


## Enhancing Publishing Literacy for Graduate Students: Addressing Gaps and Inconsistencies

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**BACKGROUND:** Graduate students face inconsistent guidance, creating a divide between those well-supported and those left missing crucial information. It's challenging to provide support since they are publishing and making choices at different times.

### METHODS

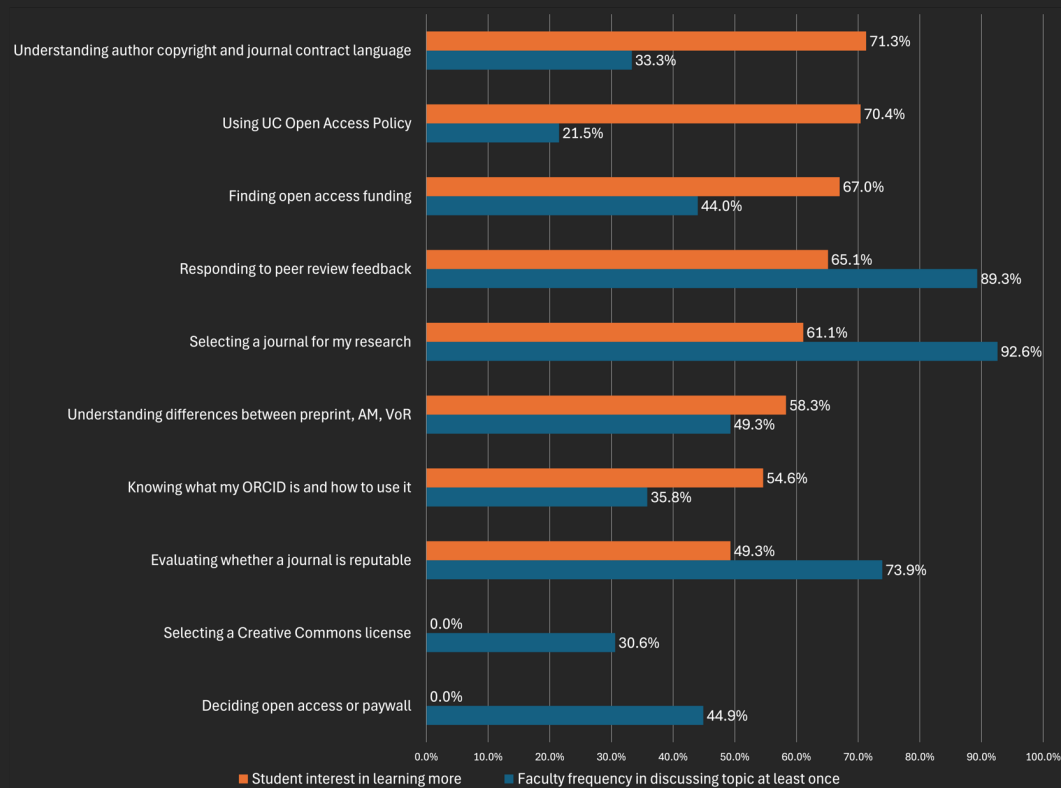
- Campus-wide survey of Masters & PhD graduate students, Spring 2023
- For this study, publishing = post-writing once there is a manuscript ready to submit.
- Sample size of 245 graduate students who have published or planned to publish. 12.8% response rate; +/- 6% with 95% CI.

### RESULTS

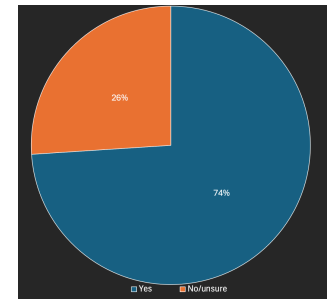
- As expected, students report they heavily rely on advisors for publishing guidance.
- Advisors discuss some publishing topics infrequently, despite high student interest.
- Students want more information even on commonly discussed publishing topics.
- While a majority report discussing publishing at least once with their advisor, 25% report either unsure or state no conversation has happened.
- Students want both synchronous and asynchronous methods to learn publishing literacy, with advisor involvement being key.

# 25% of Graduate Students Report Lack of Advisor Guidance on Publishing

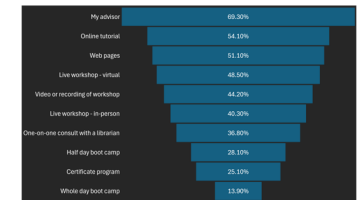
Advisor Discussions vs. Student Interest



Has your faculty advisor talked with you about publishing?



What ways would you prefer to learn about the publishing process?



### Demographics

