

Academic Writing and Publishing in a Digital Age

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SIDLIT

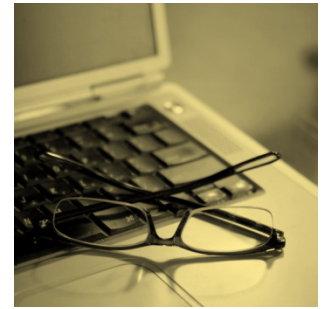
August 2010

Objectives



- Define academic publishing as a field
- Review the conventions and ethics of academic writing
- Discuss the relevant laws affecting academic publishing
- Describe information gathering and research
- Describe some written artifacts related to publishing
- Review usual academic publisher processes
- Introduce the uses of technology systems for manuscript intake and editorial processing

Objectives (cont.)



- Explain imagery concerns for publishing
- Describe multimedia often created for academic publication
- Discuss issues for writers in publishing online
- Collaborate around a workshop for academic research and writing (individual specialty identification, identifying potential publishers, strategizing writing projects, identifying potential professional allies, and political and university considerations)

Opening Activity:

A Brainstorm

Write the following:

- Your areas of professional **expertise**
- Your areas of professional **interests**
- What you enjoy **reading** professionally
- Your **ambitions** for academic research, writing, and publishing
- Your **experiences** with academic research, writing and publishing
- What you want to **learn and achieve** with this workshop

Academic Publishing

- Contributes new learning and approaches to academia
- Industry publishing to identified needs and courses (with a pre-identified library and student base)
- Academic publishing has gone digital with “perpetual” access rights sold (writing to databases and repositories)
- Different publishers have different niches

Academic Publishing (cont.)

- Direct rewards / benefits are “low” in the actual publishing (a *gratis* copy of a book for a chapter, 6-10% royalty rates for books, often with no author advances)
- “Low” readership; low applications to classrooms and professional practices
- Academic institutional and private industry rewards of tenure, personal satisfaction rewards

Academic Publishing (cont.)

- Academic publishing tends to be formal, not informal (on wikis, blogs, or websites)
- Free articles on the front-end of some business sites (for credibility and traffic) with sales of services, software or equipment as the profit-stream

Relevant Laws and Practices

INTELLECTUAL PROPERTY

- copyright (with no fair use)
- commercial standards (not academic ones)
- trademark TM / ® and the USPTO (US Patent and Trademark Office) for logos and phrases
- patents (US and foreign rights) and trade secrets
- Creative CommonsTM releases

Relevant Laws and Practices (cont.)

MEDIA

- libel
- slander
- defamation
- privacy infringements (vs. protections)
- DMCA (Digital Millennium Copyright Act)
- fraud

Relevant Laws and Practices (cont.)

PUBLISHING PRACTICE

- the “rights of first refusal” and no “multiple submissions”
- no full image use without permissions release (provenance and fully legal and documented releases)
- “4 words or more in the original order”
- permissions required after 50 words from one source
- proper citations (APA, MLA, Harvard, Chicago, and other styles)

Relevant Laws and Practices (cont.)

UNIVERSITY POLICIES

- institutional review boards (IRBs)
- IP ownership
- R&D (research and development)
- public relations / publicity
- grant-funded projects

Information Gathering and Research

PRIMARY RESEARCH

- surveys
- case studies
- interviews
- statistical analysis
- data mining
- experiments

(quantitative, qualitative, and mixed methods)

SECONDARY RESEARCH

- literature review
- informal published sources
- WWW
- audio, imagery, video, and multimedia

Information Gathering and Research

(cont.)

- What methods of information gathering / research are considered valid in your respective field? Why?
- How may your research be documented (accurately and in a searchable way)?
- How may you protect your research against unauthorized use?

Focusing on Fresh Discovery and Structure

- Organize the writing.
- Showcase what is new in your discoveries. Contextualize the discovery in the context of existing research and learning.
- Eliminate any gaps in explanations.
- Use clean logic. Avoid shortcuts.
- Add analysis and discussion.
- Make suggestions for future research based on your findings.
- Revise thoroughly, and edit cleanly.

Academic Writing Conventions and Ethics

- Acknowledgments of the prior research; building new research on extant research
- Global implications, even with local topics; relevance
- Logical, evidentiary (Toulmin logic), theoretically sound, and applicable to the world and workplace

Academic Writing Conventions and Ethics (cont.)

- Hypothesis testing basis, testable and repeatable by other researchers
- High effects on career and reputation, turf and territoriality (+ or -)
- Written for history and memory, and current and future effects
- Third-person point-of-view (occasionally first-person), formal vs. informal
- Professional and collegial tone, clear crediting and citations

Authorship and Co-authorship

AUTHORSHIP:

- Central area of expertise
- Direct primary research and experience
- Access to all necessary information
- Ability to create all informational substance and digital contents

CO-AUTHORSHIP:

- Shared areas of expertise
- Complementary writing styles; ability to coordinate and cooperate
- Trust in each other's capabilities and perspectives
- Professional respect for each other

Authorship and Co-authorship (cont.)

- **THE ORDERING OF NAMES:** First-authors have the most prestige. This means that the author who did the most work and brought the most expertise to the article, paper, or chapter, should be listed first. Sometimes, the one who got the funding as the principal investigator (PI) “pulls rank” and is listed first. The names then follow in descending order, with the one who contributed least listed last. (Authors’ names are their “brands” and representations in the world, so they should protect their reputations—as much as they can. The Web allows for all sorts of voices, so some degree of representation is beyond individual control.)

Authorship and Co-authorship (cont.)

- **CONSIDERING NAME REPRESENTATIONS:** Authors need to decide how they want to be represented professionally. Should they use a married name or not? Should they change publishing names upon marriage or not? Should the more formal or informal version of a name be used (Johnnie or John, Beth or Elizabeth)?

Authorship and Co-authorship (cont.)

- **GHOSTWRITING:** Writing off-the-record and without byline credit is done on various projects. In some cases, byline is not relevant or would be distracting. In other cases, the main authors are the experts in the field but need writing support. This is usually done “for pay” and may involve acknowledgments in the book or article’s fine print.

Authorship and Co-authorship (cont.)

Do ***not*** co-author a work if...

- There are no shared professional experiences or solid reasons to co-author
- There is potential for litigation and strife
- There is any lack of trust with the co-writer (as there would then be shared liabilities)
- There is any concern about not meeting professional standards

Authorship and Co-authorship (cont.)

Do ***not*** co-author a work if...

- There is pressure (or worse) by a colleague who wants to be published or needs a line on a CV (curriculum vitae) or a tenure report
- There is any question about the accuracy or provenance (origins) or maturity or comprehensiveness of the information that would go to press

Some Written Artifacts in Publishing

- **Query letter:** A cover letter offering topic ideas and a professional author introduction
- **Book prospectus:** An overview of the domain area, objectives of the book, possible audiences, suggested titles, academic value, other textbook competitors, table of contents, sample chapters, CVs, schedule, and projected page count

Some Written Artifacts in Publishing

(cont.)

- **Academic paper:** abstract, key words, introduction, literature search, body, discussion, conclusion, references (usually APA), assignments, glossary of terms, and acknowledgments
- **Academic textbook / reference book:** foreword, introduction, chapters, glossary of terms, citations, imagery, and accompanying site

Some Written Artifacts in Publishing

(cont.)

- Some people use a “**templating**” strategy for written artifacts that are used regularly. These are used for consistency and comprehensiveness of details. Having a template also enhances organizational structure.
- A template is a tool and should not be restrictive. Within the form, there should be plenty of creativity.

Academic Publisher Processes

1. Proposal / query letter / prospectus (prospective author)
2. Draft article / chapter / manuscript submittal (prospective author)
3. File scrubbing of all identifiers (publisher)
4. Professional peer critique / editorial critique (publisher)
5. Revision (prospective author)

Academic Publisher Processes

6. Outright acceptance, conditional acceptance, request for fresh re-submittal, or outright rejection (publisher)
7. Signing over of regional (or world) rights, limited release (or all rights) (prospective author)
8. Revision and editing of proofs (tear-sheets) (prospective author)
9. Publication, distribution, and publicity (publisher)
10. Follow-on effects (or not) (others)

Tech Systems

- Online socio-technical spaces are used to collect manuscripts and digital imagery; send them through review processes; notify all participants of the progress of the book projects; solicit legal releases; and promote the publishing process into production.

Digital Imagery

- Must be relevant
- Must be original
- Must be accurate and not manipulated or misrepresentational
- May not derive wholly or in part from other works
- Must be fully cited
- Must not infringe on others' design
- Must be accessible (508 compliance)
- Must be captioned

Digital Imagery Tech Standards

WEB IMAGERY

- 72 dpi
- RGB (red, green, and blue)
- b/w
- Legibility
- Labeled and numbered
- .jpg

PRINT IMAGERY

- 300-400 dpi
- CMYK (cyan, magenta, yellow, and black)
- b/w
- Legibility
- Labeled and numbered
- .tif or .eps

Multimedia

- Slideshows, audio, video, animated captures, still imagery, photo albums, and flashcards
- Simulations
- Short games
- Immersive spaces, and others...

Multimedia (cont.)

- Universal file standards
- Web deliverable
- Accessible (508 compliance)
- IP-legal, media-legal, etc.
- Relevant to the learning (elaborative)
- Humanizing the author(s) / presenter(s)

Publishing Online: Destinations

- Repositories and digital libraries (with materials hosted on their servers)
- Referatories (databases that point to various online resources and which house metadata about those resources)
- E-journals
- E-books
- WWW and websites

Publishing Online: Technos

- Permanent uniform resource locators (URLs) and digital object identifiers (DOIs), the trend towards “persistence”
- Web archival and delivery
- Open-access (the findability in “federated searches” across repositories and databases)
- Open-source (copyright releases to varying degrees of free usage)

Some Follow-on Effects

- Offers to co-write academic works
- Invitations to edit a publication
- Invitations to write a foreword
- Professional opportunities to present
- Invitations to submit articles and chapters (with or without acceptance guarantees)
- Emails asking for professional advice

Some Follow-on Effects (cont.)

- Commentary on the WWW
- Need to get publisher permissions or cite the work with the copyright now owned by the publisher
- Calls to comment on other texts
- “Flogging” a book with publicity (articles, interviews, “readings”, and others)
- Endeavors towards “the next one”
- Downside: Unwanted attention

The Workshop

You...

... as the academic researcher,
university professional,
and published writer...

Strengths

- What fields are interesting to you within academia?
- What interdisciplinary overlapping fields are you interested in?
- What are your areas of work experience?
- What are your areas of formal university training?
- What research have you conducted?

Readings

- What academic publications do you read?
- What do you read outside academia?
- How do you feed your muse? (Conversations? Media contents?)
- Which publications do you aspire to publish in? How well do these publications fit with your writing and thinking styles?

Affordances and Constraints

AFFORDANCES

- Allies
- Bureaucratic structures
- Grants
- Research resources
- Data repositories
- Software programs (such as for citations, graphics creation)
- Equipment (digital cameras)

CONSTRAINTS

- Deadline challenges
- Self-discipline challenges
- Lack of software / hardware
- Lack of access to relevant information
- Insufficient time for research

Political Savvy

- Conduct an environmental scan. What are university concerns regarding your publishing? Where do their rights start and end? Where do your rights (and responsibilities) start and end?
- What political buy-offs and buy-ins will you need, and why?
- How do you protect turf? When do you share turf?
- What are the names of the professional organizations in your fields? What are the ethics of the field(s)?

Self Protection: Capitalizing on the Work

- Are there intellectual property (IP) and financial implications to your protecting the information in the paper? (“Non-confidential disclosure” would jeopardize the work—through a journal paper, a conference presentation, or even casual conversation) (Frank, Mar. 2003, p. 65). For patenting, individuals should avoid all “risks of disclosure.”
- Does the research have R&D (research and development) implications? How do the rights (and potential incoming funds) and innovation risks (investments) divide up between the university and the faculty member?

Self Protection: Capitalizing on the Work (cont.)

- Have you consulted with the proper university attorneys about such concerns? Do you have the documented sign-offs, if necessary?
- What steps need to be taken to protect all the stakeholders' interests if a work “goes commercial”? ([USPTO](#), [Network Solutions](#), etc.)
- Is any of the information “black” or non-public? Is any of the information potential “dual use” (can it be used to cause purposeful or unintentional or accidental harm?) or multi-use?

Self Protection: Capitalizing on the Work (cont.)

- Will publication affect any prior, current, or future grant work? Which grant funders and grant numbers need to be cited? Would it be better to channel the research and information differently so as to better capitalize on the work?
- Who needs to be credited (for professional courtesy)? For financial benefit? For accuracy of actual work? (What are the norms of the field?)

Shared
Research
Materials or
Machine
Resources



Actual
Work



PIs on
a Grant



Advisors or
Instructors



Some Electronic Publications

- Educause Quarterly: <http://www.educause.edu/eq>
- JIID of SALT: <http://www.salt.org/salt.asp?ss=l&pn=jiid>
- JOLT of MERLOT: <http://jolt.merlot.org/>
- IGI-Global (3 links): http://www.igi-global.com/requests/author_books.asp
- http://www.igi-global.com/requests/author_books_list.asp
- http://www.igi-global.com/requests/author_books_series.asp

Electronic Mailing Lists

DEOS-Listserv (Penn State):

- <http://www.lsoft.com/scripts/wl.exe?SL1=DEOS-L&H=LISTS.PSU.EDU>
- <http://lists.psu.edu/cgi-bin/wa?A0=DEOS-L>

SECOND LIFE EDUCATORS Electronic List (SLED)

- <https://lists.secondlife.com/cgi-bin/mailman/listinfo/educators>

(**Note:** Opportunities for educational publishing are often sent to electronic mailing lists.)

Article Archival

- K-REX (K-State Research Exchange): <http://krex.k-state.edu/dspace/>
- OAISTER: <http://www.oaister.org/>
- MERLOT (Multimedia Educational Resource for Learning and Online Teaching):
<http://www.merlot.org/merlot/index.htm>

Are You Ready?

- Are you self-confident whether or not your work is published? (Don't "shut down" from writing and work when facing rejection. Rejection comes with the competitive, rough-and-tumble field.)
- Do you handle publicity / pressure / competition / rejection / various opinions well? Do you accept suggestions for improvement positively?

Are you Ready? (cont.)

- Can you commit the time and energy to a writing project and see it through to the end? (Do you have the patience to collaborate with others virtually in order to see your writing to press?)
- Do you have something new and fresh to offer to the field? To multiple fields (cross-disciplinary research and writing)?
- Are you well-read in your field? Are you aware of where the field is headed and issues that may inform that moving forward?
- Do you have ways to parlay the paper into a presentation for a professional conference?

Are you Ready? (cont.)

- Do you know the rules of the game well enough to play?
- Are you protective enough of professional relationships to proceed into the publishing realm? Can you cultivate trust-based connections across institutions, cultures, ethnic groups, and nations, for long-term constructive engagement?
- Do you have a real-world expectation of the gains and losses that come with publishing? (No dreams of fame or fortune...)



A Grab-bag of Tips

- Alignment with professional interests
- Word counts (hiding words, fluffing a piece)
- Eye-catching titles
- Snowball research strategies (data repositories, people and interviews, electronic mailing lists, online surveys, and social networks)
- Avoiding retreads; strategic versioning of multiple papers
- Handling stress and keeping the ego out of it



References

- Frank, S.J. (2003). Patent do's and d'oh! Bad things happen to good inventors who don't know the patent process. *IEEE Spectrum*. 65 – 67.

Conclusion and Contact

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[Instructional Design Open Studio \(IDOS\)](#)

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