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To Submit, Click Here: Teaching Novice Undergraduate and Graduate Researchers the Submission and Revision Steps of the Publication Process via the Institutional Repository

Jonathan Bull

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Teaching Novice Undergraduate and Graduate Researchers the Submission and Revision Steps of the Publication Process via the Institutional Repository

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Q1: How do researchers learn about the submission and peer-review process?

Q2: How can we (repository people) help with this?

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Valparaiso University 101

- Established 1859
- Independent Lutheran affiliation
- Valparaiso, Indiana
- Students: 3,200 undergraduate, 1,300 graduate
- Five undergraduate colleges, graduate school, and law school
- Two libraries on campus: Christopher Center and the Law Library
- DC+GLUG 2014 host

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ValpoScholar 101

- VU's institutional repository
- Digital Commons + SelectedWorks
- Launched March 2011
- 4,500 records
- Nearly 1.8 million downloads from over 120 countries
- Six professional journals
- Faculty and Student scholarship included
- Conference proceedings
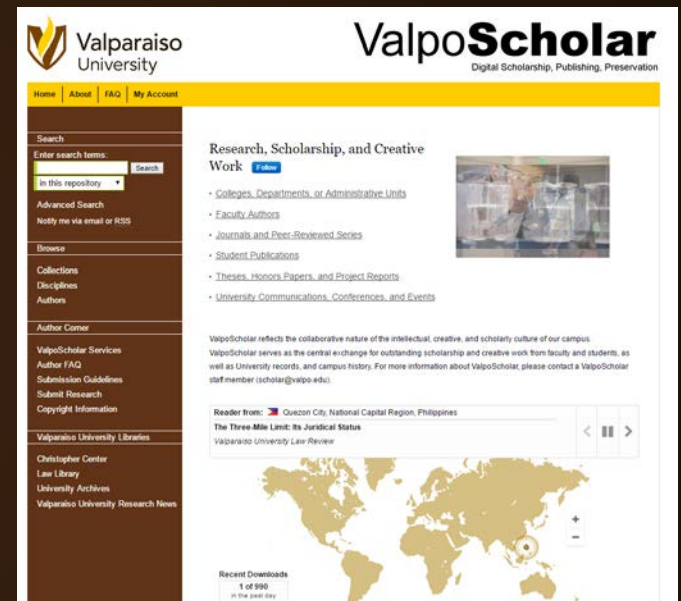
Two Examples @ Valpo

- Celebration of Undergraduate Scholarship (CUS)

- Graduate Academic Symposium (GAS)

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Celebration of Undergraduate Scholarship (CUS)

- Held every April or May since 1998; Additional session added for late July in 2013

- Over 150 students, 45 faculty sponsors (all projects have a faculty sponsor)

- Over 80 submissions in Spring; another 30 submissions in Summer

- Abstracts required; full-text optional

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Celebration of Undergraduate Scholarship (CUS)

Excerpts from CUS website:

"(CUS) is an annual conference that allows undergraduate students to present their research projects, scholarly work, or creative activities in a poster format or as oral presentations."

"Students from all disciplines are strongly encouraged to become involved in research and creative endeavors and present their work at the annual CUS."

<u>"One of the many joys of completing a research project or creative endeavor is to share the results with others."</u>

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CUS: What was done before (Spring)

1) Call for submissions to VU faculty and students (October)
2) Submission via email to Office of Sponsored and Undergraduate Research (organizers); confirmation response manually sent (January – March)
3) Submission forwarded to faculty sponsor for review; faculty sponsor either approves or recommends changes (January – March)
4) CUS organizers asks for changes to student(s); acceptance usually followed (March)
5) After submission is accepted, print program listing created (April)
6) CUS oral and poster presentations (late April)
7) CUS organizers send abstracts to ValpoScholar (late May or early June)

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CUS: What We Do Now (Spring)

1) We give a talk to Summer researchers (about 30 students) on why posting your work online is a good researcher habit (May)
2) Call for submissions to VU faculty and students, including submission link directly to ValpoScholar (October)
3) Submission sent to ValpoScholar; confirmation response automatically sent with organizers cc'd (January – March)
4) Submission assigned to faculty sponsor as (mock) peer reviewer; faculty sponsor either approves or recommends changes within Digital Commons' reviewer workflow (January – March)
5) Event organizers forward (mock) peer reviewer to student(s); acceptance usually follows (March)
6) After submission is accepted, printed program listing created using Batch Revise Option in Digital Commons (April)
7) CUS oral and poster presentations (late April)
8) We (the library) publishes CUS abstracts, already curated and corrected by students, faculty, and administrators (late May)

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CUS: Pros and Cons

Pros:

- Process is more formalized; adds to value of event

- All submissions in one place; preserved for the future

- Students learn submission management software

- Students better understand a "review process"

- Students begin to form their online researcher identity

- More efficient workflow for event organizers and librarians

- Greater online presence

- Faculty and students can see usage reports on their research

- Introduction to ORCIDs

Cons:

- Faculty don't like new workflows

- Learning Curve for Students compared to email submission

- Learning Curve for event organizers

- Timeline not greatly changed (especially for the library)

- Full-Text not required for submission or publishing

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Graduate Academic Symposium (GAS)

- Held every April or May since 2014; held on the same day as CUS, but in a different location

- Over 30 students, 15 faculty sponsors (all projects have a faculty sponsor)

- 28 submissions in Spring 2016

- Abstracts required; full-text optional

- Still developing workflow/event management

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Graduate Academic Symposium (GAS)

Excerpt from GAS website:

"The symposium is an opportunity for graduate students to share their research and creative projects in a public forum."

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GAS: What We Do (in theory)

1) Call for submissions to VU faculty and students including submission link directly to ValpoScholar (January)

2) Submission sent to ValpoScholar; confirmation response automatically sent with organizers cc'd (January – March)

3) Submission assigned to faculty sponsor as (mock) peer reviewer; faculty sponsor either approves or recommends changes within Digital Commons' reviewer workflow (January – March)

4) Event organizers forwards (mock) peer reviewer to student(s); acceptance usually follows (March)

5) GAS oral and poster presentations (late April)

6) Graduate School (not the library) publishes GAS abstracts, already curated and corrected by students, faculty, and administrators (Summer)

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GAS: Pros and Cons

Pros:

- Process is more formalized; adds to value of event

- All submissions in one place; preserved for the future

- Students learn submission management software

- Students better understand a "review process"

- Students begin to form their online researcher identity

- More efficient workflow for event organizers and librarians

- Greater online presence

- Faculty and students can see usage reports on their research

Cons:

- Faculty don't like new workflows

- Learning Curve for event organizers

- Multiple submissions per student for same project; "record revision" concept is unclear

- Too few submissions to be worth it?

- Full-Text not required for submission or publishing

Anecdotal Evidence (a.k.a. Random Comments)

- "I don't feel comfortable submitting this peer-review as I know the student's work." – Concerned Faculty Member, not realizing it was actually not a peer-review

- "Did you know that there is 'peer-review' language in this [form]?" – Concerned Faculty Member, not seeing the disclaimer that this was not a peer-review

- "I guess I'll put [my research] on there. Not really sure if anyone will care what I have to say." – Senior/Honors Chemistry Student, now working for U.S. Department of Energy

- "Apparently someone wants to cite me, so how do I make corrections to my poster?" – Junior Sociology Student, who did get cited eventually

- "What is an ORCID and why are you asking my student to have one?" – Concerned Faculty Member, who created an ORCID after we gave her more information

- "The Faculty hate [the process], even though many of them didn't like how we did it last year either. Well, actually only a few of them hated it, but they were vocal. They haven't told us what they would like instead, though." – Event Organizer

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Q: How can we (repository people) teach novice researchers about the submission and peer-review process?

Questions?
&
Thanks!

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