

# UC Santa Cruz

## Library Staff Presentations and Research

### Title

Making the publishing process more transparent: Identifying a baseline for publishing support through researching gaps between graduate students and their faculty advisors' support

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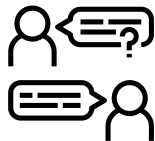
### Supplemental Material

<https://escholarship.org/uc/item/8b3941j5#supplemental>

# Making the Publishing Process More Transparent:

Identifying a Baseline for Publishing Support through Researching Gaps between Graduate Students and Their Faculty Advisors' Support

## Research Overview



### Details:

**What:** Mixed-methods research study

**When:** Spring 2021 – Present

**Why:** To research a gap in the literature and practice in order to inform library support around publishing for graduate students.

### Research Questions

- What are the publishing practices of graduate students and faculty?
- How do graduate students and faculty understand the publication process?
- What are faculty telling students about publishing?
- What gaps in publishing support for grad students are there, both within and across disciplines?

### Phases:



**Phase 1:** Interviews of faculty (Fall 2021 - Present)

**Phase 2:** Interviews of graduate students (Spring 2022)

**Phase 3:** Survey of both faculty and students (TBD)

## Gap/Need



### Takeaways from the literature review:

#### Inconsistent access to mentoring and faculty time

Mentoring of graduate students on publishing by faculty is inconsistent, if happening at all. Time and invisible labor are concerns for faculty.

#### Relation to field

Support of graduate students with publishing may be disciplinary-focused or interdisciplinary.

#### Librarians' responsibilities

The role of a librarian is to “complement, not intervene, where there are productive mentor-protégé relationships among faculty and students” (Buehler & Zald, 2013, p. 218).

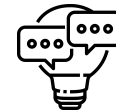
#### Action from librarians

Librarians' response to the need for publishing literacy is to add instruction sessions, but it is unclear what specific areas of publishing need to be covered.

#### Hidden curriculum

Grad school brings hidden rules, like how to balance the research and teaching workload, that students have to learn, and publishing becomes another obstacle.

## Inspiration for Research



### Students ask:

- “How long does it take to get published?”
- “What is open access?”
- “When should I pick a journal for my article?”
- “Should I do peer review for others?”
- “Do I have to respond to all of the review comments?”
- “It can cost money to publish?” (e.g., Article Processing Charges or APCs)
- “My dissertation will be Open Access?! Can I still turn it into a book?”

### Diversity, Equity, and Inclusion (DEI) in publishing

- Publishing literacy connects to DEI given the **known lack of diversity in publishing**, like in peer reviewers, editorial boards, and representation in fields.
- **Defining and increasing publishing support** for grad students as they become authors could help address this DEI issue by helping them navigate publishing.
- First generation students encounter challenges with the “**hidden rules of graduate school**,” such as writing and how to talk with faculty. They also find “limited access to mentors” (Peraza et al., 2021), which could be exacerbated by **inconsistencies in mentoring**.

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#### References / Reading



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