



How to Get Published in LIS Journals: A Practical Guide

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Dear Library and Information Science Colleagues,

It is a great pleasure to offer introductory comments for this new edition of "How to Get Published in LIS Journals: A Practical Guide." As I began to think about what to write, I was struck by the subtitle "a practical guide." Indeed, much of what might seem mysterious to authors seeking to contribute to the library literature is simply practical.

Librarians have much to say and make significant contributions to knowledge. When it comes to their sharing knowledge by contributing to publications, the biggest question may be "How do I get started?"

This pamphlet gives solid advice to information professionals wishing to join the ranks of published colleagues or wishing to strengthen burgeoning publishing careers. The advice shared in the following pages, advice kindly provided by colleagues working in the library and information science field and having established themselves as LIS authors, I wish to add a seconding motion as well as a few suggestions of my own.



James Mouw

■ **To thine own self be true.**

Don't write an article because you have to; any journal editor will immediately know your heart isn't in it. The article that clearly and coherently expresses the passion of the author will be the one that succeeds. Write on what interests you, and topics abound. Look at your library, your collections, your personal interests. Turn to the research interests and behavior of your patrons or colleagues. Does something intrigue or bother you? Write about it!

■ **Always ask the question "Is this of significantly broad interest?"**

As a journal editor I open each article submission with both eagerness and apprehension. Will this envelope contain the next landmark article, or will it be yet another rehash of some esoteric problem of interest to a very small number of individuals? In some cases one could say the audience is pretty much limited to the author.

■ **Take a careful, wise approach.**

From conducting a literature search, tedious but invaluable, to considering the audience you're writing for, to choosing a target journal, strategically plan your work. Keep in mind that each journal, even within Elsevier's portfolio of LIS journals, has a unique perspective. Some publish only research articles while others publish research notes and other types of manuscripts. In the following pages, Lisa Janicke Hinchliffe, Jennifer Dörner, and Susan E. Searing offer specific advice on how to craft a well thought-out approach and so increase chances of your work being published. Also, Rachel Singer Gordon offers words of wisdom for LIS graduate students, and Yin Zhang offers advice for writers planning to address the international perspective.

■ **Talk to editors.**

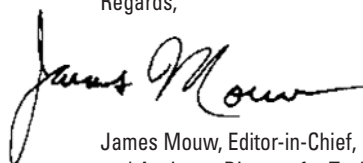
We're not lions sitting in cages and waiting to bite people's heads off. We're working professionals just like you. It is in our best interest to see through the publication process all manuscripts that fit within the scopes of our journals and express solid concepts. As pointed out by Jeff Slagell and Scott Walter in this pamphlet, contacting an editor is often the best course.

■ **Don't expect miracles.**

Especially if you're submitting your first manuscript. Most manuscripts aren't accepted as first submitted. Virtually every manuscript is returned to its author with comments from reviewers. Careful attention to such comments as you develop manuscripts will make them more publishable. Connie Foster and Peter HERNON speak on the following pages about benefits you can gain via the review process.

As an editor, I view being a mentor to new authors as one of my most important roles and other editors I speak with make the same statement. I hope information contained in this pamphlet will encourage you to prepare and submit your first articles or build on success already attained in the publishing realm. Best wishes for your publishing careers!

Regards,



James Mouw, Editor-in-Chief, *Library Collections, Acquisitions, & Technical Services*,
and Assistant Director for Technical and Electronic Services, The University of Chicago Library

James R. Mouw serves as the assistant director for technical and electronic services at the University of Chicago Library, as well as a member of the Project COUNTER International Advisory Board, the CrossRef Library Advisory Board, and the NISO/Editeur Joint Working Party on Onyx for Serials. A regular contributor to library journals, Mr. Mouw focuses his contributions on issues related to the acquisition of serial titles, linking of electronic resources, and library standards. A recipient of an MLS from Western Michigan University, he became editor-in-chief of *Library Collections, Acquisitions, & Technical Services* in 2004.

Seeking to Publish? Prepare for Success!

By Lisa Janicke Hinchliffe, Editor, *Research Strategies*, and Coordinator for Information Literacy Services and Instruction and Associate Professor of Library Administration, University of Illinois at Urbana-Champaign; and Jennifer Dörner, Editor, *Research Strategies*, and Social Sciences and Humanities Librarian and Assistant Professor, Portland State University

Preparing a manuscript for publication is a multi-faceted and, sometimes, anxiety-ridden task. Tips presented here should help you keep track of issues you need to think about and complete your work successfully.

At each stage of your writing, there are elements to have in place as you plan to submit your manuscript to a journal. For simplicity's sake, we have grouped the elements into three categories: developing your project, manuscript organization and components, and technical preparation.

Developing Your Project

Thinking about your final manuscript begins when you start thinking about your project – whether it is a pure research project or a new library service you are developing. Setting the stage is an important element in writing a successful manuscript.

“Thinking about your final manuscript begins when you start thinking about your project...”

Almost any project in a library will reasonably begin with a literature search to learn what others have done on the topic. From this review flows your thinking about your own project, its publishable elements, and the context for your findings. Where does your article fit in with the literature of the field? Rarely is a research project or program idea so unique that it is without supporting literature in the discipline. If you describe your project without placing it in the context of other work that has been done, your audience might take this as ignorance of the field or, worse, hubris. Searching the literature in related fields, such as education or computer science, may also be helpful if your project is interdisciplinary or cross-disciplinary in scope. Putting your research or program in the context of other work already done will assure your audience of your understanding of the issues and your expertise on the topic.

In addition to the general literature review, it is important to think carefully about your topic and its relevance. Will what you say be of use to the audience of the journal? Are you sharing your experience or your research in a way that is meaningful to others? For example, how could research conducted in the library of a small private liberal arts college be of interest to librarians at a mid-sized urban public university? To make an article meaningful to librarians whose institutions do not mirror your own in size and user population, the manuscript must describe how the environmental context did or did not contribute to the success of the project or influence your research findings.

Thinking early on about the audience for which you are writing will shape the development of your thinking and the project.

Manuscript Organization and Components

Different types of manuscripts are organized in different ways and contain different components. Though one does not have to follow a rigid outline, following generally accepted and expected practices can help the reader understand what you are saying.

In their book *Research and Writing in the Disciplines* (Fort Worth: Harcourt Brace Jovanovich, 1992), Donald Zimmerman and Dawn Rodrigues have a helpful chapter titled “A Look at Research Reports in Different Disciplines.” The chapter outlines the elements and organization of research reports in the humanities, social sciences, natural sciences, and engineering. Though all contain similar components, the order and relationships of the components vary. The *MLA Style Manual and Guide to Scholarly Publishing* and the *Publication Manual of the American Psychological Association* also provide useful advice on manuscript organization.

Because of the interdisciplinary and cross-disciplinary approaches used in many areas of library and information science, the particular organizational structure and components you use will depend on your research methods and your intended audience. You can get some sense of what is commonly used by browsing past issues of the journal to which you plan to submit your manuscript and by examining the structure of articles identified in your literature review.

Technical Preparation

Technical preparation of the manuscript is perhaps the easiest and the most tedious stage of the process. Obvious advice here includes careful proofreading for typographical errors and adherence to standard grammar and style. The most important document to reference in this stage of manuscript preparation is the guide to authors for the particular journal to which you are submitting your manuscript. Author guidelines often include directions about the submission process; title page; tables, figures, and illustrations; and references/bibliography. Follow this guide very carefully. It is best understood as a set of rules rather than guidelines!

In addition to preparing the manuscript itself, you will need to write a cover letter to the editor to accompany your submission. In the letter you should indicate that the enclosure is a submission, provide a succinct summary of the work and its relationship to literature on the topic, and provide your mail, email, phone, and fax contact information. If you will soon be out of contact for a lengthy period of time, indicate that as well – as a heads-up in case the editor needs to contact you.

Having prepared your manuscript – submit it! Your attention to detail in the preparation stage of publication will serve you well as your manuscript makes its way through the reviewing, revising, and publication processes. ■



Lisa Janicke Hinchliffe (left), *Research Strategies* editor, and Daviess Menefee, Elsevier's director of library relations for the Americas, discuss how to publish in LIS journals with attendees at ACRL's 2003 conference in Charlotte, NC. Photo by Nancy Stevenson.

Questions to Ask When Selecting a Journal

By Susan E. Searing, Library & Information Science Librarian and Associate Professor of Library Administration, University of Illinois at Urbana-Champaign

You have a finished draft of your article. Now you're puzzling over which journal to submit it to. Fortunately, the research you did for your literature review can provide guidance as to which journals publish articles related to your topic. You can also identify likely journals through *Ulrich's International Periodicals Directory*, then browse recent issues (or their online tables of contents) to pinpoint journals covering topics similar to yours.

Then ask five questions about each journal you're considering.

1. Is this journal peer-reviewed?

If you're an academic librarian who must produce high-quality scholarship for promotion and tenure, publishing in peer-reviewed journals is critical. Look at a journal's front matter or author submission guidelines to determine if it's peer-reviewed, or consult a standard guide like *Ulrich's*. Many online indexes now indicate whether journals are peer-reviewed, too.

2. Is this a prestigious journal?

Everyone wants to publish in a journal with a good reputation, but opinion varies. Research shows, for example, that practicing librarians and LIS faculty rank journals differently. Ask your colleagues and mentors which journals they value most. Information on rejection rates, when available, may be a clue. (The theory runs that the more prestigious a journal is, the choosier it can be.) Another clue is a journal's impact factor, as measured by ISI's Journal Citation Reports. Remember that some tenure committees still look down their noses at upstart electronic-only journals.

3. Who is this journal's audience?

Some journals are aimed at specialists; others reach a broader audience. Some are regional, others national, still others international. Is your article of interest primarily to readers with pre-existing expertise – in cataloging, say, or archives – or do you seek wide exposure for your ideas and research findings? Journals published by professional organizations often reach more readers than commercial journals.

4. How long will it take to see your article in print?

There are two critical time periods: the time it takes from submission to acceptance or rejection, and the time it takes from acceptance to publication. Journals vary widely in both regards, but solid information about turn-around time is hard to come by. A few LIS journals have begun to print this information along with each article, while other journals note typical time frames in their author guidelines. And remember, the time to publication will be much longer if your first choice rejects you, and you start the submission cycle over.

5. What role has this journal played in improving scholarly communication?

Librarians bemoan rising journal prices and the proliferation of new, narrowly specialized titles. As you consider which journal to submit your work to, ask yourself: Has this publisher dealt fairly with librarians? Is it committed to working on issues that matter to libraries, like long-term access to electronic content? What options will you have to retain intellectual property rights?

Want to know more? See "Publishing in LIS: Some Useful Resources" at www.library.uiuc.edu/lisx/publishing.html ■

Start Small — Think Big

By Jeff Slagell, Interim Director of Library Services, Delta State University

It can be a daunting task to try to publish when you're new to any profession and I think this is especially true for newly-minted librarians. Typically, LIS programs don't emphasize research and writing as much as other fields. The simplest advice that I can pass along to you is to start small and think big.

Your first published article doesn't have to be an earth-shattering research study in a refereed publication. Another common misconception is that you need a finished product in hand before you contact an editor. In actuality, most of my publications were the result of submitting a brief abstract or contacting the editor directly with only an idea. I would go even further to say that there are many editors who would actually prefer that you contact them early in the writing process. This allows them to make comments and ensure your article and style are appropriate for their publications.

"One article somehow magically leads to the next."

I have consistently seen the publishing "domino effect" take place with myself and a number of my colleagues. One article somehow magically leads to the next. Perhaps your library or institution has a regular newsletter. A brief report could lead to an article in a state/regional library association publication, eventually leading to national and refereed titles. Yes, there are a few core refereed titles that are quite competitive, but it's important to keep in mind that there are many editors constantly trolling librarian waters for new talent and ideas.

Once you have your foot in the door, it's essential that you follow through with the publication's established guidelines. Think of this as the "mechanics" of the process. Be mindful of their writing style, your draft deadlines, and appropriate citation methods. Nothing will annoy an editor more than if you miss deadlines and create extra work during an already tight publication schedule. However, you can also use the above considerations to your advantage. I have received invitations to write simply based on the fact that I was easy to work with and turned everything in on time.

"Ultimately, the key is to just start."

After you think you have a finished product, always pass it along to a trusted colleague for proofreading before you submit it. Regardless of the article type, it's always possible to become too close to the material and miss typographical mistakes and other errors. Your proofreader could be one of your peers or a mentor with significant writing experience. You might also want to take this process a step further and collaborate with one or more people in creating an article. It splits up the workload and allows for different perspectives on your topic.

Ultimately, the key is to just start. I have witnessed several colleagues with great ideas that never reached fruition because they were afraid to take that first step. I think you'll find that, once you have that initial article under your belt, you'll gain confidence and create networking opportunities that will prove invaluable in the future. The library science publishing environment is wide open. Write about what you know or what you have a passion for and watch your small ideas evolve into something big. ■

Lessons Learned as Author and Editor

By **Connie Foster**, Editor, *Serials Review*, and Head, Department of Library Technical Services, Western Kentucky University Libraries

Writing and editing are dynamic, creative processes. At some point both author and editor must release the finished product and submit to the production process (more copyediting, proofing, and queries). To offer the best manuscript possible, keep in mind the following points.

■ **Surround yourself with current reference resources.**

Find a good dictionary, style manual, thesaurus, and, for inspiration, a book on effective writing, such as William Zinsser's *On Writing Well* or Strunk and White's *The Elements of Style*. To select topics which interest you, seek ideas from discussions on electronic lists, in-house studies that can be placed in a broad context with a literature review, or hot topics at conferences.

■ **Organize, organize, organize. Revise, revise, revise.**

The process of revision is more important than the initial writing. How many revisions? While strictly up to you, I suspect that even the best of authors probably average five, six, or ten revisions, minimum!

■ **Know the finer points of grammar that drive editors crazy.**

Where to place punctuation when using quotation marks, how to use quotations appropriately, and avoiding first-person narrative and passive voice. These are points of grammar to watch.

■ **Read the instructions to authors before you begin so that you can establish font, type, and spacing.**

Refer to the recommended style manual for endnotes or footnotes, citation of electronic resources, spelling conventions, and formats for graphs, figures, tables, and charts.

■ **Avoid co-authoring.**

Why? Only the lead author gets proofs, only one author gets first citation, and only very dedicated personalities working alike can carry equal responsibilities in the process and emerge still speaking to each other.



Connie Foster

“Writing is a challenge and a satisfaction.”

■ **Have a colleague or someone not in the profession read your manuscript.**

Although this process bares your professional soul and seems awkward, it is one way of soliciting valuable criticism.

■ **Submit accurate figures, tabulations, and consistencies between text and figures.**

Triple check these! Document pages, volumes, issues, and dates of sources correctly the first time, so that you do not have to backtrack later.

An editor's delight is receiving a carefully prepared manuscript. If you are uncertain whether your manuscript fits the scope of a journal, discuss your thesis with the editor.

Additional guidelines for the submission process are the following.

■ **Only submit your article to one journal at a time.**

Never play off one journal against the other. Peer review and editorial comments require significant time and analysis.

■ **Contact the editor if you have not had a response within a reasonable time.**

Usually an editor will inform you of the status (being peer reviewed, ready to return with comments, and so on). If you feel the delay is unworkable, talk to the editor!

■ **Learn from rejections. Learn from acceptances.**

I have never had anyone refuse to revise, even more than once. While your ego may be temporarily deflated, taking a deep breath and pounding the keyboard is well worth producing a strong, quality article.

Writing is a challenge and a satisfaction. The more you write the more comfortable you become in creating a niche in the information universe and sharing research and experiences with a community of scholars and industry professionals. ■

Additional Resources

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Zinsser, W. (2001). *On writing well: The classic guide to writing nonfiction*. (25th Anniversary Ed.). New York: Harper Collins.

“Over the years, I've found that these four publishing tips work. First, select your desired readers. Choosing a seldom-targeted audience, such as trustees, upped the interest in my article 'Advocacy ABCs for Trustees' (American Libraries, September 2001). Second, have something important to share, whether it's avoiding lawsuits or getting more funding. Third, mix theory with practical case histories and quotes; readers love to hear from real people. Finally, be ready to rewrite often so your publication is engaging, informative, and memorable.”

— **Ellen G. Miller**, founding president of the Kansas Library Trustee Association, and president of Ellen Miller Group, in Lenexa, Kansas
www.ellenmillergroup.com



Peter Herson

By Peter Herson, Co-editor, *Library & Information Science Research*, and Professor, Graduate School of Library and Information Science, Simmons College

Scholarship and research in library and information studies most often appear in journals, monographs, annual reviews, and conference proceedings. Those journals, especially the ones operating at the national and international levels, tend to be subject to editorial peer review – prepublication review.

The concept of a refereeing system can be traced back more than 300 years to the *Philosophical Transactions of the Royal Society*, when some members of the Society Council reviewed papers for publication. The purpose of this system of review was (and remains) to ensure a certain level of quality to published works, with those knowledgeable about the issue or problem being analyzed or studied judging the work on its merits and making a recommendation (favorable or not) to the editor. Peer reviewing means that one's "peers" shape the editorial decision and that the editor operates within that context; if this situation is altered and the editor disregards reviewer recommendations, peer reviewing becomes compromised.

"The concept of a refereeing system can be traced back more than 300 years..."

For many journals their editorial boards serve as the reviewers. However, journals may invite others to review and, when they do so, these journals likely acknowledge these supplementary reviewers in the final issue of a volume. Editors ascertain the areas of reviewer expertise so that those individuals passing judgment have the necessary background and knowledge of the literature to make valid judgments. Some journals use "double blind" peer reviewing, meaning that the reviewers do not know the names, affiliations, or positions of the authors of the manuscripts they are judging, and the authors do not know who reviewed their work. Editors might even remove some references from papers if those references might reveal an author's identity. The purpose of such an action is to ensure that a name or affiliation does not influence the judgment and that any contact between author and reviewer goes through the editor.

How the Process Works

Someone – not necessarily within the profession – might write a paper that reflects either scholarship (analytical) or research. Here research is defined as an investigation that applies the components of the inquiry process: reflective inquiry, procedures (research design and methodology), reliability and validity, and presentation. That paper would be submitted to the editor, who selects the reviewers (most typically two or three). Those reviewers judge the paper on its merits. The problem statement must explain the value of the research or scholarship and demonstrate that the paper does not deal with an insignificant issue or problem. The literature review must demonstrate a command of relevant readings, regardless of

discipline and nationality of authors. (Fortunately, today, publishers have the means to ensure that published papers appear in databases such as ScienceDirect that bring together works of different disciplines and fields of study for easy retrieval and use.)

"Peer reviewing means that one's 'peers' shape the editorial decision and that the editor operates within that context..."

The reviewers make a recommendation and call for: 1. acceptance without any changes or with minor changes, 2. outright rejection, or 3. revision. Upon completion of revision the paper should be accepted. Otherwise, needed revision might be so extensive that the reviewers recommend additional review by themselves or others. Sometimes the reviewers make the same recommendation and other times they do not. If they do not, some editors call on different reviewers to break any tie in vote, others might cast a vote themselves, and others might return the manuscript to the author, sharing the differences of opinion and asking the author to revise the paper to address the concerns raised. In such instances, the paper should be resubmitted for formal review.

In the case of the journals that I have edited, I copyedit all manuscripts and review all references for consistency with the editorial style manual – before the manuscripts go to peer review. Once the review decision has been rendered, that decision, together with the copyedited manuscript, is returned to the author. If the review outcome was favorable, the author is encouraged to make the changes quickly and to return the paper so that it can be scheduled for an upcoming issue. The final paper should be accompanied with a disk containing the paper and any tables/figures.

Prior to submission of the paper, it is best to review a recent issue of the journal, the author instructions, and any material at the journal's website. The peer review process itself might be handled electronically. It might be completed within a short time (a couple of weeks), a month, or longer depending on the editorial practice. *Library & Information Science Research* does the reviewing and copyediting within three weeks, and the other journals I have edited did these within one month.

Conclusion

The prestige of a journal is associated with the quality of its contents. Evidence of that quality comprises the journal's impact factor (the extent of distribution of citations and "downloading" to all the articles appearing in the journal), rejection rate (the assumption is that a healthy rejection rate demonstrates that the journal separates "the wheat from the chaff"), the number of subscriptions, the extent of downloading of articles, and, most importantly, whether or not the journal is peer-reviewed.

I know of numerous cases in which faculty members only gained institutional recognition for works that appeared in peer-reviewed journals. Note that within peer-reviewed journals, an institute or department may recognize a hierarchy of journals. I am fortunate to have always been associated with the higher tier of those journals. Clearly, prestige is associated with editorial peer review and the quality of those reviewers and their judgments. ■

Peter Herson is a professor at Simmons College's Graduate School of Library and Information Science, where he teaches courses on government information policy and resources, evaluation of information services, research methods, and academic librarianship. He was the founding editor of *Government Information Quarterly* and has served as editor-in-chief of *The Journal of Academic Librarianship*. Currently, he is the co-editor of *Library & Information Science Research* and the author of more than 250 publications, 44 of which are books.

Writing from Presentations

By Scott Walter, Assistant Dean of Libraries for Information & Instructional Services and Visiting Assistant Professor of Teaching & Leadership, University of Kansas

The most difficult part of getting published is finding an idea about which you and your colleagues are concerned, and presenting it in a way that makes your thoughts on the subject clear, cogent, and persuasive. If you have already written something up for presentation, you may be well on your way to publication in a professional or scholarly journal. That said, there are some points to remember to help make your journey to publication a smooth one.

First, remember that conferences, like peer-reviewed journals, have an acceptance rate. At a national conference such as the biennial meeting of the Association of College & Research Libraries, the acceptance rate for papers may be as low as 30%. If you have had a paper or poster session accepted for presentation at a professional conference, you have already:

- effectively articulated a topic of interest to your colleagues;
- demonstrated that you can organize your thoughts on this topic in a meaningful way; and,
- conducted some measure of research that informs your conclusions on the topic.

In other words, you have just outlined your future article.

Second, remember that journal editors are always surveying conference programs and poster session descriptions for ideas. My first LIS article (Walter, 2000) started out as a three-slide poster session that caught the eye of a journal editor. Choose your presentation topic carefully and treat its completion seriously, and you will almost certainly find a potential patron who can help you bring your idea to press. If not, remember that it is appropriate to make contact with an editor in order to gauge her interest in your study. Knowing that most editors are always keen to locate solid work, you should feel free to alert selected colleagues to the fact that you have recently made a successful presentation and ask if an article on your topic would be of interest to readers of their journals. Just remember not to promise the same article to more than one journal!

Finally, remember that not all presentations are appropriate for all publications.

Ask yourself the following questions as you move from presentation to publication.

- Is there enough substance to your project to turn it into an article?
- Will you have to engage in further research to flesh it out (e.g., if your presentation was in the form of a panel discussion, are you ready to do the extra work necessary for the write-up)?
- Have you prepared a literature review that places your work in the context of past research and practice (and, if so, does your piece still stand as a valuable contribution to the literature)?
- Have you prepared a conclusion that summarizes what was learned in your research project, and points the way toward further research on this topic?
- Can your PowerPoint presentation (or poster slides) serve as an effective outline, or do you need more?
- If your presentation was a simple report of a successful initiative in your library, are there journals that are more likely to publish a purely descriptive piece, as opposed to a research-based piece?



Scott Walter

The answer to that final question is “Yes!” But, even so, there are few conference presentations – posters, panel discussions, or even papers – that are immediately ready for publication. What almost all presentations will do is provide you with an opportunity to lay the groundwork for publication: articulating a significant question for research or practice; proposing an answer to that question; finding an audience interested in hearing your answer; and effectively outlining your argument. From there, the trip to the printer is relatively short. ■

Reference

Walter, S. (2000). Engeland: A model for faculty-librarian collaboration in the information age. *Information Technology and Libraries*, 19(1), 34-41.

LIS Publications and Resources from Elsevier

It's easy to keep up with Elsevier's publications focusing on library and information science.

To set up alerts telling you when new issues of your favorite Elsevier LIS journals or book series become available on ScienceDirect, visit www.sciencedirect.com. (Remember, anyone can set up new issue alerts on ScienceDirect and all abstracts on ScienceDirect are freely available.)

To see a list of diverse alerting services provided by Elsevier and offering value to information professionals, visit www.elsevier.com/wps/find/librariansupportinfo.librarians/alertingservices

To sign up for printed copies of the *Library Connect Newsletter* (or alerts when issues become available online), visit www.elsevier.com/libraryconnect

Write Now! Publishing for MLS Students

By Rachel Singer Gordon, Webmaster, LISJobs.com and Consulting Editor, Information Today, Inc., Book Publishing Division.



Rachel Singer Gordon

Students pursuing master's degrees in library science often assume they need their new degrees in hand to write for publication, but much the opposite is true. Every way we involve ourselves in the profession while in school helps increase our opportunities, our career prospects, and our name recognition. Just as it is counterproductive to wait until you finish school to join professional organizations, become active on committees, or put in time working in a library, waiting to write will not help you achieve your goals. Instead, you should begin thinking about writing for publication as early as possible.

Indeed, why wait until you finish school? There are plenty of opportunities available to students who want to publish, and publishing now only furthers your career. The earlier you start, the longer the writing career ahead of you. The earlier you start, the sooner you are able to put your hard-won knowledge to work. The earlier you start, the more practice you get.

“The earlier you start, the longer the writing career ahead of you.”

Starting early is especially important if you plan a career in academic libraries. Any record of publication will help you get that first job, and practice in doing research and writing for publication will help you jump-start the tenure and promotion process.

Where to Start?

It is not too hard to get started on the path to publishing. Take the process one step at a time, and leverage the efforts you make during your MLS studies. Your library school experience can do double duty in moving you toward your goal of publishing in the library literature.

Taking the following steps while you're in school can improve your odds of being published.

■ Take a course in research methods or writing for publication.

Even if you do not see yourself moving into an academic environment, try to fit such a class into your schedule. We never know what paths our careers may take, and the instruction can only help you later.

■ Take advantage of resources available to you now.

As an MLS student, you have free access to publications and databases that may be more difficult to get to post-graduation. As you develop specific interests while in library school, conduct searches of the literature and save search results. Also read broadly and deeply in specific subjects in which you may wish to specialize.

Additional Resource

Gordon, R. S. (2004). *The librarian's guide to writing for publication*. New York: Scarecrow Press.

■ Think proactively about your career when choosing paper and research topics.

If you have the opportunity, write papers that build on your previous coursework. This helps build up a coherent mass of research and writing you can build on later, and helps you gain subject expertise.

■ Keep copies of your research, your printouts, and your notes.

Create files you can refer back to while working on related projects in years to come. Organize notes, printouts, bookmarks, and copies for easy retrieval later.

■ While working on papers, group projects, or theses, think about ways you can adapt your work to other environments.

You may be able to transform an annotated bibliography into a literature review, or a survey project into an article.

■ Take this unprecedented opportunity to connect with others.

Writing never occurs in a vacuum. While in school, you are thrust into an atmosphere which encourages research and collaboration. Talk to your classmates about collaborating on projects and articles with an aim to getting them published. Talk to your professors and get their advice; let them know you are interested in publishing your work and solicit their input. Pay attention to areas your professors publish in and where such areas dovetail with your own interests.

Where to Go?

Take some time and identify publishing outlets that are receptive to new writers and student input.

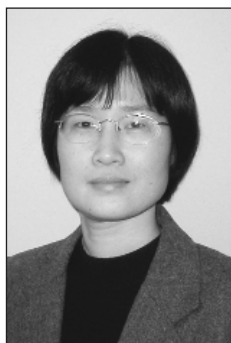
“Write early, write often!” Be proactive and get your unique voice heard.”

If your LIS student association publishes a journal, 'zine, blog, or newsletter, volunteer your services or contribute an article. Join the ranks of LIS student bloggers like Joy Weese Moll (<http://joy.mollprojects.com/myblogs/wanderings>) by contributing your viewpoint as a student, building your name recognition, and gaining valuable writing experience. Get active in your student association and begin putting together a 'zine or an online journal, following McGill's MLISSA's *The Marginal Librarian* example (www.gslis.mcgill.ca/marginal).

Look at publications that are explicitly welcoming to newcomers. LISJobs.com's *Info Career Trends* (www.lisjobs.com/newsletter) and LIScareer.com seek viewpoints of new librarians and students. WebJunction's *Post-Tracks*, a peer-reviewed student publication (www.webjunction.org/do/DisplayContent?id=10959), seeks both manuscripts and peer reviewers.

Think about volunteering to write up conference reports for ALA's *Cognotes* or contribute an article to your state library association's journal. The less "big-name" publications are often in dire need of writers and welcoming to new voices.

As a student, you are constantly challenged to think, learn, and formulate opinions, the very abilities needed in your library publishing career. As we say in Chicago: "Write early, write often!" Be proactive and get your unique voice heard. ■



Yin Zhang

By Yin Zhang, Associate Professor, School of Library and Information Science, Kent State University, and Chair (2004-2005), Special Interest Group of International Information Issues, American Society for Information Science and Technology

An international perspective of the library and information science (LIS) profession is increasingly important nowadays given global access to information, as well as the trend among libraries and information institutions worldwide to share information resources and collaborate. Through their discourse, in person and via the written word, information professionals across generations are contributing to the ever-evolving international perspective.

Associations, Schools, and Libraries Offer Support

The LIS profession has seen remarkable growth in international associations. Baldwin (1997) reported the number of international associations increased from 33 in 1973 to 76 in 1990. Besides IFLA (International Federation of Library Associations and Institutions) which serves as the “global voice of the library and information profession” and whose members represent 150 countries (IFLA, 2005), ALA (American Library Association) supports development of libraries everywhere and global librarianship (ALA, 2001).

International librarianship has been part of curricula in American LIS programs. The University of Hawaii at Manoa, St. John’s University, and Dominican University offer courses titled “International Librarianship,” and the University of Illinois at Urbana-Champaign offers the graduate course “Global Perspectives in Library and Information Science.” These courses prepare next-generation librarians to address issues in our global information society. Such issues range from information policy making and international information standards development, to technological advancements and their social, economic, cultural, and political impacts.

Libraries and information institutions are aware of the importance of the international perspective to the LIS field. LIS professionals are benefiting from exchange and training programs involving developed and developing countries. For example, Simmons College is helping prepare a new generation of Vietnamese librarians to run some of Vietnam’s largest university libraries. The Luce Summer Institute for East Asian Librarianship at the University of Pittsburgh recently staged a rigorous training program for mid-career Chinese-studies librarians and library managers from North American institutions (University of Pittsburgh, 2003). And the International Summer School on the Digital Library, held in Europe, has annually brought together information professionals from different corners of the world, including librarians whose tuition has been paid by donors such as Elsevier.

International Librarianship Literature Is Growing

A visible volume of published literature addresses international librarianship. A quick search on international librarianship and related topics revealed over 800 published articles locatable via scholarly literature. Search terms used were international librarianship/librarian, global librarianship/librarian, international/global audience, and international/global library. More on results of the search appears in the table.

International Network Is Growing

Advances in digital libraries in developing countries are considered key to construction of a global network of information resources. Since 2000, the Special Interest Group of International Information Issues (SIG III) of the American Society for Information Science and Technology (ASIST) has sponsored an international paper contest on international digital libraries and information science and technology advances in developing countries. This competition helps maintain an international network of experts on digital libraries and information technology in developing countries. SIG III believes communication among nations is vital to the global discussion of information issues.

Since its launch, the contest has attracted more than 230 papers, by information professionals from more than 50 countries. Over 60 of the papers have appeared in LIS publications, including *International Information & Library Review* and *Bulletin of the American Society for Information Science and Technology*. Publication of the papers has contributed notably to international librarianship literature – largely dominated earlier by contributions from industrialized countries (Bliss, 1993; Raptis, 1992). The contest has also drawn broad support. Since 2000, Elsevier, Basch Subscriptions, Haworth Press, the World Bank, the Information International Association, ASIST special interest groups and local chapters, LIS schools, and many LIS professionals and educators have helped underwrite the contest.

What This Augurs for Newcomers

Indeed, an international perspective has long been part of the LIS profession in its various platforms – its associations, literature, training, and education – and continues to shape the future of the profession.

Information professionals speaking to the international perspective can today find a range of substantive issues deserving discussion and can find numerous publications welcoming such discussion. The international perspective in the LIS field gains from contributions made by professionals across the globe. Newcomers are encouraged to add their voices. ■

JOURNAL TITLE	NUMBER OF ARTICLES LOCATED
<i>Libri</i> _____	10
<i>IFLA Journal</i> _____	8
<i>Scientometrics</i> _____	7
<i>International Information & Library Review</i> _____ (Formerly <i>International Library Review</i>)	5
<i>Library Trends</i> _____	5
<i>College & Research Libraries</i> _____	4
<i>Aslib Proceedings</i> _____	3
<i>Information Processing & Management</i> _____	3
<i>Library Journal</i> _____	3
<i>Special Libraries</i> _____	3
<i>The Journal of Academic Librarianship</i> _____	3
<i>Zentralblatt Fur Bibliothekswesen</i> _____	3
<i>Canadian Library Journal</i> _____	2
<i>Education for Information</i> _____	2
<i>Habitat International</i> _____	2
<i>Journal of Documentation</i> _____	2
<i>Journal of Librarianship</i> _____	2
<i>Journal of Library History, Philosophy and Comparative Librarianship</i> _____	2
<i>Library & Information Science Research</i> _____	2
<i>Library Quarterly</i> _____	2
<i>Media Culture & Society</i> _____	2
<i>Program: Electronic Library and Information Systems</i> _____	2
<i>Wilson Library Bulletin</i> _____	2

This table lists journals which per search results have published at least two articles relating to international librarianship.

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Jennifer Dorner



An assistant professor and librarian at Portland State University, Jennifer serves as the university library's liaison

to nine departments and as a member of its Instruction Team, which works closely with the university's general education program to integrate information literacy into the curriculum. Jennifer is vice-chair/chair-elect of ACRL's Instruction Section and has delivered conference presentations on topics including active learning, assessment, and tutorial design. Jennifer has a master's degree in library science from the University of Washington and a bachelor's degree in English from Whitman College. In 2003, she began serving as editor of *Research Strategies*, a journal

focusing on information literacy and instruction.

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Dorner, J. L., & Senior, H. (Eds.). (2002). *Oregon authors*. Salem, OR: Oregon Library Association. ■

Lisa Janicke Hinchliffe

For the University of Illinois at Urbana-Champaign, Lisa serves as associate professor of library administration and coordinator for information literacy services and instruction. She also serves as a faculty member for the ACRL Information Literacy Institute's immersion program. Lisa has taught courses for the Graduate School of Library and Information Science at the University of Illinois, and undergraduate courses for Illinois State University and Parkland College. Lisa focuses her research interests on the role of information literacy in the general education curriculum, the connections between motivation and information literacy, and students' transitions from high school to college. Since 2000, she has served as editor of the journal *Research Strategies*.

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Connie Foster

"How did my first journal article come to be? In 1987, when computer technology existed in my academic library as an LD286 visual display terminal and the cathode ray tube carried a green imprint on a black screen, I thought about opinions expressed by Red Barber and Bob Edwards during a National Public Radio exchange about the struggles of computer technology.

"The upshot? I generated a brief essay, 'The Voice of Too Many Systems.' The editor of Kentucky Libraries published my semi-scholarly essay in volume 51, number 3 of the journal."

A tenured professor at Western Kentucky University, Connie in 1978 joined the faculty in the university's Department of Library Technical Services and in 2002 became head of the department. For WKU, she also serves as serials coordinator, and she is a past president of the North American Serials Interest Group. In 1999, she received the Outstanding

Academic Librarian Award from the Kentucky Library Association. Connie earned a master's degree in English from the University of Tennessee and a master's in library science from Vanderbilt University. Following serving as "Looking Back" column editor for *Kentucky Libraries* from 1992 to 1999, she became editor of *Serials Review* in 2001.

Selected Bibliography

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Rachel Singer Gordon

"My first publication came about serendipitously. In 1996, during a quiet reference desk shift at my first professional library job, I started flipping through American Libraries. I saw a call for people to write essays on 'issues affecting the profession' for the 'On My Mind' column, and thought: 'Hey, I have opinions I can write about.'

"So, I sat down and wrote a one-page article, mailed it off to AL, and forgot about it. Three months later, I received a letter saying AL wanted to publish the essay and was sending me a check. I about fell off my chair! This initial and unexpected success launched my library publishing career."

Following a career in public library reference, systems, and management, Rachel now serves as a consulting editor for Information Today, Inc. Additionally she serves as the "Computer Media" book review columnist for *Library Journal*, frequently contributes to *Library*

Journal's "NextGen" column, and writes Emerald's "Publish, Don't Perish" Library Link column. Webmaster of the library careers site LISjobs.com, Rachel also co-authors *Beyond the Job*, a professional development weblog for librarians. A frequent presenter on topics ranging from writing for publication to "accidental library management," Rachel holds an MLIS from Dominican University and an MA from Northwestern University.

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Susan E. Searing



An associate professor of library administration at the University of Illinois at Urbana-Champaign,

Sue is in charge of the university's Library & Information Science Library. She previously worked as the associate director for public services at the University of Wisconsin-Madison library, as the women's studies librarian for the multi-campus University of Wisconsin System, and as a reference librarian at Yale University. Occasionally Sue teaches credit courses for the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign.

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Jeff Slagell



Currently interim director of library services at Delta State University, Jeff also serves as vice

president/president-elect of the Mississippi Library Association. Additionally, he is an active member of MLA, SELA, NASIG, ACRL, and ALA and serves as a peer reviewer for multiple publications. A recipient of the North American Serials Interest Group Horizon Award and a faculty inductee of the Omicron Delta Kappa National Honor Society, Jeff received his BA from the University of Iowa and his MA in information resources and library science from the University of Arizona. He has published articles relating to all aspects of the library profession and

has given related presentations across the US.

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Scott Walter

For the University of Kansas, Scott serves as assistant dean of libraries for information and instructional services and visiting assistant professor of teaching and leadership. After receiving his MLS and MS from Indiana University, Scott received his PhD from Washington State University where he also served as head of the George B. Brain Education Library, interim head of library instruction, and interim assistant director for public services and outreach. Scott's writings have appeared in journals including *Reference Services Review*, *Information Technology & Libraries*, *The Reference Librarian*, *Behavioral & Social Sciences Librarian*, and the *British Journal of Educational Studies*, and in edited volumes including *Hoosier Schools Past & Present* (1998) and *A Guide to the Management of Curriculum Materials Centers for the 21st Century* (2001). Scott is editing special issues of the journals *Research Strategies* and *Public Services Quarterly* for publication in 2006 and 2007.

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Yin Zhang

"I published my first journal paper as a junior in college. My story is nothing fancy. As I explored literature in the field, I became aware of which areas had not been researched. Then I got excited about some research ideas and followed through. I remember the topic was about the feasibility of assigning multiple classification numbers to an item in a library collection."

An associate professor at Kent State University's School of Library and Information Science, Yin received her PhD in library and information science from the University of Illinois at Urbana-Champaign, and her BS and MS in information science from Wuhan University in China. Yin's research and teaching areas include information-seeking behavior, database systems, and distance learning. For the American Society for Information Science and Technology (ASIST), Yin serves on the *ASIST Bulletin* Advisory Board.

She has also served on the editorial advisory board for *OCLC Systems & Services* and as a reviewer for various journals, as well as a juror for the 2005 ASIST and SIG III International Paper Contest on Digital Libraries in Developing Countries.

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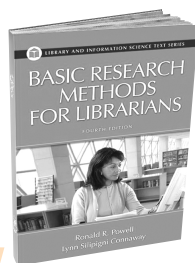
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