu/pppscholarlypublishing/?p=37#oembed-1>

Next, let's consider how scholarly publishing is related to copyright.

Most of the time, when you access and use materials created by others, your relationship to copyright is that of a consumer. Perhaps you are using the copyrighted material in accordance with Fair Use³ or you have asked and received permission from the copyright holder to use the work.

However, sometimes you are actually a creator yourself, and in that case, you own the copyright to the work you have created. For example, when you write a scholarly article, you hold the copyright to that article. What happens if you decide that you want to publish your article in a scholarly journal?

While it might seem natural to assume that you will retain your copyright and simply give the journal publisher permission to publish your article, in fact this often is not the case. Rather, once your article is accepted for publication, many journal publishers will ask you to sign a **copyright transfer agreement (CTA)** that essentially requires you to relinquish your copyright and give it instead to the publisher.

CTAs are problematic because they mean that going forward, the author may be limited as to how they can use and re-use their own work. For example, there may be restrictions on using the

3. Association of College & Research Libraries (ACRL). "Scholarly Communication Toolkit: Fair Use." <https://acrl.libguides.com/scholcomm/toolkit/fairuse>

material in instructional or classroom settings, distributing copies to colleagues, or adapting the material to create new works.

Therefore, before you sign a publication contract, it's very important to read it closely and understand its terms. (Even better: investigate journals' copyright policies *prior* to submitting your article for consideration. Sherpa Romeo is extremely useful as a free online index of publisher policies, and many journals include their policies on their website.) Unfortunately, CTAs can be difficult to interpret. They are, after all, a legal contract — and as such, they are often lengthy and contain jargon. It can be overwhelming to decipher them in their entirety. But it's important to take the time to read a CTA so that you know what you are signing. It's also important to save a copy for your records so that you can consult it in the future if you don't remember its exact terms.

If the contract requires you to transfer your copyright, you have to decide what to do. You can agree to give up your copyright (undesirable), choose to publish elsewhere (laborious), or try to negotiate retention of your copyright using an **author addendum**, such as the one developed by SPARC, "a legal instrument that modifies the publisher's agreement and allows you to keep key rights to your articles."⁴ Author addendums help authors advocate to retain their rights while interacting with publishers.

If you *are* able to retain your copyright, you can grant permission to others to re-use or share your work as you see fit. One way to do this is by assigning a Creative Commons (CC) license to your work, signaling to others how and under what conditions they can re-use your work.

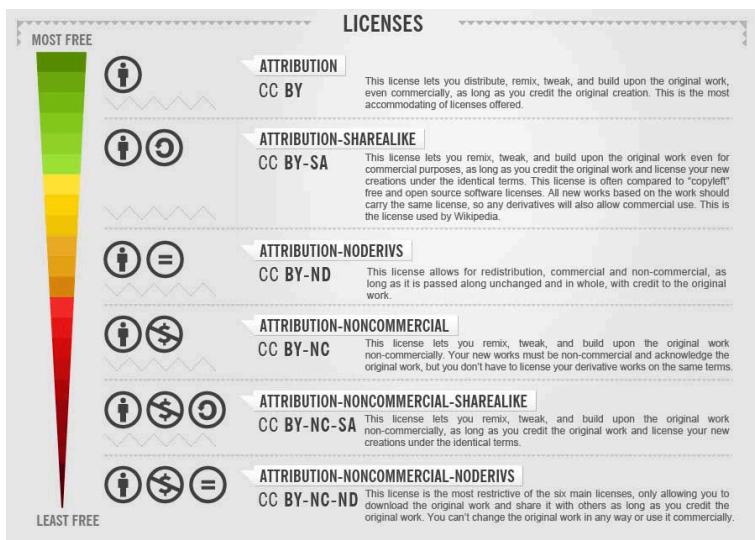
Applying a Creative Commons (CC) license to your work allows

4. Scholarly Publishing and Academic Resources Coalition (SPARC).

"Author Rights: Using the SPARC Author Addendum to Secure your Rights as the Author of a Journal Article." <https://sparcopen.org/wp-content/uploads/2016/01/SPARC-Author-Rights-Brochure-2006.pdf>

you to specify what permissions you are granting to others in terms of how they can use/re-use your work. It's a great way to communicate to others what they can and can't do with your work going forward. People won't need to contact you, the author, to ask how they can use it — they'll know just by looking at the CC license that you've selected.

There are six CC licenses from which to choose, and they look like this:



From Technology Enhanced Learning Blog
<http://www.dontwasteyourtime.co.uk/elearning/creative-commons-infographic-licenses-explained/>

For example, if you want to permit others to share and modify your work — but without generating revenue from it — then you would choose the Attribution-Noncommercial (CC BY-NC) license. Granting permission to others to share or re-use your work, whether by a CC license or some other means, results in greater exposure, discovery, and (ultimately) impact of your work.

Finally, this chapter concludes with two exercises. First, take a look at a few publication contracts to see what rights authors retain (and relinquish) when they publish their work with these entities. Then, choose which Creative Commons license you think is best for three specific scenarios. If you were in these characters' shoes, which license would you select?

Exercise 1: Publication Contracts

Working with a partner or in a small group, analyze the following examples of contracts between journal publishers and authors.

- #1: Wiley
- #2: Michigan Publishing (MPublishing)
- #3: Elsevier

Pay particular attention to these questions:

- How does the agreement handle the issue of copyright? After signing the agreement, who owns the copyright: the author or the publisher?
- Does the author retain certain rights? If so, what are they? What is the author permitted to do?
- Do the author's rights vary according to the version of the article? For example: Does the author have specific rights in relation to the accepted manuscript (the version after undergoing peer review, but without the publisher's layout and formatting) but not the final published version?
- Are there things that the author is explicitly not

permitted to do with the work after signing the agreement?

- Does the agreement contain terms that are unfamiliar to you? Can you ascertain their meaning by the context?
- Do the different agreements contain common elements? What are they?
- What are the major differences between the agreements?
- What can you ascertain about the nature of the publication and the publisher by looking at the agreement?
- Which agreement do you think is most favorable to authors? To publishers? Why?

Exercise 2: Choosing a Creative Commons (CC) License

Take a look at the scenarios listed below. Choose the most appropriate CC license based on the author's situation, and be prepared to explain your choice.

- Martha is creating a poster for a conference presentation. It will contain a chart, photographs, and a custom logo, all of which she created. She knows that people will take pictures of it to share with colleagues, but it's important to her that they credit her work. She also doesn't want anyone to monetize

her designs, even if they change it in some way.

- Dominique produced an instructional film to introduce her students to a new concept. She'd like to allow colleagues to use it in their classrooms, too — but she doesn't want others to extract clips or snippets for use in some other way. Rather, she wants the film to remain as a whole, not spliced into other videos or otherwise reconfigured.
- Jeremiah holds a collection of letters written by his grandfather, now deceased, who was a well-known politician. Prior to his death, his grandfather named Jeremiah as the copyright beneficiary of the letters. Jeremiah has decided to gift them to the Special Collections library of the university his grandfather attended. He asks the library to digitize the letters and put them online so that anyone can view them and use them however they see fit, with no restrictions.

PART II

(SOME) PROBLEMS

Scholarly communications is not static, but rather ever-evolving. The system changes over time in response to a host of factors: technological advances; activism by authors and readers demanding reform; economic and market conditions; disruption in academia such as movements toward greater diversity, accessibility, and inclusion; societal trends like increasing use of social media; and many others. The system does not exist in a vacuum but is always in flux according to the broader world in which it exists.

Consider, for example, how different scholarly publishing looked before the digital revolution. There was no way to share, comment on, or discuss a scholarly article electronically and instantaneously as there is today. Just a few decades ago, if you or your library didn't have a print subscription to a journal, there was no way to read its articles, unless perhaps you requested a copy via Interlibrary Loan, in which case it had to be identified at another library, photocopied, and sent through "snail" mail in order for you to read it.

In another example, think about how an academic library's budget affects what scholarship is available to its students, faculty, and staff. As journal prices increase, libraries' budgets must also expand in order to keep pace with rising costs. If they don't — and this is not theoretical, but a reality for the majority of libraries — libraries are forced to make difficult decisions about which journals to keep and which to cancel. A faculty member may wish to consult a scholarly article for their research, or in their classroom, only to find that they no longer have access to it.

One of the most striking examples of change within scholarly

publishing occurred in the context of the COVID-19 pandemic.¹² Under pressure to understand, halt, and develop treatments for the novel coronavirus, health officials and scientists embraced an accelerated process — through mechanisms such as expedited peer review and increasing use of “pre-print” repositories that house preliminary versions of papers — to disseminate their findings and recommendations as quickly as possible in the hopes of saving lives. Today, as the pandemic waxes and wanes, some scholars think these changes are here to stay.

These are just a few of the ways that we see how scholarly publishing reacts and adapts to external variables. This discussion sets the stage for this section, titled “(Some) Problems.” What changes or developments are “good” for scholarly publishing? For its participants? For society? In this section, we’ll examine how the scholarly publishing system reveals power dynamics, money and profit motivations, and issues of privilege.

Before we get started, take some time to view an excellent overview of many of the issues raised in this section by watching this openly accessible film “Paywall: The Business of Scholarship.”



One or more interactive elements has been excluded

1. Callaway, E. (2020, June 3.) Will the pandemic permanently alter scientific publishing? *Nature*, 582(167-168). <https://doi.org/10.1038/d41586-020-01520-4>
2. Bal, L. (2021, June 23.) Open and faster scholarly communication in a post-COVID world [Blog post]. *Scholarly Kitchen*, <https://scholarlykitchen.sspnet.org/2021/06/23/guest-post-open-and-faster-scholarly-communication-in-a-post-covid-world/>

— from this version of the text. You can view them online here: <https://opentext.ku.edu/pppscholarlypublishing/?p=39#oembed-1>

7.

Learning Objectives

- Question who/what holds the power and control in the scholarly publishing system.
- Consider how these power dynamics influence the culture of scholarly publishing and academia and inhibit its transformation.
- Define Open Access (OA) and articulate its benefits for the knowledge ecosystem.

Now that we've discussed the basic mechanics of the scholarly publishing system, let's move on to a deeper examination of the way that it operates. Let's ask *why* it's set up as it is. Who does it benefit, and how? Who holds the power? Because power goes hand-in-hand with money, control, and influence, and because scholarly journals are at the center of the system, let's start by asking:

Who owns and operates scholarly journals?

A large proportion of scholarly journals are owned and operated by commercial (for-profit) publishers, and specifically by a cluster of large companies or "oligopoly" that dominate the scholarly publishing marketplace. In fact, "the top five most prolific publishers account for more than 50% of all papers published in 2013."¹ In some

1. Larivière V., Haustein S., Mongeon P. (2015). The Oligopoly of

disciplines, such as the social sciences, the number was even higher, at 70%. These “big five” or “giant” commercial publishers, as they are known, include RELX Group (formerly Reed-Elsevier), Taylor & Francis, Wiley-Blackwell, Springer and Sage.

What do the publishers gain, and at whose expense?

Commercial publishers are just that: commercial. They are like any other business in that they exist to generate a profit. They usually do this by charging fees (typically subscription costs) to access the content. Academic libraries are the primary subscribers. They allocate part of their budget each year to pay for journal subscriptions in order to provide their user community (students, faculty, and staff) with access to the scholarly content they need for research and educational purposes. Because many scholarly journals are quite expensive – subscribing to a single journal can cost several thousand dollars every year – individuals rely on this access paid for by their library.

But the academic community created scholarly literature in the first place . . . right? Why are they paying for their own content?

That’s why it’s problematic. In the current scholarly publishing system, scholarly articles – whose authors, editors, and peer reviewers are most often faculty, academics, and researchers – eventually become goods owned not by the people who created them, but by a commercial entity who profits from them and their use. The people who are doing the labor – conducting research, writing articles, editing articles, and performing peer review – are not the ones who reap its rewards, at least not financially. Instead, corporate publishing businesses essentially commodify the work and wield control over how it will henceforth be handled, including its curation, discovery, dissemination, usage, and preservation. Further, there is ample evidence that these publishing conglomerates are steadily extending their reach beyond publishing

academic publishers in the digital era. PLOS ONE 10(6): e0127502.
<https://doi.org/10.1371/journal.pone.0127502>

endeavors to encompass, control, and profit from all aspects of the research lifecycle by making and selling tools for the entire scholarly workflow, from data management to impact analytics and even to open access.²

Why don't authors choose to publish with not-for-profit journal publishers?

Because faculty authors are embedded in academic culture and its tenure system, they face pressure to conform to traditional publishing expectations. For example, it's often the case that disciplines and fellow academics in the field favor specific journals, such as those with established name recognition and with a high ranking or impact factor (calculated by citation rates of recently published articles). Authors may feel they need to submit their articles to these prestigious journals in order to impress their reappointment, tenure, or promotion committee. Whether or not the journal is operated by a commercial publisher may be less important to them than having their article accepted and published by a "big name" journal in their field.

Why don't authors demand control over their own work?

Remember that many journal publishers ask authors to sign away their copyright via a copyright transfer agreement, or CTA. This exchange usually happens after the author has already had their article accepted for publication. They are eager to complete the process and may be willing to sign whatever the publisher asks them to in order to have their work published. Or they may not fully comprehend the ramifications of relinquishing their copyright. Or it may not even occur to them that they have a choice in the matter. They may not realize that they might be able to request or negotiate more favorable terms to retain rights to their own intellectual property.

2. Pooley, J. (2021, November 18). *Surveillance Publishing*.
<https://doi.org/10.31235/osf.io/j6ung>

Why don't authors just post their articles on the Internet for anyone to read freely?

Refer back to the chapter on copyright. Authors can only legally post their *non-previously published* work — that is, content that they have not already published in a journal — or articles that they have published in a journal *that permits them to retain their copyright* and thus share and re-use the material.

In the case of the former, authors often don't want to post work that hasn't been formally published by a journal because 1) it hasn't undergone peer review, and 2) any author who is seeking tenure and/or promotion needs the prestige conferred by journal publication.

Sometimes authors may post working drafts or other preliminary work on their blog, website, or an academic social network. But the system of scholarly communications is, at present, structured such that journal publication is the gold standard of sharing one's work. *The current system prioritizes sharing new knowledge with other academics and researchers rather than on making it available and accessible to those outside academia: the general public.* This fact is at the core of the movement — the Open Access (OA) movement — calling for systemic reform.

What is Open Access (OA) and how does it seek to reform scholarly communications?

To understand Open Access, let's start with by watching this excellent overview of OA and what it looks like in real life:³



One or more interactive elements has been excluded

3. Piled Higher and Deeper (PHD Comics). (2012, Oct. 25). Open Access Explained! [Video file]. Retrieved from <https://www.youtube.com/watch?v=L5rVH1KGBCY>

— from this version of the text. You can view them online here: <https://opentext.ku.edu/pppscholarlypublishing/?p=42#oembed-1>

The Open Access movement argues for the “free and unrestricted online availability . . . of peer-reviewed journal literature.”⁴ It is the radical idea, rooted in social justice, that knowledge should be open and available to all, regardless of ability to pay or affiliation with the academy. According to the Budapest Open Access Initiative (BOAI)⁵, originally convened by OA advocates in 2002 in Budapest, Hungary, the OA movement seeks to revolutionize the scholarly communications system, transforming it from a closed, exclusive, and outdated model to an open, inclusive, and collaborative knowledge exchange:

“An old tradition and a new technology have converged to make possible an unprecedented public good. The old tradition is the willingness of scientists and scholars to publish the fruits of their research in scholarly journals without payment, for the sake of inquiry and knowledge. The new technology is the internet. The public good they make possible is the

4. Budapest Open Access Initiative. (2002, Feb. 14). Retrieved from <https://www.budapestopenaccessinitiative.org/read/>
5. The BOAI recently celebrated its twenty-year anniversary with updated recommendations. See <https://www.budapestopenaccessinitiative.org/boai20/>

world-wide electronic distribution of the peer-reviewed journal literature and completely free and unrestricted access to it by all scientists, scholars, teachers, students, and other curious **Removing access barriers to this literature will accelerate research, enrich education, share the learning of the rich with the poor and the poor with the rich, make this literature as useful as it can be, and lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge.**⁶

Here's another definition of Open Access, this one from the Scholarly Publishing and Academic Resources Coalition (SPARC):

“Open Access is the free, immediate, online availability of research articles coupled with the rights to use these articles fully in the digital environment. Open Access ensures that anyone can access and use these results—to turn ideas into industries and breakthroughs into better lives.”⁷

On its website, SPARC eloquently lays out the rationale for Open Access, articulating why the current system is deeply flawed:

6. Budapest Open Access Initiative. (2002, Feb. 14). Retrieved from <https://www.budapestopenaccessinitiative.org/read/>

7. Scholarly Publishing and Academic Resources Coalition. "Open Access." Retrieved from <https://sparcopen.org/open-access/>

1. Governments provide most of the funding for research—hundreds of billions of dollars annually—and public institutions employ a large portion of all researchers.
2. Researchers publish their findings without the expectation of compensation. Unlike other authors, they hand their work over to publishers without payment, in the interest of advancing human knowledge.
3. Through the process of peer review, researchers review each other's work for free.
4. Once published, those that contributed to the research (from taxpayers to the institutions that supported the research itself) have to pay again to access the findings. **Though research is produced as a public good, it isn't available to the public who paid for it.**⁸

To summarize, while large amounts of funding and labor go into the production of scholarly knowledge, the final product is restricted, *not even fully available to those who contributed to its creation* unless they pay additional fees or have conditional access (via their academic library) by virtue of their membership in the academy.

How does Open Access help shift power away from commercial publishers?

Open Access rejects the notion that knowledge is a commodity available only to those who can pay and instead argues that access

8. Scholarly Publishing and Academic Resources Coalition. "Open Access." Retrieved from <https://sparcopen.org/open-access/>

to information is a human right. If everyone has access to academic literature, it means that scholarly knowledge is no longer controlled (or at least to a lesser extent) by corporate interests. Rather, authors can share their findings freely, readers worldwide can access those findings, new knowledge can be built, and greater advancements and developments can impact society.

Here is a useful image that lays out the many benefits of making knowledge openly available. The orange symbol in the middle is commonly used to denote Open Access.



Benefits of Open Access, CC-BY Danny Kingsley & Sarah Brown

How can authors make their scholarly journal articles available Open Access?

There are three main avenues to Open Access for authors of scholarly articles:

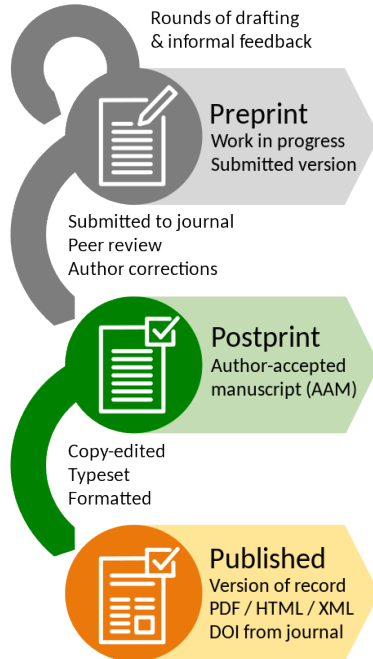
1. Some scholarly journals have transformed to a **fully OA** model. In other words, every article they publish is Open Access; the full text is freely available to all readers. Typically, fully OA journals allow authors to retain their copyright. One example of a fully OA journal is *College & Research Libraries*; take a look at its website and you'll notice that all of its articles are openly available for anyone to read.
2. Some scholarly journals publish a mix of both “closed” (non-OA) and “open” (OA) articles. These journals are often referred to as **hybrid** journals and typically charge authors a fee (known as an “Article Processing Charge” (APC) or an “Open Access Publishing Fee”) if they want to make their article freely available. Different journals charge different APCs, and the amount can range from a few hundred dollars to several thousands. Sometimes authors may have grant or institutional support to help them pay an APC. *International Business Review* is an example of a hybrid journal; at this writing, its APC is \$3,620 plus taxes.
3. Open Access institutional or disciplinary **repositories** provide a pathway for authors to deposit a copy of their articles in order to provide free access to them. In this scenario, an author publishes their article in a scholarly journal and then deposits it, or a version of it, into an OA repository. **The version that can be deposited depends on the publisher's policies.** For example, the journal *ACS Chemical Biology* permits authors to deposit the “accepted peer-reviewed manuscript” after 12 months have passed (an embargo) since its initial publication. The “accepted” version, sometimes called the “post-print,” refers to the version of the article after undergoing peer review, but before the publisher applied its signature formatting and layout. In other words, the content is identical to the final published version, but its appearance is different.

A journal article usually goes through three distinct versions in its lifecycle:

1) the initial version (“pre-print” or “submitted manuscript”) that the author submits to the journal;

2) the revised version (“post-print” or accepted manuscript”) after undergoing peer review and author corrections;

3) the final published version (“version of record” or VOR) that



Adapted from Thomas Shafee, CC-BY

Open Access repositories typically house pre-prints and post-prints, but in some cases they have permission to share the version of record. An example of an institutional repository is Digital USD, the institutional repository for the University of San

Diego. ArXiv.org is an example of a disciplinary repository. For more examples of OA repositories, complete the exercise below.

appears in the
journal.

Exercise: OA Repositories

There are many open access repositories. Some are affiliated with particular institutions (e.g., Digital USD, at the University of San Diego) while others are disciplinary or feature specific types of content. In order to become familiar with some of them, please choose one from the list below and prepare a 12-15 minute presentation to introduce it to others. You must use some form of visual (such as Powerpoint slides, an infographic, a live demo, etc.) to accompany your remarks. In your presentation you may wish to address the following: *(note: not all questions will apply to all repositories)*

- What is the mission, vision, and/or strategic plan of the repository?
- Who owns/manages/maintains the repository?
- Does it have an operating or business model? What is it?
- When did it launch? How often is it updated?

- What kind of content does the repository contain?
- Who is permitted to submit/deposit their work?
- Does the repository harvest content from other sources? If so, what are the sources?
- What features and functionalities does it offer? How can you use it? Do you find it user-friendly?
- Has it received any awards or criticism? Has it received coverage in the news or on social media?
- Does the repository face any challenges (that you can ascertain)? These could be technical, organizational, financial, etc.

Repositories

OATD.org
<https://oatd.org/>

NDLTD
<http://search.ndltd.org/>

OSF Preprints
<https://osf.io/preprints/>

Digital Commons Network
<https://network.bepress.com/>

Zenodo
<https://zenodo.org/>

OpenDOAR
<https://v2.sherpa.ac.uk/opensoar/>

eScholarship
<https://escholarship.org/>

La Referencia
<https://www.lareferencia.info/en/>

PubMed Central (PMC)
<https://www.ncbi.nlm.nih.gov/pmc/>

arXiv
<https://arxiv.org/>

SSRN
<https://www.ssrn.com/index.cfm>

Dryad
<https://datadryad.org/stash/>

Internet Archive
<https://archive.org/>

COAR
<https://www.coar-repositories.org/>

Calisphere
<https://calisphere.org/>

Another repository you wish to

8.

Learning Objectives

- Situate the historical development of scholarly publishing and how it became a lucrative business.
- Articulate how profit motivations of money and prestige influence the scholarly publishing system and render it resistant to change.

In the previous chapter, we examined some of the power dynamics at play within the scholarly publishing system: namely, that for-profit, commercial publishers dominate the industry despite the fact that the academy is largely responsible for producing the content. Alongside power and control, there is also profit in the form of money and prestige. This chapter looks more closely at how profit drives the scholarly publishing machine.

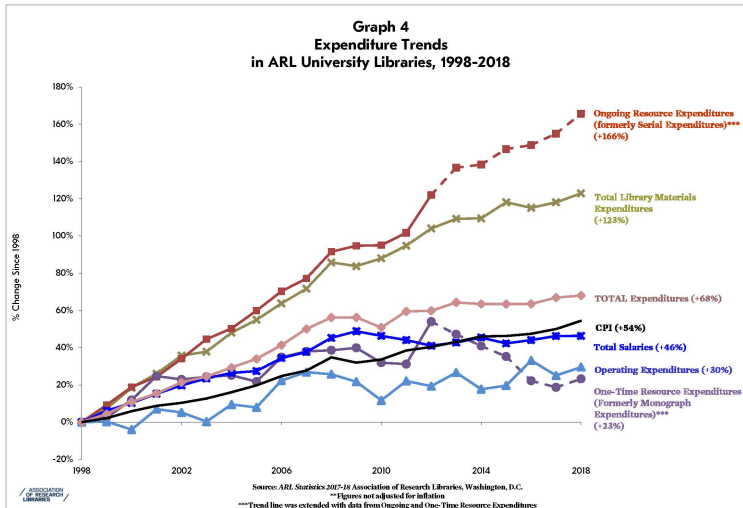
Profit in Money

In his article “Is the staggeringly profitable business of scientific publishing bad for science?,” Stephen Buranyi maps the history and transformation of the modern scholarly publishing industry from the mid-twentieth century to present day. Starting around the 1950s, governments increasingly invested in scientific progress by funding universities, military, and federal agencies. New disciplines sprouted, along with new journals devoted to their study. Because scholarly journals and their articles are unique — “one article cannot substitute for another” — businessmen such as financier Robert Maxwell saw an opportunity to treat these materials as capital,

as products to be sold just like other goods and services. And if one journal brought profit, why not make more? Maxwell reasoned that universities (specifically, their libraries) would have to buy each one, creating what he dubbed “a perpetual financing machine”.¹ This marked a radical change from earlier generations, when scientific societies viewed their publishing activities as a form of philanthropy – serving their respective fields and society more broadly by circulating new knowledge – with less attention to economics or profit.²

The machine Maxwell described grew more and more profitable over time as publishers charged more and more for the journals. As prices skyrocketed, academic libraries increasingly could not – *cannot* – afford scholarly journals. Year after year, for-profit publishers charge exorbitant subscription fees while libraries’ budgets stay flat or decline. Thus, journal subscriptions eat more and more of libraries’ budgets, leaving less purchasing power for other academic resources like books. This phenomena came to be known as the “serials crisis” (journals are also known as serials) and has been the topic of much discussion and debate within library and scholarly publishing communities throughout the past three decades. The graph below illustrates how sharply journal/serial expenditures by academic libraries have risen in recent years.

1. Buranyi, S. (2017, June 27). Is the staggeringly profitable business of scientific publishing bad for science? *Guardian*, <https://doi.org/10.1371/journal.pone.0127502>
2. Fyfe, A. (2021). Self-help for learned journals: Scientific societies and the commerce of publishing in the 1950s. *History of Science*, <https://doi.org/10.1177/0073275321999901>









ARL Statistics 2017-18 Association of Research Libraries, Washington, D.C.

When academic libraries cannot afford journals, they might cancel some of their subscriptions. However, the publishing industry anticipated this possibility and sought to circumvent it by “bundling” together several journals into one subscription package. Once a library signed a contract for a “Big Deal,” it could no longer cancel a single journal title by itself. The library either paid for and got access to everything in the bundle, or nothing at all. Again, libraries were — are — at the mercy of the market. Publishers can charge what they wish and libraries are essentially held hostage to those prices.

Why do publishers charge such high prices for journals? Actual production costs are low, because remember, 1) the content itself (the articles) is largely produced, freely and voluntarily, by the those in the academy, and 2) the digital revolution removed most printing and distribution costs. Therefore, high prices + low overhead =

extremely high profit margins for publishers.³⁴ The table below compares profit margins of scholarly publishers with other well-known companies:

Profit	Company	Industry
2% <small>of \$173.8 billion</small>		Retail
9% <small>of \$98.7 billion</small>		Automobile
11% <small>of \$110.9 billion</small>		Search
21% <small>of \$229 billion</small>		Computing
37% <small>of \$2.8 billion</small>		Scholarly Publishing
39% <small>of \$688 million</small>	 Taylor & Francis <small>Taylor & Francis Group</small>	Scholarly Publishing

Duke University Libraries, 2017, “Profit Margin Table.” https://sites.duke.edu/library101_instructors/2018/08/28/scale-of-scholarly-publishing/

In the midst of these high prices and profit margins, however, the Open Access movement emerged as a threat. Publishers recognized that if authors demanded to make their work openly available, readers and libraries would no longer have to pay to read the

3. Buranyi, S. (2017, June 27). Is the staggeringly profitable business of scientific publishing bad for science? *Guardian*, <https://doi.org/10.1371/journal.pone.0127502>

4. Hagve, M. (2020, Aug. 17). The money behind academic publishing. *Tidsskr Nor Legeforen*, 10.4045/tidsskr.20.0118

scholarly literature. Rather, they could access — and share — it for free. And as a result, publishers' profits would decline. How could they stop this from happening?

One way was to introduce **article processing charges** (APCs), as mentioned in the previous chapter. APCs are fees that authors must pay (either with their own money, or institutional or grant funds) in order to have their article published openly. University libraries, however, noticed that in some cases, payment of APCs did not reduce subscription fees. Instead, sometimes publishers charged twice for the same content. This practice has been dubbed “double dipping” to “describe a publisher gaining from two income streams, APCs and subscriptions, in a way that its overall income from the same customer rises.”⁵ “Double dipping” is complicated further by the fact that price and contract negotiations between publishers and libraries are complex proceedings often protected by non-disclosure agreements, so that one library might be paying very different prices than another — but the two can't discuss it to compare. This lack of transparency reduces libraries' agency in making informed spending and budgetary decisions and helps keep publishers in a position of control.

In this way, APCs allow publishers to profit even from Open Access. And, on top of that, they have another very important advantage: prestige.

Profit in Prestige

The currency of scientists and scholars is not money, but prestige. Scholarly publishing is a competitive endeavor, and prestige offers greater career security and advancement. If we look back to the

5. Pinfield, S., Salter, J. & Bath, P. A. (2016). The “total cost of publication” in a hybrid open-access environment: Institutional approaches to funding journal article-processing charges in combination with subscriptions. *Journal of the Association for Information Science and Technology*, 67: 1751-1766. <https://doi.org/10.1002/asi.23446>

1970s, we see that some journals, such as MIT's molecular biology publication *Cell*, developed a reputation for their selectivity. By *rejecting* rather than *accepting* submissions, these journals formed a sort of exclusive club that only select authors could join when their work was published.⁶ This emphasis on selectivity and exclusivity laid the foundation for journal hierarchies that persist to this day. Some journals are regarded as more rigorous, respected, or prestigious than others, and publication in those journals is the most sought-after by authors.

“A scientific journal does not act only as a public register; **it also labels, or, even better, it brands.**

Colleagues note whether your latest article appeared in a journal like *Cell* or *Nature*, or whether it appeared in a less prestigious journal. The reason is simple: being published in a wellknown journal is a bit like appearing on prime time television. It delivers audiences; it creates visibility . . . In other words, the transmission of scientific information is not the primary concern of journals; branding is.”⁷

So, what makes one journal more prestigious than another? Perhaps the most established form of measurement is the **impact factor**.

6. Buranyi, S. (2017, June 27). Is the staggeringly profitable business of scientific publishing bad for science? *Guardian*, <https://doi.org/10.1371/journal.pone.0127502>
7. Guédon, J-C. (2001). In *Oldenburg's long shadow: Librarians, research scientists, publishers, and the control of scientific publishing*. Association of Research Libraries. p. 16. <https://www.arl.org/resources/in-oldenburgs-long-shadow/>

The idea is that a journal's impact factor (its JIF) can be measured by comparing how many times its articles have been cited during the previous two years to how many articles overall the journal published during that same interval. Higher citation counts yield a higher impact factor, and a higher impact factor (so the reasoning goes) suggests a greater impact on the field, and hence a more prestigious journal. At least, that's how it works in theory. In reality, the JIF is problematic. In recent years, scholars who study scholarly publishing have noted several shortcomings that interfere with the metric's integrity. In particular, the JIF doesn't translate well across disciplines. For example, it only takes into account the number of citations from the previous two years, but articles in some disciplines, such as the social sciences, experience steady rates of citations far into the future. Furthermore, the mean JIF can vary significantly from one discipline to another. What may be a high JIF for a Mathematics journal could be a low JIF in a field like Biomedical Research. In other words, the JIF is not a *lingua franca* in academia and scholarly publishing, nor should it be treated as such.⁸

Despite these concerns, the JIF persists, though other metrics — also known as **bibliometrics** or **altmetrics** — for evaluating journals and authors have recently come onto the scene (see Exercise below). But the idea behind all of them is that scholarly output is something that can be measured and assigned a value. To best market themselves and their work — in pursuit of a new job, tenure, promotion, an award, a grant opportunity, etc. — authors are incentivized to publish their work in the most highly regarded journals in their field. By doing so, they have a better chance for reward. These motivations can shape authors' research, from the research question they choose to pursue, to the type or style of article they choose to write, to the previous studies they cite and

8. Chawla, D. S. (2018, April 3). What's wrong with the journal impact factor in 5 graphs. *natureindex*. <https://doi.org/10.1371/journal.pone.0127502>

address, and so on. For their part, journal editors may favor certain kinds of articles over others, hoping that their selections will bring greater attention and prestige to the journal. They may look more favorably on submissions that address trendy topics, that report positive rather than negative results, or that have the potential to capture media attention.

In this way, prestige influences academia and the scholarly publishing system and interferes with the creation and production of new knowledge. This is far from the ideal, in which science and scholarship would grow out of the most pressing and important research questions and be evaluated on the merits of the work itself. Fortunately, a growing number of universities realize this is a problem and are seeking new, alternative ways to recognize and reward faculty authors by instituting more holistic evaluation measures.⁹ For example, according to SPARC's June 2022 "Member Update" newsletter:

"The University of Maryland has announced that it will be rewarding faculty members in the department of psychology who perform and disseminate research in accordance with open science practices. In April [2022], the department adopted new guidelines that explicitly codify open science as a core criteria in tenure and promotion review. The evaluative criteria includes a commitment to providing equitable access to scholarly

9. Miedema, F. (2021, July 22). Viewpoint: As part of global shift, Utrecht University is changing how it evaluates its researchers. *Science Business*. <https://sciencebusiness.net/viewpoint/viewpoint-part-global-shift-utrecht-university-changing-how-it-evaluates-its-researchers>

articles through open access publications and preprint servers (in accordance with UMD's Equitable Access Policy). The department now places a premium on team science and embraces diverse approaches to scholarship."¹⁰

Exercise: Metrics

There are many bibliometric and altmetric measurements and tools. In order to become familiar with some of them, please choose one from the list below to explore and share with the class. Using the Metrics Toolkit <https://www.metrics-toolkit.org/> as well as other individual websites devoted to specific metric measures, consider the following: *(note: not all questions will apply to all metrics)*

10. SPARC. (1 June 2022). "The University of Maryland department of psychology leads the way in aligning open science with promotion & tenure guidelines." <https://sparcopen.org/news/2022/the-university-of-maryland-department-of-psychology-leads-the-way-in-aligning-open-science-with-promotion-tenure-guidelines/>

- What does it measure? Is it an author-level metric, journal-level metric, altmetric, or something else?
- How is it calculated?
- What is its history? Has it been around a long time, or is it relatively new?
- How did it come into use? Who or what invented it? Who or what promotes its use?
- How/where can you find it? Is it easily accessible to everyone, or is it only available through a proprietary or subscription database?
- Is it typically used within specific disciplines? If so, what are they?
- What are its strengths? What does it reveal?
- What are its shortcomings or complications? What does it miss?

Metrics

- h-index
- SCImago
- CiteScore
- Altmetric “donut”
- Journal Impact Factor
- ImpactStory
- Google Scholar citation count
- Plum Analytics
- Another metric you’d like to propose

Additional Readings & Resources

Langin, K. (2019, July 25). For academics, what matters more: journal prestige or readership? *Science*.
<https://www.science.org/content/article/academics-what-matters-more-journal-prestige-or-readership>

Larivière V., & Sugimoto C. R. (2019). The journal impact factor: A brief history, critique, and discussion of adverse effects. In: Glänzel, W., Moed, H. F., Schmoch, U., & Thelwall, M. (Eds.), *Springer handbook of science and technology indicators*. Springer Handbooks. Preprint retrieved from <https://arxiv.org/ftp/arxiv/papers/1801/1801.08992.pdf>

Morales, E., McKiernan, E. C., Niles, M. T., Schimanski, L., & Alperin, J. P. (2021). How faculty define quality, prestige, and impact of academic journals. *PLoS ONE* 16(10): e0257340. <https://doi.org/10.1371/journal.pone.0257340>

Pai, M. (2020, Nov. 30). How prestige journals remain elite, exclusive and exclusionary. *Forbes*. <https://www.forbes.com/sites/madhukarpai/2020/11/30/how-prestige-journals-remain-elite-exclusive-and-exclusionary/?sh=2556a4134d48>

Taubert, N., Bruns, A., Lenke, C. and & Stone, G. (2021). Waiving article processing charges for least developed countries: A keystone of a large-scale open access transformation. *Insights* 34(1): 1-13. <http://doi.org/10.1629/uksg.526>

Learning Objectives

- Examine whose voices are privileged and whose are excluded within the scholarly publishing system.
- Articulate why privilege within scholarly publishing is detrimental to the creation of new knowledge.
- Identify initiatives and developments designed to rectify inequities.

In addition to power and profit problematics within the scholarly publishing system, there is yet another inequitable dynamic at play: that of privilege. The system, both historically and at present, privileges certain participants while excluding others, leading to a lack of diversity and a culture of homogeneity that discourages innovation. We can see this at play both within academia and the publishing industry. In this chapter, we will examine privilege within scholarly communications as it pertains to race and ethnicity, gender, and global inequities.

I. Race and Ethnicity Inequities

“There is plenty of evidence suggesting that racism plays an important role in the structure and function of academic institutions. It affects what gets researched

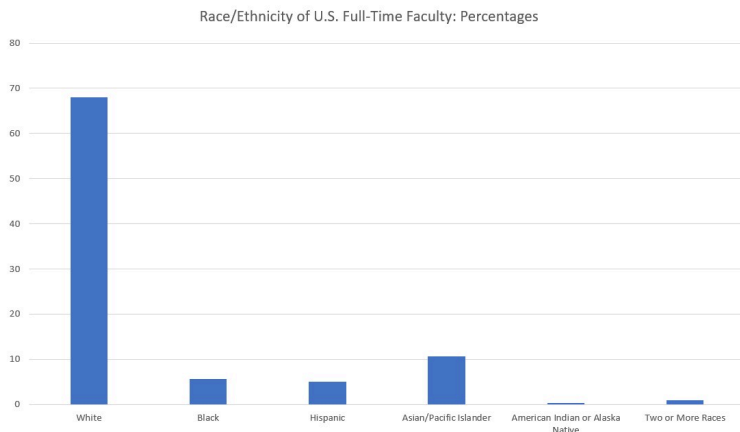
and taught in courses, the methods that are used to conduct that research and . . . the people who are included — or excluded — from academic institutions in the first place.”¹

Because academia is “so white,” as the article above points out, the research and scholarship produced by faculty authors within the academy is inherently biased. Authors do not conduct their scholarship in a vacuum; whether consciously or not, they are influenced by their background, including their race. If the majority of faculty authors (and, by extension, peer reviewers) are white — which data shows that they are — there will be a lack of diversity in the content, methods, and perspectives of the scholarship that they publish.

So . . . just how “white” is academia?

According to the most recent statistics from the U.S. Department of Education’s National Center for Education Statistics, 68% of full-time U.S. faculty are white, while only 5.6% are Black, 5.1% are Hispanic, 10.6% are Asian/Pacific Islander, and 0.4% are American Indian or Alaska Native. If we chart this data, it looks like this:

1. Mathias, J. N., Lewis Jr., N., & Hope, E. (2021, Sept. 7). Universities say they want more diverse faculties. So why is academia still so white? *FiveThirtyEight*. Retrieved from <https://fivethirtyeight.com/features/universities-say-they-want-more-diverse-faculties-so-why-is-academia-still-so-white/>



If we compare this data to the U.S. population as a whole, as well as to the U.S. undergraduate population, both of which have a 13% Black demographic, we see that *the number of Black faculty is less than half what it should be* to accurately reflect and represent the general U.S. and undergraduate populations.²

There are a number of ways in racism manifests itself in academia. Besides being underrepresented, faculty of color may experience marginalization, tokenism, microaggressions, and an inhospitable academic culture that discourages them from both *entering* the system and *staying in it*. Further, in what has been termed “epistemic exclusion,” the scholarship produced by faculty of color has been shown to be overlooked or devalued by formal evaluation systems such as tenure and promotion, and the faculty themselves made to feel invisible or illegitimate as scholars.³ For example, if

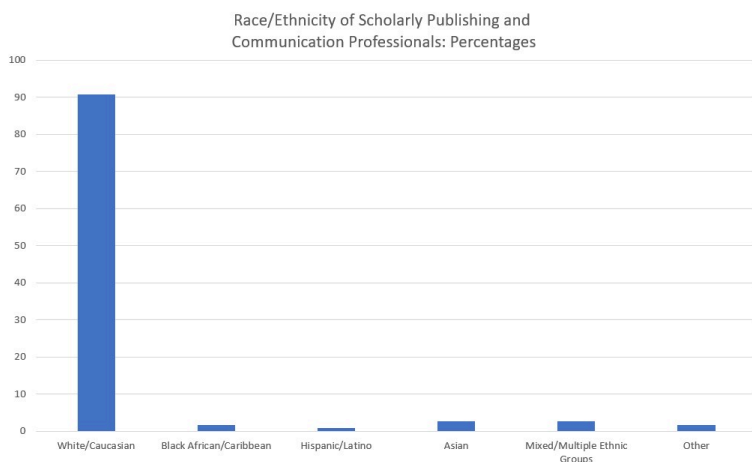
2. Mathias, J. N., Lewis Jr., N., & Hope, E. (2021, Sept. 7). Universities say they want more diverse faculties. So why is academia still so white? *FiveThirtyEight*. Retrieved from

<https://fivethirtyeight.com/features/universities-say-they-want-more-diverse-faculties-so-why-is-academia-still-so-white/>

3. Settles, I. H., Jones, M. K., Buchanan, N. T., & Dotson, K. (2021).

achieving tenure requires publication in “top-tier,” mainstream journals, but those same journals “tend not to publish work on topics that faculty of color are more likely to engage in (Diaz & Bergman, 2013), and specialized journals are deemed less respectable, then an evaluation system that privileges only a few publication outlets results in epistemic exclusion of certain types of scholarship and scholars” (Settles et al., 2021, p. 499).

Like academia, scholarly publishing professionals are predominantly white. According to an international study published in 2016, the imbalance is even more pronounced, in fact, with participants over 90% white.⁴



With both academia and the scholarly publishing industry disproportionately white, the lack of racial diversity results in a

Epistemic exclusion: Scholar(ly) devaluation that marginalizes faculty of color. *Journal of Diversity in Higher Education*, 14(4), 493–507. <https://doi.org/10.1037/dhe0000174>

4. Greco, A.N., Wharton, R.M. and Brand, A. (2016). Demographics of scholarly publishing and communication professionals. *Learned Publishing*, 29: 97–101. <https://doi.org/10.1002/leap.1017>

dearth of BIPOC perspectives and thus a body of work that is narrower and more limited than a more inclusive system would provide. White privilege is essentially “baked into” every part of the scholcomm cycle, manifesting as a “feedback loop in scholarship that privileges and publishes the majority voice, which is often white and male.”⁵

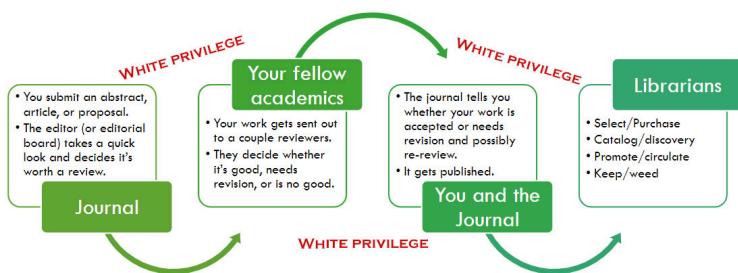


Figure modified from: Roh, C. (2020, Dec. 10). Publishing and representation (or the lack thereof). Webinar for Scholarly Communications & Open Resources in Education (SCORE).

II. Gender Inequities

In addition to white privilege, there also exists systemic gender bias. Women are underrepresented, consistently and worldwide, throughout the scholarly communications process, from authoring articles to serving as journal editors and peer reviewers.⁶ Moreover, when women in science do serve as authors, they face challenges

5. Roh, C. (2016). Library publishing and diversity values: Changing scholarly publishing through policy and scholarly communication education. *College & Research Libraries News*, 77(2), 82-85. <https://doi.org/10.5860/crln.77.2.9446>
6. Helmer, M., Schottdorf, M., Neef, A., & Battaglia D. (2017, Mar. 21). Gender bias in scholarly peer review. *eLife*, 1-18. <https://doi.org/10.7554/eLife.21718.001>

to their contributions and its value, with their work often going unrecognized or unrewarded; in turn, these problems hamper future research opportunities and career advancement in the academy and perpetuate an unfair system in which women's scientific labor is devalued.⁷ Ultimately, gender bias interferes with the production of new knowledge.

“The isolation of women from scientific teams has strong consequences. Evidence suggests that sociodemographic diversity leads to innovation and that there are homophilic effects in research, that is, that people tend to study items that relate to their lived experiences. Given this, the chilling effect on collaboration will lead to a constraint on the knowledge produced.”⁸

In regard to scholarly publishing, although more women than men work in the field, those in leadership roles — or who have greater opportunity to attain a leadership role — are disproportionately male.⁹

7. Ni, C., Smith, E., Yuan, H., Larivière, V., & Sugimoto, C. R. (2021, Sept.) The gendered nature of authorship. *Science Advances*, 7(36), 1-7. [10.1126/sciadv.abe4639](https://doi.org/10.1126/sciadv.abe4639)
8. Sugimoto, C. qtd. in *Georgia Institute of Technology* (2021, Sept. 2). Exploring the role of gender in scholarly authorship disputes. Retrieved from <https://www.sciencedaily.com/releases/2021/09/210902174735.htm>
9. Taylor, S., Spilka, S., Monahan, K., Mulhern, I. and Wachter, J. (2020, Oct.). Evaluating equity in scholarly publishing. *Learned Publishing*, 33: 353-367. <https://doi.org/10.1002/leap.1301>

III. Global Inequities

Privilege in scholarly publishing extends beyond race, ethnicity, and gender. There are also documented inequities in relation to geography and economic status, specifically between the global North (historically referred to as the “First World” or “developed world”) and the global South.

“ . . . publishing is of central importance to the creation and sustenance of global inequalities in academic knowledge production. Some of the mechanisms associated with publishing, and which sustain these global inequalities . . . allow knowledges produced in the global South to be systematically marginalised, dismissed, under-valued or simply not made accessible to other researchers.”¹⁰

Research shows that the current system of scholarly knowledge production privileges scholars and authors in the global North over those from the global South in a variety of ways. For example:

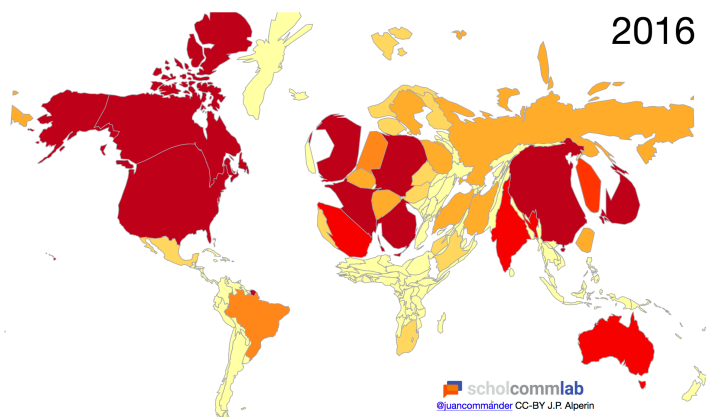
- articles by Southern academics are cited at a lower rate than their Northern counterparts
- Southern journals are underrepresented in leading journal index tools such as Scopus and Web of Science
- the North is overrepresented on editorial boards of journals, including “international” journals, with the majority of members from North American and Europe

10. Collyer, F. M. (2018). Global patterns in the publishing of academic knowledge: Global North, global South. *Current Sociology*, 66(1), 56-73. <https://doi.org/10.1177/0011392116680020>

- research findings by Southern academics are viewed as peripheral and/or context-specific, rather than central and universal
- knowledge is assumed to “flow” from North to South, with the global North the predominant knowledge creator and the global South its passive recipient
- most large commercial publishers are headquartered in the global North
- high journal subscription costs are prohibitive for many university libraries in the global South
- Southern scholars face pressure to publish in English rather than their local language, or to have their work translated, which can be expensive and labor intensive; to address international topics in their research, rather than issues of local relevance; and to conform to the standards and measurements of success as defined by Northern journals

These biases result in a system heavily skewed toward Northern authors. A 2016 map of global scholarly output puts these inequities into stark reality, showing a bloated concentration of authors from the global North (represented by darker colors).

World scaled by number of documents with authors from each country in Web of Science



Alperin, J. P. (2018). World scaled by number of documents with authors from each country in Web of Science: 2016. [Figure]. Retrieved from figshare <https://doi.org/10.6084/m9.figshare.7064771.v1>

To help counter these inequities, there are initiatives to decolonize knowledge production and scholarly publishing, including the rise of alternative networks, such as Latindex, a portal into scholarship and research produced in Latin America, the Caribbean, Spain, and Portugal; Brazil-born SciELO, an electronic database that provides open access to journals and articles; and Open Research Africa, a revolutionary form of scholarly publishing that bypasses the journal model altogether and emphasizes rapid publication, transparency of peer review, and continual revision.

In closing, issues of privilege rooted in racial/ethnic, gender, and global inequities within scholarly publishing present a formidable challenge. Despite growing awareness and advances to rectify inequalities, much more progress remains to be made. As a participant in the scholarly communications system — whether reader, educator, author, editor, peer reviewer, librarian, etc. — consider: what concrete actions might you take to help make the system more diverse, inclusive, and equitable?

Exercise: Scholcomm Organizations

There are many organizations/initiatives/associations/professional groups devoted to advancements in scholarly communications, including dismantling privilege and addressing inequities. In order to become familiar with some of them, please choose one from the list below and prepare a 12-15 minute presentation to introduce it to others. You must use some form of visual (such as Powerpoint slides or an infographic) to accompany your remarks. In your presentation you may wish to address the following: *(note: not all questions will apply to all organizations)*

- What is the mission, vision, and/or strategic plan of this organization?
- When / how / by whom was it formed? Does it have a geographic focus (country? region? worldwide?)
- What specific components of scholarly communication does it seek to address or change?
- Who can join this organization as a member? (Individuals? Libraries? Publishers? Consortia? etc.) Is there a membership fee?
- Who is the primary group or audience it is trying to reach?
- What resources does it offer? (Does it publish materials? Hold conferences? Host a listserv? Offer scholarships or other funding opportunities? Provide trainings or certifications? etc.)

- Does it work with other organizations? Which? How?
- How does it operate financially? What is its business model? Is it owned by someone or some group or independent?
- Has it received any awards or criticisms? Has it received coverage in the news or on social media?
- Does the organization face any challenges (that you can ascertain)? These could be technical, organizational, financial, etc.

Organizations

- AmeliCA
<http://amelica.org/index.php/en/home/>
- Coalition for Networked Information (CNI)
<https://www.cni.org/>
- Committee on Publication Ethics (COPE)
<https://publicationethics.org/>
- Directory of Open Access Journals (DOAJ)
<https://doaj.org/>
- Electronic Information for Libraries (EIFL)
<https://www.eifl.net/>
- FORCE11
<https://www.force11.org/>
- HELIOS
<https://www.heliosopen.org/>
- Knowledge Equity Lab
<https://knowledgeequitylab.ca/>

- Latindex (use Google Translate for English version)
<https://www.latindex.org/latindex/>
- NASIG
<https://www.nasig.org/>
- Open Access Scholarly Publishers Association (OASPA)
<https://oaspa.org/>
- Open Research Africa
<https://openresearchafrica.org/>
- Public Knowledge Project (PKP)
<https://pkp.sfu.ca/>
- Scholarly Communication Institute
<https://trianglesci.org/>
- Scholarly Publishing and Academic Resources Coalition (SPARC)
<https://sparcopen.org/>
- SciELO
<https://scielo.org/en>
- Scienceafrique
<https://www.scienceafrique.org/en/home/> (Use Google Translate for English version)
- Whose Knowledge?
<https://whoseknowledge.org/>
- Another organization you wish to propose (check with instructor)

Additional Readings & Resources

Allen, L., & Marincola, E. (2020). Rethinking scholarly publishing: How new models can facilitate transparency,

equity, efficiency and the impact of science. In Kraemer-Mbula, E., Tijssen, R., Wallace, M. L., & McLean, R. (Eds.), *Transforming research excellence: New ideas from the Global South* (pp. 233-247). Cape Town: African Minds.

Diaz, I., & Bergman, M. E. (2013). It's not us, it's you: Why isn't research on minority workers appearing in our "top-tier" journals? *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 6, 70 -75.
<http://dx.doi.org/10.1111/iops.12010>

Knowledge Equity Lab & SPARC. *Unsettling knowledge inequities*. [Podcast]. Retrieved from
<https://knowledgeequitylab.ca/podcast/>

Maron, N., Kennison, R., Bracke, P., Hall, N., Gilman, I., Malenfant, K., Roh, C., & Shorish, Y. (2019). *Open and Equitable Scholarly Communications: Creating a More Inclusive Future*. Chicago: Association of College & Research Libraries. Retrieved from <http://bit.ly/ACRLResecRA>

Matthew, P. A. (Ed.). (2016). *Written/unwritten: Diversity and the hidden truths of tenure*. Chapel Hill: The University of North Carolina Press.

Niemann, Y. F., Gutiérrez y Muhs, G., & Gonzalez, C. G. (Eds.) (2020). *Presumed incompetent II: Race, class, power, and resistance of women in academia*. Louisville, CO: Utah State UP.

Sikri, K. (2020, Oct. 22). *Academia: A Provocation* [Video.] Knowledge Equity Lab. https://youtu.be/H_acOkr3Nao

Strunk, K. K. (2020, March 13). *Demystifying and democratizing tenure and promotion*. *Inside Higher Ed*. <https://www.insidehighered.com/advice/2020/03/>

13/tenure-and-promotion-process-must-be-revised-especially-historically-marginalized

Tennant, J. P., Crane, H., Crick, T., Davila, J., Enkhbayar, A., Havemann, J., ... Vanholsbeeck, M. (2019). Ten hot topics around scholarly publishing. *Publications*, 7(2), 1-24. doi:10.3390/publications7020034

Zambrana, R. E. (2018). *Toxic ivy towers: The consequences of work stress on underrepresented minority faculty*. New Brunswick, NJ: Rutgers University Press.

PART III

ASSIGNMENTS

Concluding this course are two assignments geared toward students who are hoping to publish scholarly work. The first is a “Publishing Plan” that asks them to identify appropriate scholarly journals and articulate why they are a good fit for publishing their scholarship. The second assignment is a “Promotion Plan” in which students make decisions about how to share and promote their work *after* it has been published. Both assignments ask students to reflect on and respond to the content of this course as they develop their plans.

IO.

Throughout this course, you've taken a deeper look at the process and politics of scholarly publishing. Now it's time to put it all together and try your hand at creating your own **publishing plan**.

Using journal directory/indexing tools (subscription resources such as Cabell's, Ulrich's, and Journal Citation Reports, if they are available to you; as well as open tools such as Sherpa Romeo and journal/publisher websites) locate two journals that might be a good fit for publishing your work. In a 3-5 page paper (roughly 1500-2000 words), name and describe the journals you have selected and explain why you have chosen them. Reflect on criteria such as:

- Scope: What subjects/topics does the journal cover? What kind of work, and in what format, does the journal seek to publish? Do issues have a distinct theme? Does the journal have a geographic focus?
- Targeted audience: Who reads this journal? Are they the audience you are trying to reach?
- Information for authors: Are the manuscript guidelines clearly communicated? What is the article acceptance rate? How long does the publication process typically take, from initial submission to final publication? Who are the editors? How long has the journal been in existence?
- Transparency of policies and practices: What information is readily available? What can't you find about their policies? Are there any "red flags" or practices that concern you?
- Business model: Is it published by a commercial company? A professional society or association? How does the journal pay for expenses? Is it evident what an individual or institutional subscription costs?
- Peer review: Is the journal peer-reviewed? Single or double blind? Open peer review? Is there any information about how

their particular peer review process works?

- Open access options or compatibility with OA (such as eligibility for institutional repositories): Is the journal partially (hybrid) or fully open access? Are authors asked to pay an article processing charge (APC) to make their work open access? What are the terms that authors must follow if they want to deposit their accepted manuscript/post-print into an open access institutional or disciplinary repository?
- Copyright/Author's rights: Are authors required to transfer their copyright to the journal publisher, or do they retain copyright? Does the publisher provide an example of the author contract or its verbiage?
- Bibliometrics/Altmetrics: How is the journal measured by bibliometric indicators (such as Journal Impact Factor, CiteScore, SCImago Journal rank, or Scopus SNIP) and altmetric tools (such as Altmetric, Impact Story, PlumX) systems? Does it have name recognition in its field? Are your peers, colleagues, and/or instructors familiar with the journal?
- Other factors that are important to YOU

II.

So: what happens *after* you've published your work? How can you shepherd it along on its journey to readers and help it make an impact?

Create a post-publication **promotion plan** for your published work in which you address what tools/resources, if any, you will use to increase readership and engagement (e.g., Twitter, Mendeley, Academia.edu, ResearchGate, Google Scholar, an institutional repository (IR), etc.). In a 3-5 page paper (roughly 1500-2000 words), explain why and how you will use particular tools — and why you have decided not to use others. Consider criteria such as:

- What are your promotional “goals” and how will the resources you have elected to use help you achieve those goals?
- Which tools will you not use, and why?
- Situate your promotion plan within the context of the two journals that you selected for your publishing plan. Under those journals' policies, what rights do you have as an author? How will you exercise those rights?
- Does open access factor into your plan, and if so, how?
- How will you maximize the potential impact of – and engagement with – your publication? Will you make it (or portions of it) available – both in terms of readability and access – to people outside of the academy? If so, how?