Librarian Engagement and Social Justice in Publishing

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Abstract
Countless studies and personal narratives have demonstrated that cultural, racial, and gender bias influence important aspects of academia, including in traditional book and journal publishing. Scholarly communications and LIS publishing can challenge the traditional modes of publishing both in format and content. Presenters will discuss their work in this area, addressing topics like race, culture, sexuality, and gender in formats like print books, online journals, and institutional repositories. Presenters will also talk about how to talk to faculty and graduate students about the entire scholarly communication lifecycle, and how they can intervene to circumvent cultural bias and injustice.

Disciplines
Scholarly Communication | Scholarly Publishing
Librarian Engagement and Social Justice in Publishing

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Library Publishing Forum 2016
Denton, Texas
#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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Mainstream Publishing Demographics 2015

Publishers Weekly Survey Salary

89%

White/Caucasian

5%

Asian or Asian American

3%

Hispanic

2%

Mixed Race

1%

Black or African American

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?

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?

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

- **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, Shelby 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 various fields, such as grant funding, hiring, acceptance at scholarly journals. The temptation to think that gender inequity will soon be a problem of the past, based on analyses that examine gender disparities in academic fields, is misplaced. This analysis of over eight million papers across the natural sciences, humanities, and social sciences reveals a number of underappreciated and persistent gender disparities that remain. For instance, even where raw publication counts seem equal, close inspection reveals that, in certain fields, men predominate in top author positions. Moreover, women are significantly underrepresented among the authors of high-impact papers. Academics should be aware of the subtle gender disparities that 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 areas of research, 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 plays 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-Tuan Do
Karen Shaines
Sowmya 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
HOW DO WE SOLVE THE PROBLEM?

Scholarly communication is systemically flawed, like everything else.
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](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.
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 of Occupy across the United States. The commune-like camps and use of the people’s mic, corporations, the provocative refusal of working groups and explosive opposition of revolutionary rhetoric sharply condemned of corporate inequalities that structure our society” teach-ins, the campaigns that—all these elements of Occupy suggest change might happen in our world.

protestors opposed in vigorous debate. College in the fall of 2011. At Brooklyn College, as we teach, students brought their campus by leading a series of general meetings in the central quad and in the lobby building. These assemblies, groups, only sites for political organizing events, designed to share and spread they were often short-lived, and a numbers, they created spaces where staff, community members—could know to an emergent understanding of the necessity of taking action.
Leonard inserting his first title.
Leonard, after we learned how to format pull quotes.
Teaching Across Borders

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Mini-Cluster

Mini-Cluster on Teaching about the 1%, the Rich, the Upper Class, the Ruling Class
Marcel Gonzalez, 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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Digital Repository Coordinator, Iowa State University

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The Journal of Critical Thought and Praxis is a peer-reviewed on-line journal that provides a space for emerging scholars, educators, and activists to engage in critical and progressive interdisciplinary scholarship and dialogue that supports awareness of social justice issues and challenges individuals to move towards advocacy and concrete engagement with social justice movements. JCTP is also committed to providing all authors with developmental feedback that helps clarify, sharpen, and communicate ideas and arguments in a manner accessible to a broad social justice community.

See the About for a complete coverage of the journal.

JCTP is pleased to announce that we are moving to a special issue model. We will no longer be accepting open submissions, but are currently accepting submissions for our special Climate Change issue. The submissions deadline is April 15, 2016. Please see our Call for Submissions for more details.

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?