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Publish or Perish: Engaging the Process of Publishing as a Graduate Student

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Professional preparation	**Thursday, June 4, 2015**	**60-minute symposium, roundtable, or workshop**
Abstract 2015-052	**2:10 PM**	**(Chaudière)**

Publishing is a fundamental part of a successful career in academia (Austin, 2002) and to the development of the sport management body of knowledge (Chadwick, 2009; Chalip, 2006; Parks, 2002). Graduate students are at the cusp of becoming full time faculty members. A critical component of their transition is their understanding and experience with the publishing process. Although the advisor plays a key role in graduate students' knowledge acquisition, opportunities to gain diverse opinions and feedback from a variety of scholars can be invaluable in assisting graduate students to connect their work to that of others in the field (Argote & Miron-Spektor, 2011). Although there have been previous workshops and symposia focused on publishing (i.e., McDowell, 2008), the most recent survey of NASSM student members clearly identified a continuing interest and need for publishing workshops. Further, students acknowledged the importance of catering to students who may be at differing stages of the publishing process.

The purpose of this workshop is to promote an overall understanding of the publishing process for NASSM student members while tailoring the break-out sessions to allow students to choose the workshop experience that best fits their current needs. This will also help prevent students from the pitfalls many researchers currently face in the academic publishing field (Evans et al., 2014).

Publishing academic research can be viewed from the lens of social cognitive career theory (SCCT) (Lent, Brown, & Hackett, 2002). Lent et al. (2002) state that there is a dynamic and cyclical interplay between personal goals, outcome expectations, and self-efficacy. These elements are often found to be important foundational tenets of career development and personal agency, such as publishing academic research. People's beliefs about their capabilities (i.e., self-efficacy) and the consequences of performing particular behaviors (i.e., outcome expectations) can lead to enhanced decision-making potential and personal goal attainment with respect to publishing (Lent et al., 2002). This workshop is designed to provide an overall view of the publishing process that highlights the links between particular behaviors and expected outcomes, and then provides feedback and discussion in small groups to enhance students' beliefs about their capability to publish.

Based on NASSM student member feedback regarding the student symposium, the symposium takes an empathetic design-thinking approach (Leonard & Rayport, 2007). The first half of the symposium will take the form of a panel presentation on each of the publishing steps; the second half will then break out into small group workshops. Specifically, the first half will consist of a series of five, 3-minute talks by selected leaders (i.e., experienced professors or recent graduates with a successful track record of publications). Selected leaders will be asked to discuss their experiences at different points in the publishing process, recommendations for success in these areas, and how to navigate the conversations involved in these areas of the publishing process. The brief presentations will cover each of Schutt's (2011) five subject areas:
• Networking for research partners,
• Picking the appropriate journal,
• Success in the Revise & Resubmit,
• What do to when your manuscript gets rejected, and
• Opportunities beyond the Accept.

With the remaining time, the graduate students in attendance will choose a workshop with experienced faculty members for more individualized guidance. Student board members will facilitate the symposium by chairing the

panel presentations, as well as acting as facilitators for the workshop sessions that follow. This combined format will encourage conversation between groups of less than ten students at a time with each selected leader, allowing each student the opportunity to have direct interaction with the leaders during the break out sessions. This structure allows for general presentation of knowledge on publishing, but also addresses the needs of students at different stages of the publishing process.

The function of this year's symposium is to facilitate an in depth discussion concerning the challenges and opportunities presented within the various stages of the publishing process. The expected implications include increasing the level of comfort for undergraduate and graduate students when facing the publishing process, at any of these stages, as well as creating opportunities for students to be involved in a discussion relating to success in publishing. Ultimately, students will benefit from an increased understanding of the entire publishing process and how to best navigate the challenges they may face throughout their publishing careers.

References
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