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# Publishing Interest Group Updates

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# Statement of Purpose

The Publishing Interest Group endeavours to increase the capacity of the CSU Libraries to support open access publishing initiatives by developing shared knowledge, documentation, best practices, and outreach materials.

# Recap of Key Goals for the Year

1. Increase Capacity for CSU-wide Journal Publishing
2. Prototype LibGuides Open Review Discussion Sessions (LORDS)

# 1. Increase Capacity for CSU-wide Journal Publishing

- Continue adding to and refining the CSU Open Journals Publishing Guide
- Begin developing author documentation, specifically aimed at students
- Investigate additional means of supporting faculty journals through partnerships with vendors

# Barriers to Systemwide Publishing Initiatives

- Not all campuses have a scholarly communication/digital initiatives librarian or equivalent position
  - This became clear when we requested library publishing contacts for the journal guide
- Many of those in scholarly communication/digital initiatives positions are focused on processing theses and dissertations and developing ScholarWorks
  - These areas will continue to need support for the foreseeable future
- Supporting publishing initiatives requires more than just hosting and maintaining platforms (which is also time-intensive)
  - Outreach and training are necessary for sustainability, empowering student researchers, and ensuring equitable access to publishing opportunities

## **2. LibGuides Open Review Discussion Sessions (LORDS)**

A1	A	B	C	D	E
1					
2	<b>Reviewing: GIS</b>				
3		<b>This needs improvement</b>	<b>This is expected</b>	<b>This is admirable</b>	<b>Other notes</b>
4	<b>Accessibility (ADA and beyond)</b> Use this <a href="#">WAVE</a> tool to help assess accessibility	<ul style="list-style-type: none"> <li>- Has standard title and description, but the purpose and intended audience of the guide is somewhat unclear.</li> <li>- Some links are broken or link texts are not descriptive ("click here").</li> <li>- Images are purely decorative and/or do not have alt text.</li> <li>- Includes videos without captions.</li> <li>- Font colors, color contrast, or other styles make reading comprehension difficult.</li> <li>- LibGuide is difficult to navigate.</li> </ul>	<ul style="list-style-type: none"> <li>- States purpose of the LibGuide in clear concise manner, with utilization of the descriptor.</li> <li>- Acknowledges audiences, potential and purposeful.</li> <li>- Consistent navigation for all your guides</li> <li>- Uses meaningful, descriptive link text.</li> <li>- Easy to navigate.</li> <li>- Uses inclusive, updated language.</li> <li>- Includes some visuals with alt text and embedded videos with captions.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduces the LibGuide with clear language and a clear voice from the author.</li> <li>- Thoughtfully includes visuals that helps scaffold, and visuals have alt text.</li> <li>- Uses formatting options to help legibility and navigation.</li> <li>- Points towards other resources in the library.</li> <li>- Does not assume demographic of readers in language or term choices.</li> <li>- Easy to navigate, with mobile-friendly design and ability to provide similar content in multiple formats.</li> </ul>	<ul style="list-style-type: none"> <li>--remove redundancy, in hours section</li> <li>--the language isn't super consistent (abbrvs vs. spelled-out with days of the week).</li> <li>--want to see landing page that tells more of what am i going to find here, what is GIS?</li> <li>--found having hours first a bit confusing, would DPL need to be spelled out? confusing for a screen reader?</li> <li>--Felt like needed more info about GIS going in, not really introduction, and so clarification about the audience of the guide--this feels more like it is for people who already know what it is</li> <li>--How discoverable/would this be able to a certain audience.</li> <li>--Inconsistency with (Tues), potentially needs to be reordering of the tabs and how ideas are terms are defined.</li> </ul>
5	<b>Comments</b>				
6					
7	<b>Critical Race Theory Application</b>	<ul style="list-style-type: none"> <li>- Silence: race isn't mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledges system racism and/or includes BIPOC resources/representation.</li> <li>- Scholar Representation Tally when possible, depending on the LibGuide.</li> </ul>	<ul style="list-style-type: none"> <li>- Beautiful scaffolding and centering BIPOC resources and anti-racism, with language attempting to upending white supremacy systems.</li> <li>- Interpretation of challenges within the discipline being discussed.</li> <li>- A task, a takeaway, a call to action.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider ways of using the examples as launching points for conversations about race, perhaps geared towards other faculty</li> <li>- Could consider adding more content related to indigeneity and mapping</li> <li>- Could link to the minor</li> <li>- Could think about redlining maps as well or Zillow's recent unveiling of how interstate highways literally paved over communities of color</li> <li>- Perhaps a sidebar could be added to highlight critical perspectives and/or serve as a glossary, which could then appear on all tabs of the guide</li> <li>- What about acknowledging access issues? Note the existence of and/or encourage adoption of open source alternatives to proprietary tools, noting that students will lose access post-graduation and that proprietary tools reduce access for scholars and communities who are underrepresented in GIS</li> <li>- Consider highlighting integrations in Ethnic Studies and/or projects of scholars of color; could also think about health sciences and public policy</li> </ul>
8	<b>Comments</b>				
9					
10	<b>Content Contextualization</b>	<ul style="list-style-type: none"> <li>- Resources are unsorted, overwhelming or sparse.</li> <li>- Too much jargon/out of date language.</li> <li>- Inconsistent terms.</li> <li>- A list.</li> </ul>	<ul style="list-style-type: none"> <li>- Context with the content: a description of what the resources you are providing.</li> <li>- Gives context of library services, and does not assume that library terms/services are universally understood.</li> <li>- Written with a specific user in mind.</li> <li>- Scaffolds the information.</li> <li>- Transparency beyond assumption of resources provided for "best sources" (such as context about context: a description of why you have chosen the resources you are providing, including ideas about how libraries are underresourced).</li> <li>- Avoids or attempts to define jargon and uses some conventions of <a href="#">Writing for the Web</a>.</li> </ul>	<ul style="list-style-type: none"> <li>- Has and acknowledges an argument.</li> <li>- Is critical about the systems being presented: a LibGuide is not a product demo (not ONLY just how to mechanism to use the tool; comment on the process actually).</li> <li>- Digestable, bite size bit of information.</li> <li>- Ends at an acceptable 'pace' of pointing towards information.</li> <li>- Thoughtful about language used; does not assume a common vocabulary and takes the time to explain ideas/phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-having a side box about how govt info isn't objective and neutral, think about motivations about why this data is collected and how it is used, could link out to other content</li> <li>-giving context for descriptions for the things you are providing, if it is the slogan of the resource make sure it is attributed or if it is your own idea, how you can intervene and assist in how students select and use these tools</li> <li>-providing a bit more description about how to use the tools and setting up more general context--there are a lot of lists...</li> <li>-there is space for rurs to have an argument (POV) about GIS about his position on these systems and the equity that can be determined by using these tools, can acknowledge that these things are complicated but that there is assistance available and that these systems can be accessible, puts people at ease and scaffolds that there is support both guide and with a person</li> <li>-considering which collections you are prioritizing (data sources page)--whv</li> </ul>
11	<b>Comments</b>				
12					
13	<b>Librarian Positionality</b>	<ul style="list-style-type: none"> <li>- Author identity is visible.</li> <li>- Contact info.</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouns, a photograph or avatar that represents the creator.</li> <li>- Subjects or topics that the librarian can help with are identified.</li> <li>- Tech skills, any other relevant skills/ideas on the box.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds trust with personality showing through: vulnerabilities with pedagogy, personal information, a story.</li> <li>- Takes advantage of the various widgets in the profile to give contact info or outside links.</li> <li>- Allows feedback.</li> <li>- Profile is built out on the profile page.</li> <li>- Russ has a more detailed draft, informed by input from</li> </ul>	<ul style="list-style-type: none"> <li>general thoughts</li> <li>-exemplars provided perhaps going forward?</li> <li>-compiling examples of useful guides/models</li> <li>- before/after to illustrate the process of developing the guides</li> <li>--highlighting process/evolution (not as much end result)</li> <li>--shifting culture around libguides on campus</li> <li>--LORDS as part of D&amp;I crme</li> </ul>
	<b>Comments</b>				

## 2. LibGuides Open Review Discussion Sessions

- Over half of the 23 CSUs have participated in either [local or multi-campus review sessions](#), with more to be folded in
- New workflows, review cultures, and assessments of how and why we reference and instruct have been developed
- This praxis started within the CSUs is spreading across the country

# Takeaways

- Praxis of criticality can be practiced by everyone in the library: this requires time and care
- A CSU-wide review system needs to ensure sustainability, in policy and plans
- Need additional systemwide support for ScholarWorks; the Digital Repository Services Manager position (what was Kevin Cloud's position) remains open
- Consider request for another system-wide position to manage publishing support and related outreach, with a focus on empowering students
- What opportunities do you see for prioritizing student publishing and the LORDS project in your library?