

Get Published! Straight Talk from the Editors at Partnership

OLA Super Conference
January 31, 2013

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Mary Kandiuk
Ann Smith



Outline

- About the journal
- Research and scholarship for librarians
- Peer review
- What the IP Editor looks for in a manuscript submission
- Some noteworthy IP articles
- Structure of a research article
- What the TR Editor looks for in a manuscript submission
- Some noteworthy TR articles
- Why Publish in Partnership?
- Questions

About the Journal – history

- Originated at a meeting of The Partnership, Feb 2005
- Idea proposed by Cynthia Archer, York University
- Jennifer Richard appointed as the founding Editor
- Committee of nineteen volunteers established format and brought journal to fruition
- First issue published November, 2006

Original Contributors

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Vision

“The purpose of this initiative is straightforward: to provide myriad opportunities to the Canadian library community in the realm of scholarly communication. The journal is an outlet for sharing innovations in the workplace and one of a very few Canadian venues for the much desired peer review status. In addition, the journal provides a chance for librarians and library workers to be editors, reviewers and writing coaches. Though of great importance to academic librarians, whose tenure or promotion often depends on peer review, this journal is in no way meant exclusively for academics: this is a journal for everyone.”

Vision

“Our philosophy guarantees rigorous peer review and high standards for both theoretical and practical articles which are made freely and immediately available to everyone...”

In this journal you will also find news, profiles and views from librarians and library workers across Canada, further connecting members of our library community.”

Background

- Publisher: The Partnership
- Sponsors: Guelph, U of S Library
- Canadian (but not exclusively)
- Library and information practice and research
- A practitioners' journal (but not exclusively)
- Structured – 9 sections
- Multi-type
- Peer reviewed / Non-peer-reviewed

Background

- Open Access
- [CC Attribution-ShareAlike 2.5 Canada](#) license
- Publishing platform: OJS 2.3.8.0
- Indexing
 - Google/Google Scholar
 - Library Literature & Information Science Full Text (Wilson)
 - Library, Information Science & Technology Abstracts (EBSCO)
 - Directory of Open Access Journals (DOAJ)
 - Scholars Portal (OCUL)
 - JournalTOCS
- Budget

Editorial Team

Editor-in-Chief	David Fox	University of Saskatchewan
Section Editors		
Innovations in Practice	Mary Kandiuk	York University
Theory and Research	Ann Smith	Acadia University
Conference Spotlight	Jennifer Easter	University of Guelph-Humber
Professional Development	Jessica Lange	McGill University
Media/Publication Reviews	Michael Hohner	University of Winnipeg
Profiles	--	--
Viewpoints	Lindsay Gibb	The Beguiling – Library Services Dept
French Language Editor	Kumiko Vézina	Université Concordia
Copyeditors	Catherine Jeanjean	Agriculture and Agri-Food Canada
	Michael Lines	University of Victoria
Layout Editors	Rainer Schira	Brandon University
	Mark Weiler	MLIS, Western University
Business Manager	Barbara Kelly	Vancouver Public Library

Basic Facts

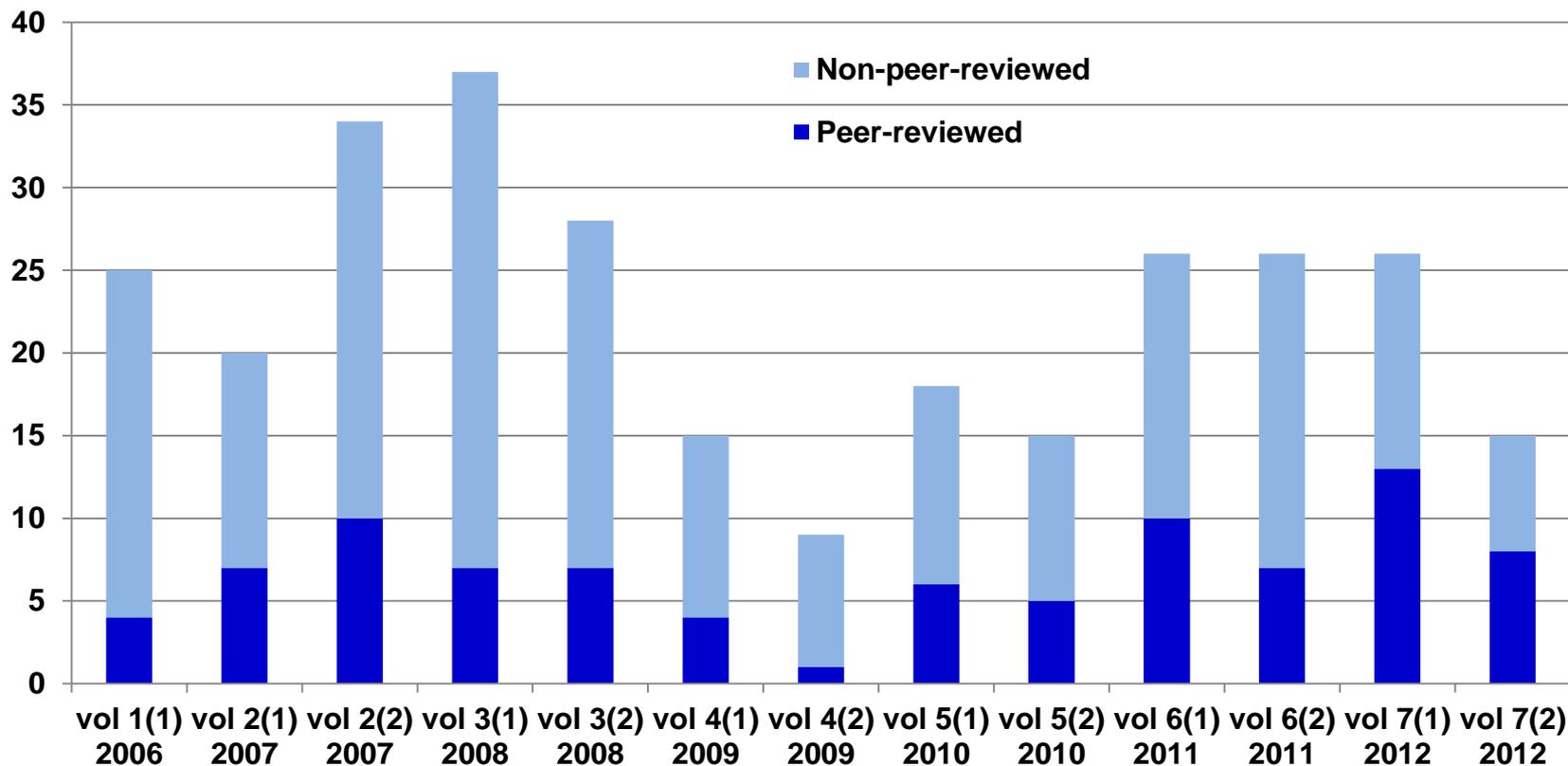
- 14 issues published
- 294 articles
- 271 unique authors
- 213 peer-reviewers
- 763 registered readers
- 750,972 article reads

Articles Published by Section

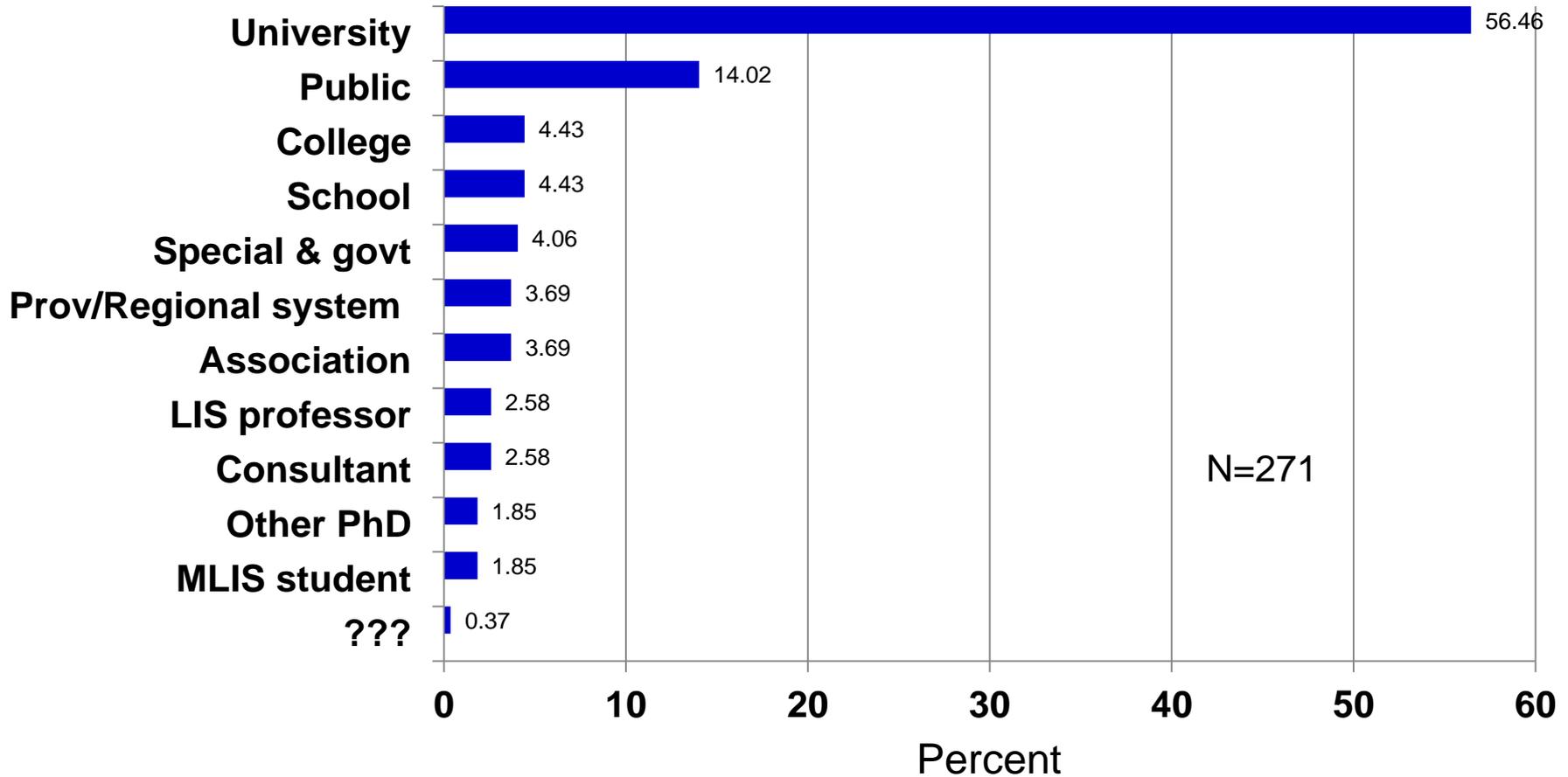
Section	Articles	Percentage
Media/Publication Reviews	57	19.4
Profiles	48	16.3
News and Announcements	47	16.0
Theory and Research*	45	15.3
Innovations in Practice*	31	10.5
Professional Development	26	8.8
Editor's Comments	15	5.1
Conference Spotlight*	13	4.4
Viewpoints	12	4.1
TOTAL	294	100.0

* Peer-reviewed

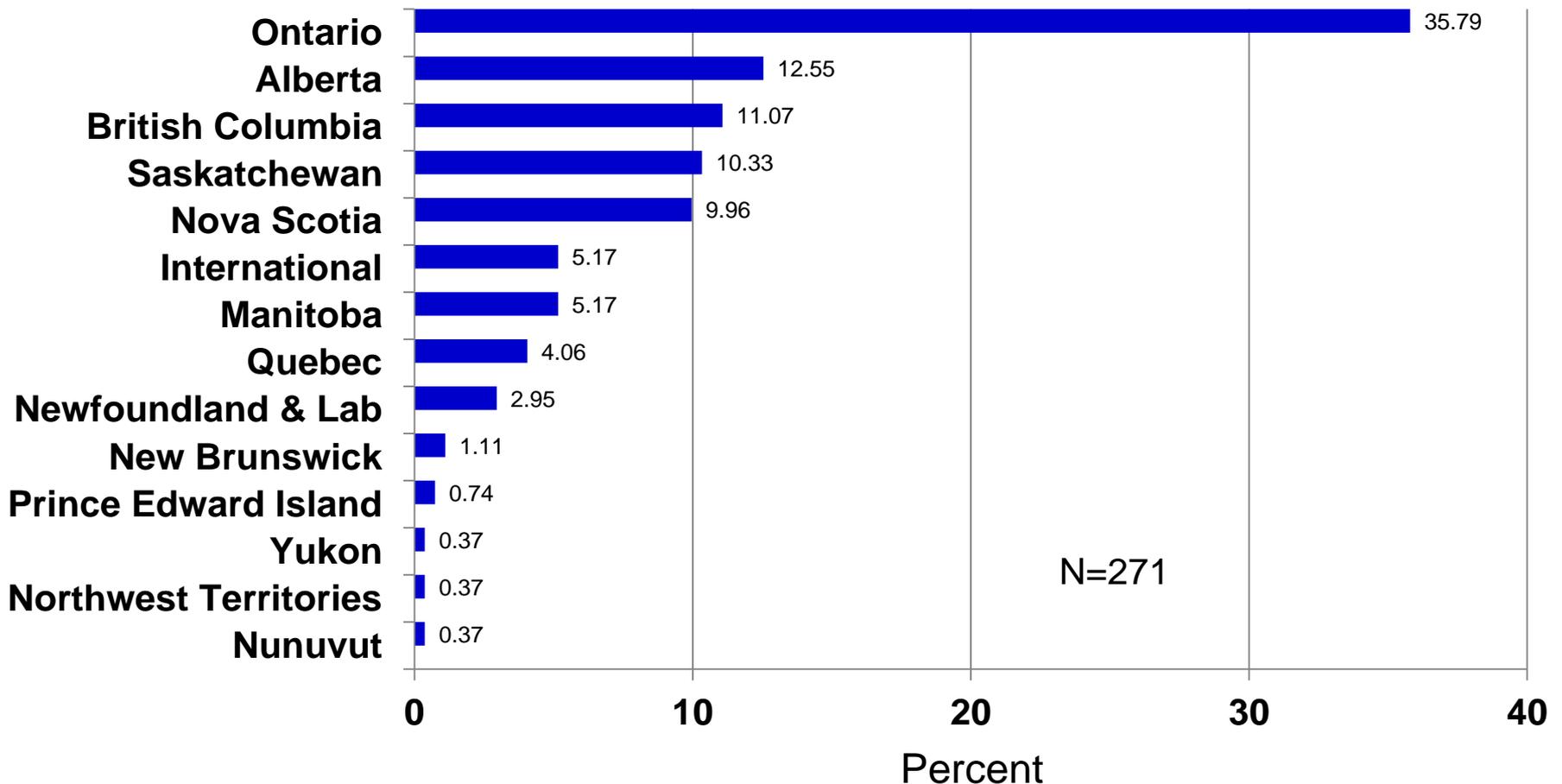
Articles by Issue



Authors by Sector 2006–2012



Authors by Province/Territory 2006–2012



Submissions

- Online submission
- [Section policies](#)
- [Author guidelines](#)
 - Original work
 - MS Word
 - MLA style
 - Copyright agreement

Editorial Process – phase 1

- Manuscript uploaded
- Editor review, select peer-reviewers,
request reviews 1 week
- Peer review 4 weeks
- Evaluate reviews and make
editorial decision 1 week
(Accept, Revisions required, Resubmit for review, Reject)
- Author's revisions 4 weeks
- Editor review 1 week
- Total 11 weeks

Editorial Process – phase 2

• First stage copyedit	1 week
• Author copyedit	1 week
• Final copyedit	1 week
• Initial Proofread	.5 week
• Prepare galley proofs	.5 week
• Author proofread	1 week
• Corrections	.5 week
• Final proofread	.5 week
• Publish!	
Total	<hr/> 6 weeks

Research and Scholarship for Librarians

- Scholarship of discovery, so-called "pure and applied research," pursues new knowledge
- Scholarship of integration synthesizes and interprets knowledge to provide perspective
- Scholarship of application solves problems for a larger community using knowledge from one's particular field of expertise
- Scholarship of teaching and learning contributes to knowledge about how people learn

Lowry, Charles B. "Research and Scholarship Defined for portal: Libraries and the Academy." *portal: Libraries and the Academy* 4.4 (2004): 449-453.

Types of Research for Librarians

- Conducting bibliometric and citation studies
- Investigating how faculty and students seek and use information
- Creating new ways to organize information
- Developing new methods and strategies for information retrieval
- Establishing new mechanisms to evaluate library services and processes
- Researching the impact of the library on knowledge creation
- Examining effective approaches to providing reference and delivering instructional activities
- Compiling bibliographies

...Also discipline/subject specific research

http://hlwiki.slais.ubc.ca/index.php/Scholarship_for_academic_librarians

Research Methods in Library/Information Science

- Bibliometrics (using quantitative analysis and statistics to describe patterns of publication within a given field or body of literature)
- Survey Methods (sampling of a population using qualitative or quantitative measures)
- Historical Approach (collecting historical information about a problem or a topic)
- Qualitative Analysis (examining non-measurable data)
- Content Analysis (analyzing the actual content and internal features of media)
- Discourse Analysis (questioning the basic assumptions of quantitative and qualitative research methods)
- Structural Analysis (analyzing and exploring the structures underlying the text or system, which make the content possible)

Examples of Scholarship for Librarians

- Publishing research in journals, books, and conference proceedings
 - Conference presentations
 - Book reviews
 - Editorial positions
 - Conference poster sessions
 - Non-refereed articles
 - Grant proposals
 - Peer-reviewing
- And....authoring blogs, maintaining wikis, etc.

***Peer-reviewed journal article appears to be the gold standard for the social sciences, including library and information science**

Choosing the Appropriate Venue for Publication – An Important Decision!

- Should be given consideration early on in the process as opposed to after the article is written
- Have several journals in mind. What “types” of articles do they publish? Do they publish articles on the same subject? Finding the right journal lessens the chance of rejection after a lengthy peer review process. Review the journal’s instructions for authors which provide guidelines for manuscripts.
- Considerations: Is the journal peer reviewed? Articles must be peer reviewed in order to be considered research articles.
- Other factors: reputation, frequency of publication and length of time for article to appear, availability, open access (DOAJ), indexing.

Peer Review

“The Royal Society is the world’s oldest scientific publisher, with the first edition of Philosophical Transactions of the Royal Society appearing in 1665. Henry Oldenburg – Secretary of the Royal Society and first Editor of the publication – ensured that it was “licensed by the council of the society, being first reviewed by some of the members of the same”, thus making it the first ever peer-reviewed journal.”

<http://royalsociety.org/news/Royal-Society-journal-archive-made-permanently-free-to-access/>

Peer Review Process

- Author submits manuscript which is sent out for blind peer review (2-3 reviewers)
- Peer reviewers provide recommendations to accept, accept with revisions, or resubmit
- Author receives comments via the editor and makes revisions on the basis of the feedback received
- Editor makes the final decision to accept on the basis of the revised manuscript
- Process can take several months depending on the journal

What is the future of peer review in the age of the internet?

Responsibilities of Different Players in the Peer Review Process

- **Peer reviewer:** assesses the quality of the work; has a background in/understanding of the subject in order to be able to evaluate it; recommends revisions to improve the quality of the work
- **Editor:** ensures a standard of quality for what is published; selects peer reviewers appropriate to the submission; balances and considers the comments of the reviewers; decides whether the article is accepted, accepted on the basis of revisions, or rejected; provides appropriate feedback on the basis of the reviews to the author; ensures the final manuscript incorporates the comments of the reviewers and meets the standards of the journal
- **Author:** considers the comments of the peer reviewers; makes revisions as necessary

Authors usually find that the peer review process improves the article!

Being a peer reviewer is good preparation for writing your own article!

What the IP Editor Looks for in a Manuscript

- Timely
- Innovative
- Unique
- Creates a context for the general reader as well as a description and discussion of the project planning and implementation to guide others
- Conclusions based on findings/evidence that are clearly evident to others; appropriate interpretation of results

Most Common Peer Reviewer Criticisms

- Insufficient detail re: methodology for the project; instrument samples; outcomes; background/context
- Gaps in the literature review
- Unsubstantiated statements: conclusions not based on findings; sweeping generalizations i.e. use of “indicates” as opposed to “suggests,” “assumes” as opposed to “anticipated”; lack of references/examples to support statements -“information presented as fact requires attribution!”
- Poor organization/structure/flow of the article
- Lack of: definitions; applications; documentation; urls and bibliographical references
- Poor language/grammar; jointly authored articles should be consistent in tone/writing

Some Noteworthy IP Articles

“Creating and Hosting Student-Run Research Journals: A Case Study” by Adrian K. Ho vol. 6 no. 2 (2011)

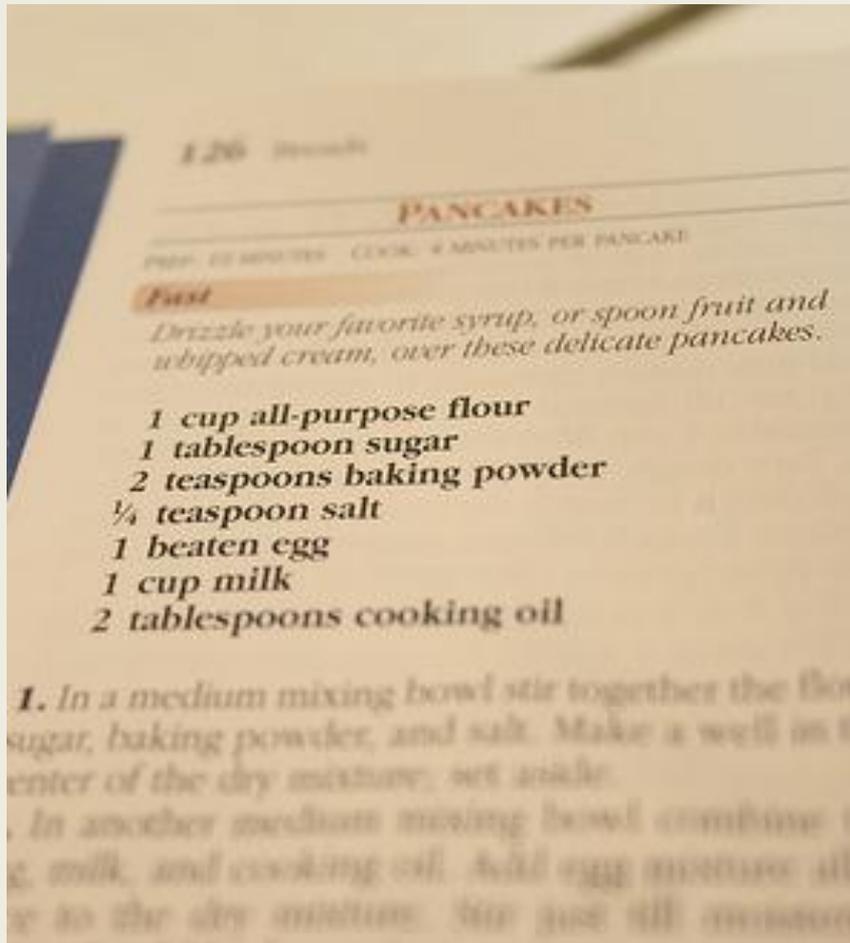
Abstract:

- This case study aims to examine an academic library’s roles in facilitating the creation and hosting of open access student-run research journals. In addition to providing an online platform to host the journals, the library acquaints students with scholarly publishing, assists them in securing various resources available on campus, and offers support for content management. There are challenges and opportunities for the library as it undertakes the responsibility of hosting student journals. The article concludes with a discussion of possible topics for future research.

Why?

- Case study that is situated in the broader context of university's mission and library's role in support of that mission
- Deals with a topic that is current and of interest to others
- Well written and well organized
- Thorough literature review, including references throughout the article to support the discussion
- Provides enough detail to assist other libraries that may wish to embark on a similar undertaking
- Also provides detail regarding the challenges and possible pitfalls

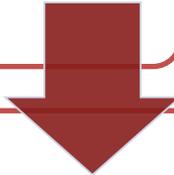
What goes into a research article?



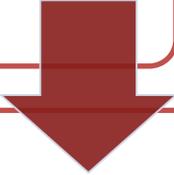
- Informative Abstract
- Literature Review
- Methodology
Scope?
- Results
Limitations?
- Discussion
- Conclusions
- Acknowledgements?
- References
- Appendices?

A Strong Introduction Sets the Scene

1. What are you studying?



2. Why is it important?



3. What is the context, or background?

1: A really clear statement or questions can help...

This study addressed four specific questions:

- 1) What children's literature is currently being used in Atlantic Canadian school classrooms?
- 2) Are teachers in the Atlantic provinces familiar with the work of both national and regional children's authors and illustrators?...

2. BUT only if we know why...

Faced with these numbers, the library decided to investigate alternative modes of reference to reach their patrons... an active approach was needed.

It is clear, then, that mobile technologies offer libraries the opportunity to provide unprecedented access to their collections.

3. And have enough **BACKGROUND** to understand...

Some of the reasons for this trend....

The term “roaming reference” has never been clearly defined....In essence, it is anything occurring away from the confines of the reference desk.

Biggest Pitfall of the Literature Review in the T&R Section

<p>Produce</p> <p>FRUITS</p> <input type="checkbox"/> apples <input type="checkbox"/> bananas <input type="checkbox"/> oranges <input type="checkbox"/> lemons <input type="checkbox"/> berries <input type="checkbox"/> grapes <input type="checkbox"/> melons <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>meat & fish</p> <input type="checkbox"/> beef <input type="checkbox"/> poultry <input type="checkbox"/> pork <input type="checkbox"/> fish <input type="checkbox"/> seafood <input type="checkbox"/> bacon <input type="checkbox"/> sausage <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>dry goods</p> <p>GENERAL</p> <input type="checkbox"/> peanut butter <input type="checkbox"/> jelly <input type="checkbox"/> honey <input type="checkbox"/> maple syrup <input type="checkbox"/> coffee <input type="checkbox"/> tea <input checked="" type="checkbox"/> oil <i>veg</i> <input type="checkbox"/> vinegar <input type="checkbox"/> salad dressing <input type="checkbox"/> pasta sauce <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>SNACKS & BEVERAGES</p> <input type="checkbox"/> soda <input type="checkbox"/> juice <input type="checkbox"/> crackers <input type="checkbox"/> chips <input type="checkbox"/> salsa/dip <input type="checkbox"/> cookies <input type="checkbox"/> nuts <input type="checkbox"/> dried fruit <input type="checkbox"/> candy <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>household</p> <p>KITCHEN</p> <input type="checkbox"/> plastic bags <input type="checkbox"/> plastic wrap <input type="checkbox"/> aluminum foil <input type="checkbox"/> dish soap <input type="checkbox"/> sponges <input type="checkbox"/> paper towels <input type="checkbox"/> garbage bags <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>VEGETABLES</p> <input type="checkbox"/> lettuce <input type="checkbox"/> spinach <input type="checkbox"/> cucumbers <input type="checkbox"/> tomatoes <input type="checkbox"/> peppers <input type="checkbox"/> onions <input type="checkbox"/> garlic <input type="checkbox"/> potatoes <input type="checkbox"/> carrots <input type="checkbox"/> broccoli <input type="checkbox"/> zucchini <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>refrigerated</p> <input checked="" type="checkbox"/> milk <input checked="" type="checkbox"/> butter <input checked="" type="checkbox"/> eggs <input checked="" type="checkbox"/> yogurt <input type="checkbox"/> cheese <input type="checkbox"/> cold cuts <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>GRAINS</p> <input type="checkbox"/> pasta <input type="checkbox"/> rice <input type="checkbox"/> cereal <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>BAKED GOODS</p> <input type="checkbox"/> fresh bread <input type="checkbox"/> sandwich bread <input type="checkbox"/> bagels <input type="checkbox"/> tortillas <input type="checkbox"/> muffins <input type="checkbox"/> doughnuts <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>GENERAL</p> <input type="checkbox"/> hand soap <input type="checkbox"/> laundry detergent <input type="checkbox"/> fabric softener <input type="checkbox"/> dryer sheets <input type="checkbox"/> bleach <input type="checkbox"/> household cleaner <input type="checkbox"/> glass cleaner <input type="checkbox"/> light bulbs <input type="checkbox"/> batteries <input type="checkbox"/> _____ <input type="checkbox"/> _____
	<p>frozen</p> <input type="checkbox"/> ice cream <input type="checkbox"/> pizza <input type="checkbox"/> _____	<p>CANNED</p> <input type="checkbox"/> beans <input type="checkbox"/> tomatoes <input type="checkbox"/> _____	<p>BAKING</p> <input checked="" type="checkbox"/> flour <input type="checkbox"/> sugar <input type="checkbox"/> _____	<p>don't forget...</p> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Literature Review Opening Paragraph

While the number of projects in libraries has been increasing, **the topic of PM has not been written about as much as other subjects in the library literature** (Burich et al. 19; Feeney and Sult 745; Winston and Hoffman 52 and 55). However, within the literature that does exist, **there are three aspects of the topic that are described in detail: 1) the PM methodologies used to manage particular library projects, 2) PM methodologies and/or tools for librarians discussed on a general level (i.e., not related to particular library projects) and 3) PM training and skills needed by librarians. What follows is a discussion of the library literature grouped by these three themes.**

Methodology



A noteworthy methodology section

Peterson, S. S. (2012). (7)2, 1-21. [Preschool Early Literacy Programs in Ontario Public Libraries](#)

The multi-method approach has contributed significantly to the validity and robustness of this data. While these children are too young to be interviewed, their "voices" have been captured through observation. All too often our research just examines adult perspectives. The sampling appears to be appropriate; in any case the author(s) has(have) described the limitations of the sampling. There certainly is enough data. Reporting the numbers gave a nice quantitative overview; sharing excerpts from the qualitative data made the number findings come alive.

Anonymous Peer-Reviewer for Partnership.

Some of our best results sections

Make effective use of charts and tables

But... charts and tables that are clear...

And effective summaries of textual data...

So...what DO these look like?

Effective Use of a Bar Chart

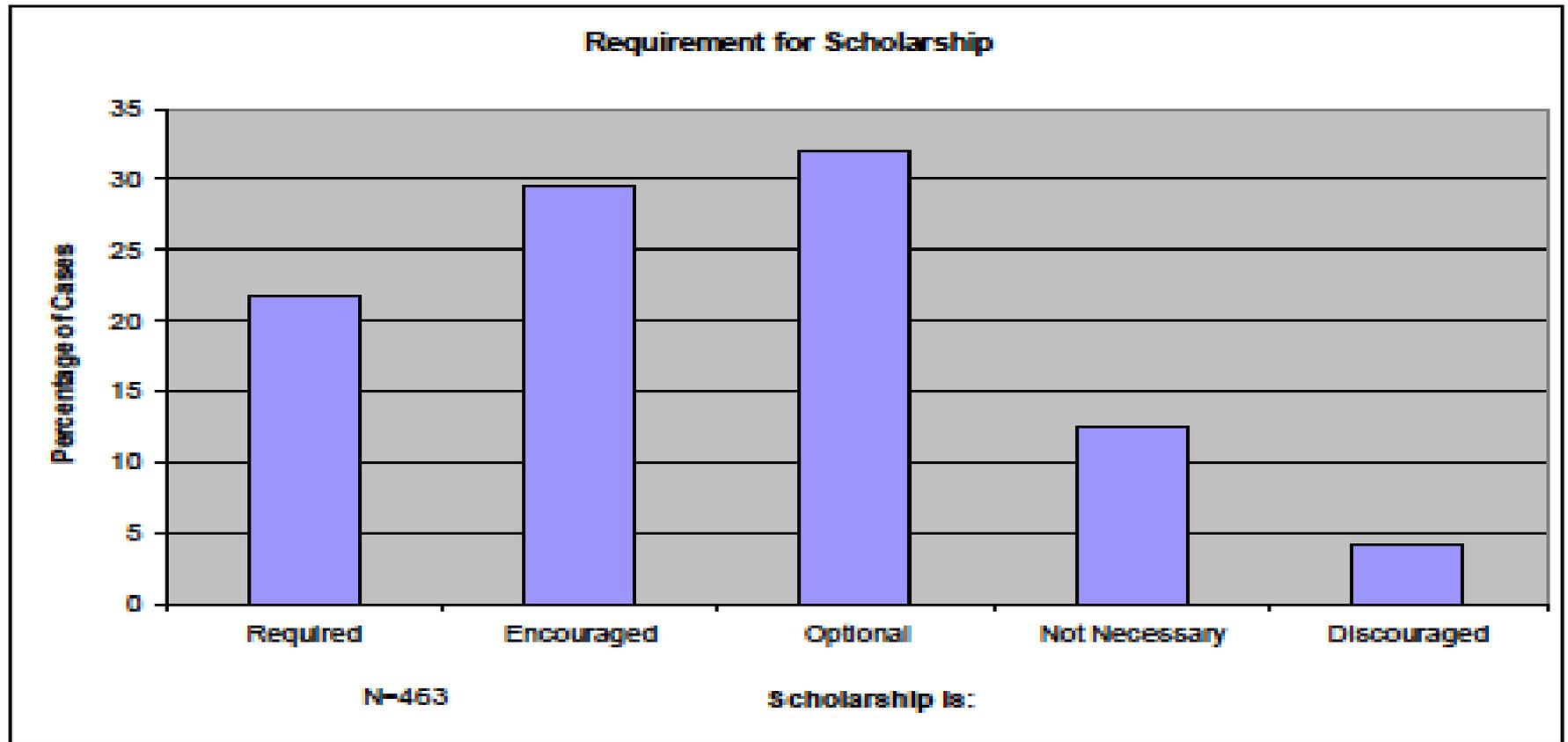


Figure 2: Requirement for Scholarship

Effective Use of a Table

purpose. Furthermore, as Table 1 demonstrates, most universities have not provided their librarians with either formal or informal guidelines concerning an appropriate time commitment to scholarship.

Table 1: Guideline for Scholarship Time Commitment

Q18: Does your university have an accepted guideline for the percentage of time librarians should devote to scholarship?		
Response	Frequency	Percent
Yes	53	11
No	334	72
Don't Know	76	16
Total Respondents	463	100

So how might you represent textual data?

Perspectives about Program Goals [Research Question]

School readiness was parents'/caregivers' predominant desired outcome for their children's participation in the library program. It was also an important goal for many library staff members. **Parents'/caregivers' gave specific examples** of the school readiness behaviours they hoped that their children would develop through participation in the library programs, including statements that they hoped the program would teach their children to "**learn to sit and listen**" and "**learn to interact with other kids**".

The discussion section is where you INTERPRET your results

Your opening sentences might reiterate
your most important findings.

You might start to
compare them to other studies.

Perhaps you question how meaningful some of the
definitions are....

So what goes in the Conclusion?

The conclusions are based upon the research described **in the body** of the manuscript.

There is never any new information...ever.

They are **reasonable** based upon the findings, and the scope, or the limitations of the research.

In a preliminary read this editor asks...

- Is the subject matter topical, of practical use, or of interest to our readers?
- Is the scope research, theory, or a substantial review article?
- If it is a research article is it complete?
Is it to a minimum standard of research?
- If it is a theory or review article is it in sufficient depth?
- Is it written to minimum standards of written English, grammar & punctuation?
- Is it MLA style?
- Is it already published?
- Is it anonymous?

To put it visually

Has a trusted
colleague read your
manuscript?



Post peer-review this editor looks for...

Thought given to the comments of the reviewers & this editor and appropriate revisions



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Koppdelaney, H. (2010). *Time Flies* [Online Image]. Retrieved from <http://www.flickr.com/photos/16230215@N08/4291413264/>

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BetsyJean79. (2007). *Doll* [Online Image]. Retrieved from <http://www.flickr.com/photos/42359338@N00/971611970/>

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- Fox, D. (2007). 2(2), 1-25. [The Scholarship of Canadian University Research Librarians](#). Horwath, J. A. (2012). 7(1), 1-34. [How Do We Manage? Project Management in Libraries: An Investigation](#).
- Howard, V. (2012). (7)1, 1-18. [The Sea Stacks Project: Enhancing the Use of Regional Literature in Atlantic Canadian Schools](#).
- McCabe, K. M., & MacDonald, J. R. W. (2011). (6)2, 1-15 [Reinvigorating Reference through Point of Need Service](#).
- Peterson, S. S. (2012). (7)2, 1-21. [Preschool Early Literacy Programs in Ontario Public Libraries](#)

Why Publish in Partnership?

- Open access – wide, rapid exposure
- Canadian
- Rigorous peer-review
- Good choice for first time authors
- Friendly and supportive

Questions?

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