

Considering the Impact of Your Research: Strategies and Resources for Scholarly Publishing

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Agenda

- Copyright and Author's Rights
- Creative Commons and Open Access
- Identifying and Evaluating Journals
- Joint Authorship Avenues with Students
- Q & A

Copyright and Author's Rights



Copyright and Scholarly Publishing

- Who owns copyright on published research articles?
- Author addendums or negotiations with a publisher can help retain author rights.
- An open access license can grant reuse rights back to the author.
- Copyright laws look different in different countries.

Fair Use

Provision of U.S. copyright law that outlines the extent to which copyrighted work can be used or reproduced without seeking the permission of the copyright holder.

Criteria for determining fair use:

- Purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes.
- Nature of the copyrighted work.
- Amount and substantiality of the portion used in relation to the copyrighted work as a whole.
- Effect of the use upon the potential market for or value of the copyrighted work.

Your Rights as an Author

- Reproduce the work created
- Distribute copies of the work
- Create derivative works
- Publicly perform or display the work
- Publicly create sound recordings of the work

Creative Commons and Open Access



Creative Commons

- Creative Commons (CC) is a global nonprofit organization that enables creators of knowledge to share and distribute their work under the parameters that they choose.
- Creative Commons licenses give everyone from individual creators to large institutions a standardized way to grant the public permission to use their creative work under copyright law.
- When a creator releases their work under a CC license, others know how that work can be used.



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There are six different license types that allow for a range of permissions related to distributing, reusing, and remixing work.

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CREATIVE COMMONS LICENSES

OVERVIEW FOR STUDENTS AND TEACHERS



ATTRIBUTION REQUIRED



BY

You can use the work and do whatever you like with it as long as you give attribution.



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BY-NC

You can use the work as long as you don't change it in any way.



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You can use the work and add to it or change it but you can't make money from it.



BY-NC-SA

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BY-NC-SA

You can use and share the work but you can't change it or sell it.

Least restrictive

Most restrictive

ATTRIBUTION FREE OPTIONS



PUBLIC DOMAIN

You can use the work however you like without permission or attribution; the copyright has expired.



CREATIVE COMMONS ZERO

You can use the work however you like without permission or attribution; the creator has released it to the public.



Open Access



- Open access removes the subscription barrier for published articles. **Open access publishing is not synonymous with predatory publishing.**
- Two types of open access in scholarly publishing:
 - Gold open access - pay a fee to the journal
 - Green open access - submit a version (often the preprint version) of the manuscript to an open access repository (e.g. institutional repository, preprint server)

Open access may not be desirable across all disciplines.

DEI within Scholarly Publishing

- Who has access to these journals? Who are the authors? Who are the editors? What information may be left out of scholarly journals?
- What are other sources of research that are freely accessible?
 - White papers, technical reports, and other gray literature should also be considered. All of this flows into an understanding of information architecture.
- How could we include diverse perspectives within the scholarly conversation? Seek out a variety of resources with diverse authorship. Cite sources with underrepresented perspectives to include them in the conversation.

Identifying and Evaluating Journals



Factors to Consider

When identifying key journals, there are many questions you can ask to determine if a journal might be a right fit for your work:

- Have you heard of this journal before?
- Have any of your colleagues published articles in the journal?
- Is it published by an academic press (such as UGA Press)?
- Is the journal's standard fee schedule publicly accessible?
- Are the reviewers or an Editorial Board listed on the journal's website or within the journal?
- Do you recognize the members of the Editorial Board?
- Is the journal indexed in an established and reputable database such as PubMed, Web of Science, or Scopus?

Beware of Predatory Journals

“Predatory journals and publishers are entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices.”

(Grudniewicz et al., 2019, p. 211)

Strategies for Identifying Journals

Search library databases or ask your library liaison to help you identify journals of relevance to your research area.

You can use keywords or titles, and then consider the journals listed in the filters on the side. Some keywords may be:

- "higher education"
- "scholarship of teaching and learning" OR SoTL
- "science education"

Tools You Can Use for Evaluating Journal Quality

[Cabell's List](#)

- Has a list of predatory journals
- Features a searchable list of journals that includes journal metrics

[Beall's List](#)

- Uses Biomed journals as the premise, but can be applied to other disciplines
- Includes an evaluation tool for determining the credibility of a journal

[Digital Commons Journal Evaluation Tool](#)

- Grade a journal based on a checklist
- Use the rubric to determine the level of confidence in the journal

Tools You Can Use for Evaluating Journal Quality cont.

Think. Check. Submit.

- Has a checklist to evaluate journals or publishers
- Offers a checklist for both book/chapter and journal publishing

ICMJE Recommendations

- Includes a list of recommendations for conducting, reporting, editing and publication for editors
- Provides a list of Health Science journals that have editors that follow a specific set of standards
- Using this list requires further evaluation on the part of the author

Other Useful Resources

[Open Access Journal Quality Indicators](#)

- Offers a list of positive and negative attributes to look for in journals

[SPARC Author Addendum](#)

- Can be sent to the publisher to alter agreements and maintain author rights

[RetractionWatch](#)

- Provides up to date information on articles that have been retracted
- Contains a database that can be used to look for retracted articles

Joint Authorship Avenues with Students



Example 1

Article

Assessing the Impact of the Inner Belt: MIT, Highways, and Housing in Cambridge, Massachusetts

Journal of Urban History
2014, Vol. 40(6) 1054–1078
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/0096144214536870
juh.sagepub.com


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Abstract

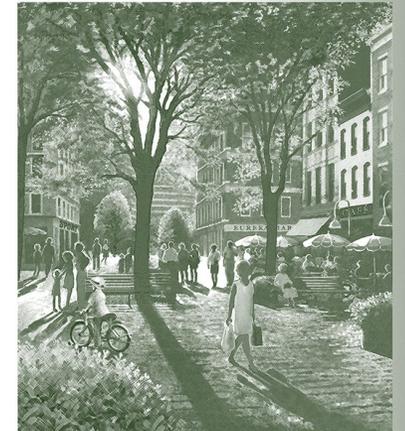
Between 1948 and 1971, the Massachusetts Department of Public Works re-build a freeway through Cambridge. One route would carve up a working-class while another would run alongside MIT. First, we assess the impact of the plan. While no highway was built, housing stock declined and uncertainly complicated. Second, we explore MIT's role in this story. Because its campus lay near a park, the university functioned much like any other stakeholder. Yet its economic importance and its involvement with federal defense gave its administrators access to arguments not available to local residents or politicians. MIT functioned as both agent and subject, as a product of the mercy of federal and state prerogatives and as an influential public force in its own right, whose institutional knowledge, national importance, and civic significance overrode local and community prerogatives.

Keywords

Massachusetts, freeways, universities, community activism, urban planning

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Botched Executions and the Struggle to End Capital Punishment: A Twentieth-Century Story

Faculty

Austin Sarat,

StudentsKatherine Blumstein, Aubrey Jones, Heather Richard,
Madeline Sprung-Keyser, and Robert Weaver

Why have accounts of botched executions not played a larger role in the struggle to end capital punishment in the United States? In the twentieth century, when methods of execution became increasingly controlled and sterilized, botched executions would seem to have had real abolitionist potential. This article examines newspaper coverage of botched executions to determine and describe the way they were presented to the public and why they have contributed little to the abolitionist cause. Although botched executions reveal pain, violence, and inhumanity associated with state killing, newspaper coverage of these events neutralizes the impact of that revelation. Throughout the last century, newspapers presented botched executions as misfortunes rather than injustices. We identify three distinct modes by which newspaper coverage neutralized the impact of botched executions and presented them as misfortunes rather than as systemic injustices: (1) the dual narratives of sensationalism and recuperation in the early years of the twentieth century, (2) the decline of sensationalism and the rise of “professionalism” in the middle of the century, and (3) the emphasis on “balanced” reporting toward the end of the century.

Example 2

Example 3

GRUESOME SPECTACLES

Botched Executions
and America's Death Penalty

Faculty

Austin Sarat

with

Katherine Blumstein

Aubrey Jones

Heather Richard

Madeline Sprung-Keyser

Students

STANFORD LAW BOOKS
An Imprint of Stanford University Press
Stanford, California



GRUESOME SPECTACLES

BOTCHED EXECUTIONS AND
AMERICA'S DEATH PENALTY

AUSTIN SARAT

Why Faculty Invest in Undergraduate Research

“intrinsic rewards were a primary benefit to conducting student/faculty research (see Table 38). Specifically, these rewards included building solid relationships with students, witnessing students develop academically, becoming energized in working with students, and having fun while working with students.”

(Herold, 2010, p. 124)

Why Students Participate in Undergraduate Research

*“part of what promotes students’ satisfaction in UR is their **perception of the quality and extent of their relationship with a faculty supervisor** (Johnson, 2005; Lopatto, 2010; Swager, 1997), **particularly the amount of time students feel they spend working with faculty** (Shellito et al., 2001).”*

(Magee, 2014, p. 53)

Library Instructional Services for Research

Research Session & Workshop Ideas

- Literature Reviews and Database Searching for Social and Behavioral Sciences
- Using Citation Managers to Improve Your Research Workflow
- Introduction to Research Data Management
- Your ideas and needs

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Q & A

Thank you!

Slides & resources available at sched.co/ixBZ

