

# Revealing the mask of scholarly publishing for junior researchers: A collaborative webinar training model

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Image from <https://www.visitberlin.de/en/brandenburg-gate>

# Publishing or perishing



Image from <https://www.linkedin.com/pulse/publish-perish-can-we-choose-one-category-please-de-moraes>

How much are  
PhD students  
publishing  
before  
graduation?

“...PhD students in our sample averaged **4.3 peer-reviewed journal or book chapter publications** before graduation.”

(HATCH & SKIPPER, 2016).

Reality:  
Students  
feel  
challenged  
to do so!



Image from <https://www.ixxus.com/blog/what-are-the-biggest-challenges-in-publishing-today/>

## Tri-agency open access policy in Canada

**SSHRC, NSERC, and CIHR** require that "any peer-reviewed journal publications arising from Agency-supported research are freely accessible **within 12 months of publication.**" It applies to NSERC and SSHRC grants awarded May 1, 2015 and onward, and CIHR grants awarded January 1, 2008 and later.

# Open access awareness

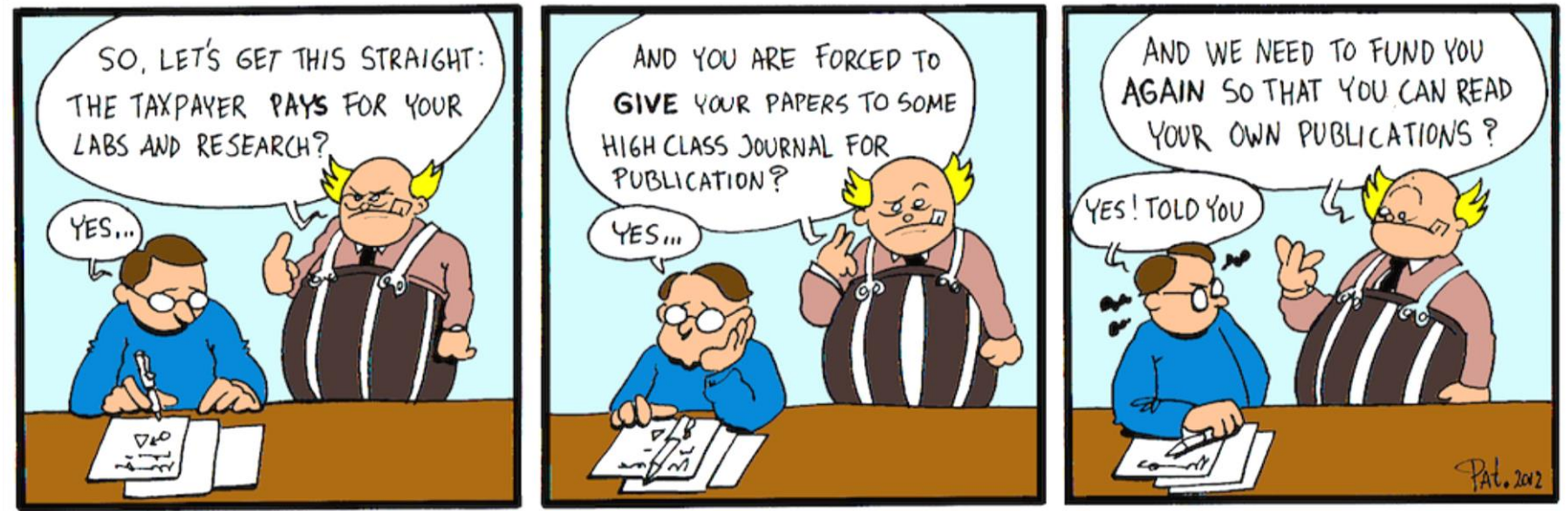


Image from <https://openaccess.be/2012/10/24/yes-i-told-you-an-open-access-cartoon/>

# ACRL Framework for Information Literacy

Table 1.

Mapping the ACRL Framework to topics in scholarly publishing literacy

Threshold concept or "frame"	Related publishing topics
Information Creation as Process	<ul style="list-style-type: none"><li>• Selecting a publication venue; responding to peer review.</li><li>• Evaluating scholarly impact (bibliometrics and altmetrics).</li></ul>
Information Has Value	<ul style="list-style-type: none"><li>• Understanding copyright and fair use; considering open access options.</li><li>• Selecting a publication venue; negotiating authors' rights.</li></ul>
Scholarship as Conversation	<ul style="list-style-type: none"><li>• Writing for publication; developing proposals.</li><li>• Working with publishers; selecting a publication venue; responding to peer review.</li></ul>

(McClellan, Detmering, Martinez & Johnson, 2017)



# Scholarly publishing literacy training



Image from <https://www.pei.com/services/skype-for-business-training/>



The  
approach

**Knowledge  
about publishing  
in a specific discipline**

Webinar:  
“Publishing  
with IEEE”

# **Publishing with IEEE**

**Jalyn Kelley**  
**IEEE Client Services Manager**

**23 March 2017**



# On-site group viewing



Image from <https://www.mcgill.ca/engineering/faculty-staff-resources/facilities/buildings/mcconnell>

# Webinar sample slide #1

## Agenda

1. **Publishing choices**
2. **Open Access**
3. **Peer Review**
4. **Paper Structure**
5. **Ethics**
6. **Submission**
7. **Resources**

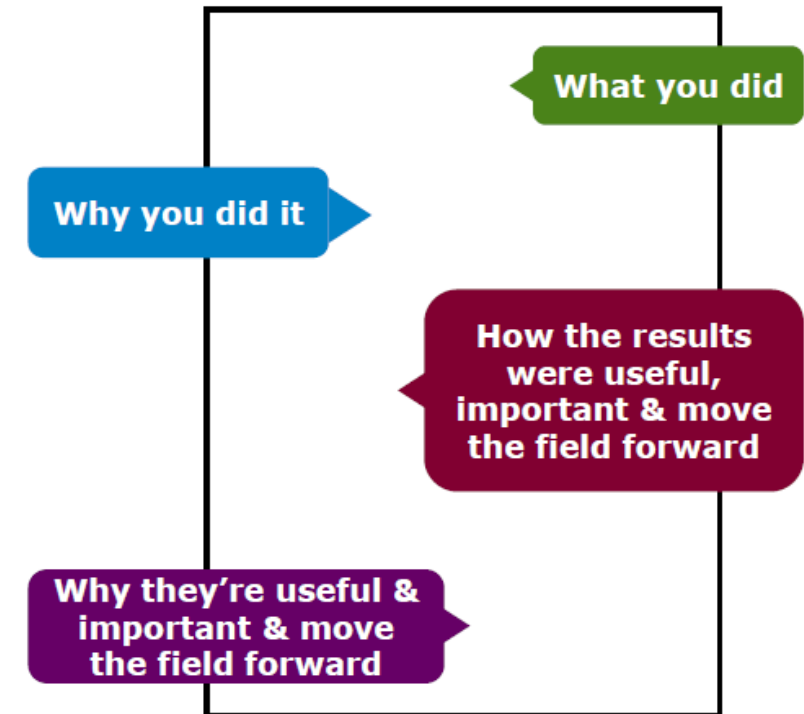


# Webinar sample slide #2

## Paper Structure Abstract

A “stand alone” condensed version of the article

- Summary of the research conducted, the conclusions reached, and the potential implications
- No more than 250 words; written in the past tense
- Uses keywords and index terms



# Webinar sample slide #3

## Ethics

### Definition of an Author

An author is an individual who meets ALL of the following criteria:

- Made a significant intellectual contribution to the work described in the article (e.g., theoretical development, system or experimental design, analysis and interpretation of data, etc.)
- Contributed to writing the article or revising it for intellectual content
- Approved the final version of the article as accepted for publication



# Thoughts



Image from <http://www.gettyimages.ca/detail/photo/green-apple-royalty-free-image/184985893>

# References

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Hatch, T., & Skipper, A. (2016). How much are PhD students publishing before graduation?: An examination of four social science disciplines. *Journal of Scholarly Publishing*, 47(2), 171-179. doi:10.3138/jsp.47.2.171

Knieval, J. E. (2008). Instruction to faculty and graduate students: A tutorial to teach publication strategies. *portal: Libraries and the Academy*, 8(2), 175-186. doi:10.1353/pla.2008.0020

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