Getting Started... & Published: A Hands-on Workshop for Librarians

Jennifer Little Kegler
The College at Brockport, jkegler@brockport.edu

Follow this and additional works at: https://digitalcommons.brockport.edu/lib_presentations

Part of the Archival Science Commons, Higher Education Commons, Information Literacy Commons, Scholarly Communication Commons, and the Scholarly Publishing Commons

Repository Citation
Kegler, Jennifer Little, "Getting Started... & Published: A Hands-on Workshop for Librarians" (2017). Library Presentations. 15.
https://digitalcommons.brockport.edu/lib_presentations/15

This Presentation is brought to you for free and open access by the Drake Memorial Library at Digital Commons @Brockport. It has been accepted for inclusion in Library Presentations by an authorized administrator of Digital Commons @Brockport. For more information, please contact digitalcommons@brockport.edu.
Getting Started... & Published: A Hands-on Workshop for Librarians

Jennifer Little Kegler
Library Instruction Coordinator/Reference Librarian
Drake Memorial Library
SENYLRC
Highland, NY
April 7, 2017
Abstract

Does the idea of publishing your own material sound exciting, yet intimidating too? Would you like to spend a few hours with someone who once felt that way but successfully turned several projects and ideas into peer-reviewed published articles and book chapters?

Come to this interactive workshop and get inspiration to take your own ideas and research and publish them. Using your regular job duties, interactions with patrons, continuing education opportunities and grant-writing experiences you can generate new ideas for research articles and write about them. Whether you have someone to work with or want to write alone, we will discuss the pros and cons of each, as well as ways to keep organized and creative while writing. We will identify various publishing outlets, including traditional journals and open access titles, and discuss your rights as an author. Learn how to create your own online presence and use your institutional repository (if available) as well as Google Scholar and ORCID. Bring your ideas and your pens or laptops, as we spend time brainstorming, writing, and encouraging each other to just get it done!

Jennifer Little Kegler has published journal articles regarding information literacy instruction, faculty collaboration with librarians, and cognitive learning theory and online library research guides. She has presented at the state and national level, including the biennial ACRL conferences. Her research interests include effective library instruction and reference methods and cognitive learning theories, as they relate to online environment. Most recently she has become interested in scholarly communication and is working to familiarize faculty and students alike in the importance of copyright and archiving of “original research.” She is a Reference Librarian and the Library Instruction Coordinator at the College at Brockport, SUNY, where she has worked since 2005. She held similar positions at the University of South Carolina Aiken, Taylor University, IN, and Williams College, MA.
From start to finish

1. Finding topics or ideas
2. Types of Scholarship
3. Article Formats
4. Research
5. Authorship
6. Write... or how not to get stuck

**BREAK**

7. Choosing publication venues
8. Submit... JUST DO IT!
9. Revise and re-submit
10. Authors’ Rights
11. Your online research profile
12. Discussion and Comments
“If there's a book (or article) that you want to read, but it hasn't been written yet, then you must write it.”

― Toni Morrison
Brainstorm
Job responsibilities

• Campus-wide Information Literacy project
• Faculty interactions when teaching classes or serving on committees
• LibGuides author
• Informal mentoring opportunities
• Other passions and interests (e.g. e-reading and comprehension)
• Classes taught to meet state or local information literacy requirements.
Community Connections

• Look for opportunities to interact with other librarians or community groups.

• Participate in Faculty learning communities:
  • “Using Research as a Teaching Tool” (2008-2009)
  • “Technology and Comprehension” (2010-11, funded, continued for two years voluntarily)

• Network across the community with student or faculty groups, Senate, clubs, etc.
Coursework (Formal/Informal)

• Graduate or Continuing Education classes (through local universities or online)

• Online webinars

• Conferences

• Professional Development Workshops

• Instructional design continuing education
Grants and Grant writing

• Information Literacy Grant: Offered small stipends for faculty to attend workshops.

• Technology Initiative Grants: Bought Kindles and iPads for library use.

• ACRL Assessment in Action Grant
Types of Scholarship

• Boyers’ Model for scholarship

• Scholarship of:
  – Discovery
  – Integration
  – Application
  – Teaching
Types of Articles

- Book Reviews
- Case Studies
- Bibliographies
- Perspectives Pieces
- Research Articles:
  - Quantitative
  - Qualitative
  - Response
  - Review
  - Theoretical
“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.”

— Stephen King
Keep Up to Date

• Set up alerts for authors who have published on your topic in Google, bepress, databases.
• Set up an alert with specific search terms (e.g. LibGuides) in databases.
• Use an RSS reader to learn when journals publish new articles.
• Read listservs, twitter feeds, group posts, etc.
Research Organization Tips

Determine how you are going to keep track of citations and notes.

– “Old fashioned” note cards
– A notebook
– Scrivener (http://www.literatureandlatte.com/)
– Zotero (http://www.zotero.org)
– Google Drive or Dropbox or Evernote
– Ebscohost or other vendor personal accounts (Gale is now linked to Google)
– Trello (https://trello.com)
– Diigo
# Authorship

<table>
<thead>
<tr>
<th>Sole Author</th>
<th>Challenges</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High self motivation.</td>
<td>Self-paced.</td>
</tr>
<tr>
<td></td>
<td>Set own schedule.</td>
<td>Set own deadlines.</td>
</tr>
<tr>
<td></td>
<td>Asking for help.</td>
<td>Ownership is clear.</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Sole Author" /></td>
<td></td>
</tr>
<tr>
<td>Two Authors</td>
<td>Who is really “in charge?”</td>
<td>Communication between two is easy.</td>
</tr>
<tr>
<td></td>
<td>Sharing the workload.</td>
<td>Proofread each others’ work fairly easily.</td>
</tr>
<tr>
<td></td>
<td>Voice in the article</td>
<td>Timeline may be quicker.</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Two Authors" /></td>
<td></td>
</tr>
<tr>
<td>Three or More Authors</td>
<td>At least one person HAS to take the lead.</td>
<td>Multiple proofreaders.</td>
</tr>
<tr>
<td></td>
<td>Difficult scheduling meetings.</td>
<td>Many hands to help with data collection.</td>
</tr>
<tr>
<td></td>
<td>Various levels of commitment.</td>
<td>Broader level of knowledge on the topic.</td>
</tr>
<tr>
<td></td>
<td>Multiple voices in early drafts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Three or More Authors" /></td>
<td></td>
</tr>
</tbody>
</table>
Write

“Start writing, no matter what. The water does not flow until the faucet is turned on.”

— Louis L'Amour
Hints for writing

• Leave your office. Go to a coffee shop.
• Go outside – take your laptop or writing pad.
• Spread out on a table – at home or “hide” at work in the stacks.
• Write in the middle of the night.
• Do something fun... lose any inhibitions.
• Don’t be afraid to ask others to read your draft. Fresh eyes are always helpful.
• Write when it hits you.
• Get over “I’m wasting my time.”
• Print it out, Read out loud, Write it down.
Free write

( Break )
Select a publication outlet

“The purpose of a writer is to keep civilization from destroying itself.”
— Albert Camus
“Traditional” Journal formats

• Cabell’s Directory of Publishing Opportunities
  [http://www.cabells.com](http://www.cabells.com) (subscription-based)
• Ulrich’s Periodical Directory (subscription-based)
• LIS Publications Wiki:
• Iowa State LibGuide:
  [http://instr.iastate.libguides.com/LibResearchResources](http://instr.iastate.libguides.com/LibResearchResources)
• Search relevant databases for titles in your discipline.
• Other opportunities (updated almost daily):
  • [http://librarywriting.blogspot.com](http://librarywriting.blogspot.com)
• *In Print: Publishing Ideas for College Librarians*
## Cabell’s Screenshot

### Behavioral & Social Sciences Librarian
- Journal: Behavioral & Social Sciences Librarian
- Publisher: Taylor & Francis, Ltd.
- Acceptance Rate: 65%
- CCI Snapshot: 31% (Green)
- Hybrid: Yes
- Months to Publication: 3

### Chinese Librarianship: An International Electronic Journal
- Publisher: Internet Chinese Librarians Club (ICLC)
- Acceptance Rate: 21% to 30%
- Unranked
- Green
- Months to Publication: 3

### Christian Librarianship: Journal of the Association of Christian Librarians, The
- Publisher: Association of Christian Librarians
- Acceptance Rate: 90%
- Unranked
- Traditional
- Months to Publication: 3

### Issues in Science and Technology Librarianship
- Journal: Issues in Science and Technology Librarianship
- Publisher: American Library Association
- Acceptance Rate: 69%
- CCI Snapshot: 31%
- Green
- Months to Publication: 3

### Journal of Academic Librarianship
- Journal: Journal of Academic Librarianship
- Publisher: Elsevier, Inc.
- Impact Factor: 1.15
- Acceptance Rate: 45%
- CCI Snapshot: 56%
- Hybrid
- Months to Publication: 3

Open Access Journal Formats

- Search for “open access journal*” and topic to find relevant journal titles.
- Look in discipline-specific repositories:
  - Digital Commons: [http://digitalcommons.bepress.com/online-journals/](http://digitalcommons.bepress.com/online-journals/)
  - Open Journal Systems (select list): [https://pkpservices.sfu.ca/customers](https://pkpservices.sfu.ca/customers)
- Search SHERPA/ROMEO to see what the rules are for posting your article in an IR: [http://www.sherpa.ac.uk/romeo/](http://www.sherpa.ac.uk/romeo/)
- Impact Factors:
“We have to continually be jumping off cliffs and developing our wings on the way down.”

— Kurt Vonnegut
Just Do it!

• Submit to your first choice. Aim high!
• Don’t wait until the article is “perfect.”
• Save your article drafts: the pre-print or post-print can often be added to your institutional repository.
• Expect to revise the article, always.
• Rejection is common, even after a re-write.
• Revise and re-submit to another journal.
• Congrats! You did it!
• Start mentoring the next generation of librarians.
Author Rights

1. Check with your institution for assistance with article processing charges (APCs).
2. Read the contract carefully
3. Add an addendum in which you retain copyright.
4. Determine what version or rights for the article you retain:
   1. FinalPDFArchival Rights
   2. Paid open access
   3. Post-print open access rights
   4. Pre-print open access rights
5. Helpful links:
   1. ACRL’s Scholarly Communication Toolkit: http://acrl.libguides.com/scholcomm/toolkit/authorsrights
6. Example of an open access contract: https://drive.google.com/file/d/0B7d3Q-ESnIGNNG5aOENBUk/WYlk/view?usp=sharing
Advantages of using the IR
(Institutional Repository)

• Increase the readership of your works. Google, Bing and other search engines will index your work and make it easier for scholars to find.

• Conform with open access standards of your institution.

• Manage and preserve your work for when you leave or retire from the institution.

• Create an online presence and increase citation by providing simple access for other scholars.
My BePress website:

Selected Works of Jennifer Little Kegler

Associated Librarian

Jennifer Little Kegler has published journal articles regarding information literacy instruction, faculty collaboration with librarians, and cognitive learning theory and online library research guides. She enjoys assisting students and faculty with information needs, whether through informal one-on-one interactions, formal class instruction, or in learning management systems.

Articles (5)


The present research examined the impact of technology on reading comprehension. While previous research has examined memory for text, and yielded mixed results of the impact technology has on one's ability to remember what they...


Purpose: Many colleges and universities require both undergraduate and graduate students to plan and conduct research as a part of graduation requirements. However, a number of barriers exist for both instructors and students in...


Online library research guides are instructional tools that most libraries provide for their patrons. With greater flexibility in web programming and new products like Springhlide's Libguides librarians have multiple venues for guide creation. This paper...

PDF Strategic Planning: First Steps in Sharing Information Literacy Goals with Faculty Across Disciplines (Jennifer Little Kegler and Jane H. Turen) Library Publications and Presentations (2006)

Grounded in a campus-wide strategic planning effort and funded through a campus-wide lottery-based grant, the library at a small state-supported institution began a year long initiative with the primary objective of familiarizing faculty with the...
Google Scholar Profile

JJ Little Kegler
Librarian
Library and information science
Verified email at brockport.edu - Homepage
My profile is public

E-readers, Computer Screens, or Paper: Does Reading Comprehension Change Across Media Platforms?
SJ Margolin, C Dine, MJ Toland, JL Kegler
Applied Cognitive Psychology 27 (4), 512-519

Cognitive load theory and library research guides
JJ Little
Internet Reference Services Quarterly 15 (1), 53-63

Interdisciplinary collaboration: A faculty learning community creates a comprehensive LibGuide
JJ Little, M Fallon, J Dauenfuer, B Balzano, D Halquist
Reference Services Review 38 (3), 431-444

Strategic Planning
JJ Little, JH Tuten
College & Undergraduate Libraries 13 (3), 113-123

IN, USA
JS Ferreira, A Freitas, V Holmes, JL Kegler, AZ Klein, S Lauderdale, ...

Business students’ learning engagement as a function of reading assigned e-Textbooks
S Stites-Doe, PE Maxwell, J Little Kegler
Increasing Student Engagement and Retention using Mobile Applications ...

Are Students Ready to Declare Their Independence from the Printed Text? An Explorative Study of the Use of E-Textbooks
P Maxwell, J Little, S Stites-Doe
poster session presented at ACRL, Philadelphia, PA

eTextbook Exploration: Are Students Ready to Declare Their Independence From the Printed Text?
P E Maxwell, JJ Little, S Stites-Doe

Citation indices

All
Since 2012
Citations 121 101
h-index 5 4
i10-index 5 4

Add co-authors
Lesia Lemmex

No co-authors

http://scholar.google.com/citations?user=0Dw2tX4AAAAJ&hl=en
ORCID

http://orcid.org/
Bibliography


My Publications


