Librarian Engagement and Social Justice in Publishing

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#LPForum16
What do we mean when we say social justice?

**EQUALITY VERSUS EQUITY**

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Modified from original image by Interaction Institute for Social Change | Artist: Angus Maguire
Inequalities in Publishing

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White women of publishing: New survey shows a lack of diversity behind the scenes in book world

Marlon James was right—the industry is overwhelmingly white (and female). Will new initiatives change that?

Greco, A., Wharton, R., Brand, A. “Demographics of scholarly publishing and communication professionals.” (February 2016) 
Why does this matter?

“The dearth of minority employees directly affects the types of books that are published, industry members agreed, and for this issue to be addressed, there needs to be more advocates for books involving people of color throughout the business, including in management, editorial, and marketing executives in publishing houses, as well as among booksellers and librarians.”

It always matters.

“It is clear that when scholarly publishing fails to reflect the diversity of authors, readers, and research questions, it presents real problems for 1) the authors who are not being published and therefore do not achieve tenure and promotion, and 2) the researchers who do not have access to the full range of possible scholarship. Homogeneity at the top means editors and publishers too often produce homogenous literature. While blind peer review is a valuable tool, “even if a publication is making every effort to metaphorically audition orchestra members behind an opaque screen, it is not helpful if the editors and publishers who are handling the paperwork, assigning reviewers, determining schedules, recruiting editorial boards, and ultimately making policy and article level decisions are not in fact representative or even cognizant of injustices they perpetuate as biased people in a biased system.”

Who holds the power in these dynamics?

- **You submit an abstract, article, or proposal.**
- **The editor (or editorial board) takes a quick look and decides it’s worth a review.**

**Publisher/editor**

**Academic reviewers**

- **Your work gets sent out to a couple reviewers.**
- **They decide whether it’s good, needs revision, or is no good.**

**Editorial board/marketing**

- **Puts together a package with marketing and sales projecting success.**
- **It is approved with stakeholders.**

**Publisher and author**

- **You are offered a contract.**
- **It gets published.**
Full-time Faculty Fall 2013

- White/Caucasian: 72.70%
- Black or African American: 5.50%
- Hispanic: 4.20%
- Asian/Pacific Islander: 9.00%
- American Indian or Alaska Native: 0.40%

Data from the National Center for Education Statistics [https://nces.ed.gov/programs/digest/d14/tables/dt14_315.20.asp](https://nces.ed.gov/programs/digest/d14/tables/dt14_315.20.asp)
Who are the expert reviewers?

More distressingly, contingent academic labor is gendered and raced. Bousquet notes that “the typical faculty member has become a female nontenurable part-timer earning a few thousand dollars a year without health benefits.” Women still make up the majority of contingent faculty. According to Vitae’s new JobTracker, 61 percent of available tenure-track jobs in 2013-14 went to men. Bousquet points out that nontenurable faculty and nonteaching staff are more likely to “identify themselves as belonging to an ethnic or racial minority than tenure stream faculty.”

The Role of Gender in Scholarly Authorship

Jevin D. West, Jennifer Jacquet, Molly M. King, Shelley J. Correll, Carl T. Bergstrom

Published: July 22, 2013 • http://dx.doi.org/10.1371/journal.pone.0066212

Abstract

Gender disparities appear to be decreasing in academia across many countries such as grant funding, hiring, acceptance at scholarly journals. However, attempting to think that gender inequity will soon be a problem of the past is misleading. A recent analysis based on over eight million papers across the natural sciences and humanities reveals a number of understated and persistent gender disparities. For instance, even where raw publication counts seem equal, close inspection reveals that, in certain fields, men predominate across all author positions. Moreover, women are significantly underrepresented as main authors. Academics should be aware of the subtle gender biases that may occur in scholarly authorship.

Summary.

We present here a global and cross-disciplinary scientometric analysis of the relationship between gender and a) output, b) collaboration, and c) impact (measured through citations). We analyzed 5,483,841 research papers and review articles published between 2008-2012 in journals indexed in the Web of Science. Women are underrepresented across nearly all countries and disciplines. Globally, women account for fewer than 30% of fractionalized authorships, whereas men represent slightly more than 70%. We find that in the most productive countries, all articles with women in dominant author positions receive fewer citations than those with men in the same positions. And this citation disadvantage is accentuated by the fact that women's publication portfolios are more domestic than their male colleagues in all of the most productive countries. Given that citation now play a central part in the evaluation of researchers, this situation can only worsen gender disparities.

U.S. and Them
The Geography of Academic Research

Jishnu Das
Quy-Thu D. Do
Karen Shaines
Soumya Srinivasan

The World Bank
Development Research Group
Poverty and Inequality Team
&
Human Development and Public Services Team
December 2009
Clearly students experience lack of faculty diversity as a problem.

Gatekeepers Exist in Every Industry

From the ALA Diversity Counts Study http://www.ala.org/offices/diversity/diversitycounts/divcounts
Scholarly communication is systemically flawed, like everything else.

HOW DO WE SOLVE THE PROBLEM?
What can we as librarians do?

Education for faculty and students in our daily practice:

● Why publishing is important for academic careers.
● How the process of publishing works.
● How they can get published.
● What are the barriers.

“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

- Introduction to the Framework for Information Literacy for Higher Education
  http://www.ala.org/acrl/standards/ilframework#authority
What can we as library publishers do?

Question the status quo

- Challenge the makeup of editorial boards, reviewers, and authors
- Ask publications, What’s your diversity policy?
- Support publications that provide a voice.
In 2014, *Code4Lib Journal* reviewed its publications and found:

- Women were less than 40% of the authors published.
- Out of the 29 people who had been on the Editorial Committee, only eight were women.

After a call for new editorial board members, the current *Code4Lib Journal* editorial board has four women and eight men.
Journal of New Librarianship

Commitment to Diversity in the Editorial Board
Adapted from the Harvard Library Innovation Lab

The work and well-being of JONL's Editorial Board is strengthened profoundly by the diversity of our network and our differences in background, culture, experience, national origin, religion, sexual orientation, and much more. We actively seek and welcome applications from people of color, women, the LGBTQIA community, and persons with disabilities, as well as applications from researchers and practitioners from across the spectrum of disciplines and methods.

http://newlibs.org/edboard.html
Open Library of the Humanities

“[D]iversity of participation is important to our platform ... we will actively monitor and release reports on demographics across our platform (particularly with respect to editors), taking measures, where necessary, to remove barriers to participation and to ensure breadth of representation.”

- Martin Paul Eve, co-director of the Open Library of the Humanities
Making Content and Containers: Perspectives from an Editor

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What kinds of thing do I make?

- I edit a book series, Gender & Sexuality in Information Studies, for Library Juice Press/Litwin Books
- I work on the *Journal of Critical Library and Information Studies*, a new open access journal from Library Juice Press
- I am a member of the editorial board of *Radical Teacher*, a journal of socialist, feminist, and anti-racist teaching
- I organize the biennial Gender & Sexuality in Information Studies colloquium

*I spend a lot of time making structural space for the kinds of scholarship and discourse I see missing from the library field.*
Occupy Wall Street (OWS) and the Occupy movement across the United States. The commune-like camps and use of the people’s microphones, the provocative refusal of working groups and the explosive explosion of revolutionary projects, condemnation of corporate inequalities that structure our society” teach-ins, the campaigns that—all these elements of Occupy—can change might happen in our

protestors opposed in vigorous defense of the Brooklyn College in the fall of 2011. At Brooklyn College, one of us teaches, students brought the campus by leading a series of general assemblies at the central quad and in the lobby building. These assemblies, groups, and sites for political organizing events, designed to share and spread, they were often short-lived, and a few numbers, they created spaces where staff, community members—could come to know to an emergent understanding of student teaching and the politics of education. 
Leonard inserting his first title.
Leonard, after we learned how to format pull quotes.

Teaching Across Borders

Table of Contents

Mini-Cluster

Mini-Cluster on Teaching about the 1%: the Rich, the Upper Class, the Ruling Class
Marcial González, Greg Meyerson, Richard Ohmann

Different from Us: Teaching About the Rich After Occupy and the Great Recession
Richard Ohmann

“It’s Not Personal, It’s Business: or Teaching Structural Explanation” (at an HBCU)
Greg Meyerson
Why aren't you publishing TSQ as a free, open-source journal?

Some people have asked us why we don’t self-publish, or produce a cheaper online-only journal. There are a couple of reasons for this. One important consideration, however pretentious it might sound, is prestige and respectability. Because our goal is to change the way the world thinks about transgender issues, we are marshaling all of our intellectual and cultural “capital” to create an authoritative, peer-reviewed publication venue with an elite university press, with an editorial board filled with accomplished and well-credentialed scholars, so that we have the most credible and persuasive voice possible in the marketplace of ideas. We think this is especially important given the newness of transgender studies as a field, and the stigma often attached to transgender lives. We are determined to produce a journal that demands to be taken seriously. Duke gives transgender studies a lot of credibility.

Why do you have to raise so much money?

It takes a lot of money to launch a new journal, and Duke University Press is taking a big risk in agreeing to publish TSQ. They estimate that it will require somewhere between $100,000 and $200,000 in outlays before the journal becomes profitable, in about Year 5 of publication. To offset that risk, our contract with Duke asks us partner with them to raise at least $100,000 to underwrite the cost of launching TSQ. This is an increasingly common practice among academic publishers, which often operate at a loss in order to support the mission of publishing non-commercial contemporary scholarship.

https://www.kickstarter.com/projects/tsq/tsq-transgender-studies-quarterly
Community, Hospitality and Transformation in Social Justice Publishing

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Journal of Critical Thought and Praxis

http://lib.dr.iastate.edu/jctp/
“Our journal is an act of activism; there is no current accessible space for us; our messages won’t be neutral; we are about critical scholarship”
The journal aims to create a community for social justice scholars, as transdisciplinary researchers can be isolated in academia.
“What makes us unique is the fact that we are developmentally aiding emerging scholars; we are also open to unique and transdisciplinary work.”
The journal is *grounded in hospitality* to a diversity of voices, including emerging scholars, activists and practitioners.
“If the academy doesn’t change, we will change the academy.”

–Cristobal Salinas, Jr.
How *transformational* is library publishing?
Now you’ve seen some examples, let’s do some work.

BUT FIRST, ANY QUESTIONS?
Our questions for you

● What social justice initiatives are happening on your campus that scholarly communications could connect with?
● What *isn’t* happening but ought to be?
● How can you connect your work to the goals of the greater institution to serve social justice?
● What training do you need amongst staff?