

# Research & publishing experience map

What academics do from genesis to publication of research



## Change the world

My goal is to reach and affect the widest possible audience, including the public, policy makers, industry as well as academics. My attitudes and publishing strategies reflect this goal.



## Excellent mentor

My goal is to provide the best possible foundation of experience and skills for the researchers whom I have responsibility for. My attitudes and publishing strategies reflect this goal.



## The expert

My goal is to become the acknowledged expert in my field, the benefits accrued through this will permeate throughout my department and discipline. My attitudes and publishing strategies reflect this goal.



## Explore my field

My goal is to explore my field. The process of discovery and refining my proposition is everything to me. Publishing as such, is not central to my work and my attitudes and publishing strategies reflect this.

e Extrinsicly motivated i Intrinsicly motivated SSA Individual research STEM STEM research AH AH research JAC Junior academic Pain Point

### Genesis & Pre-publication

Triggers, hypotheses, research, writing, speaking, preparation and submission to a publisher

### With the publishers

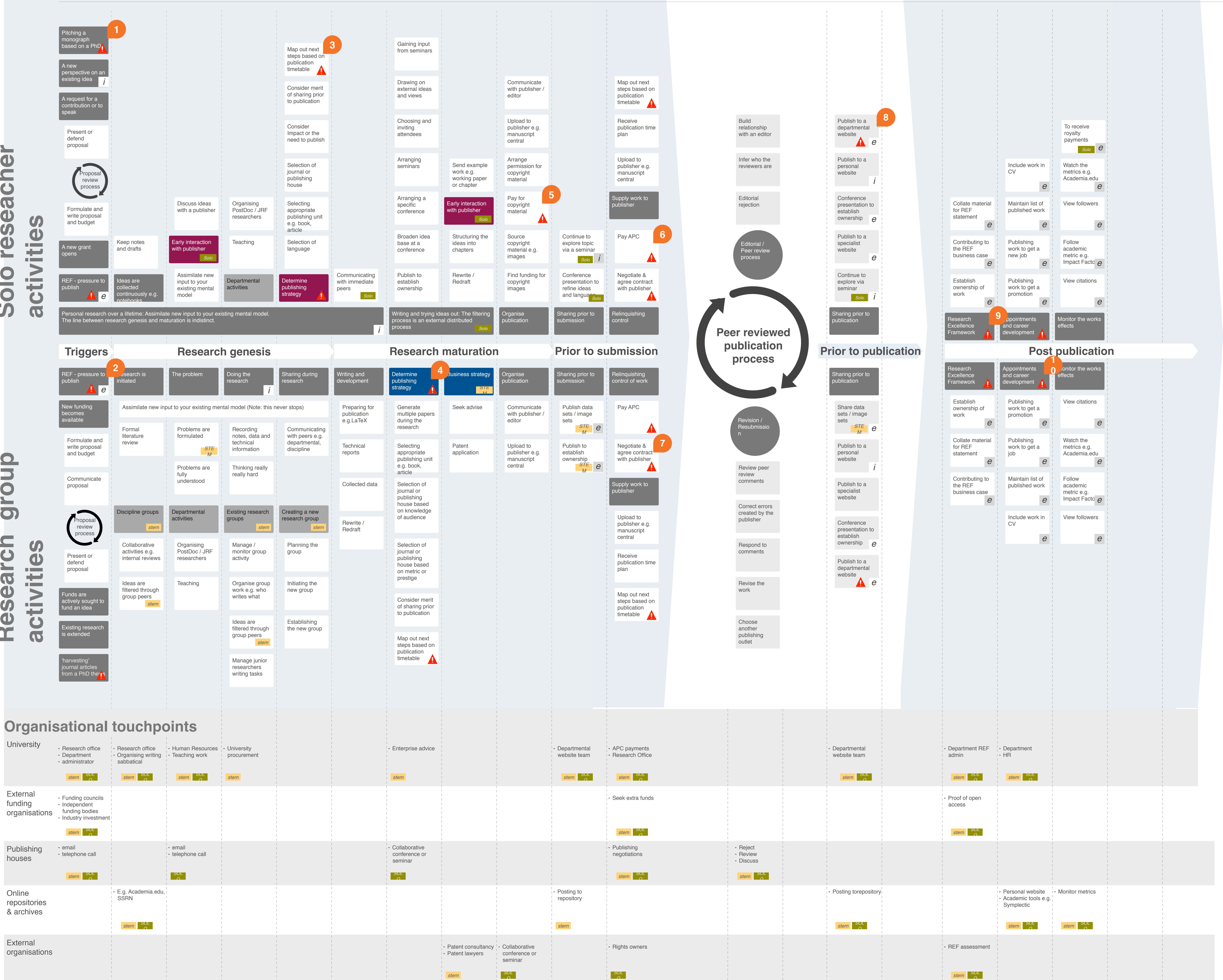
The work is submitted to the peer review process

### Post-publication

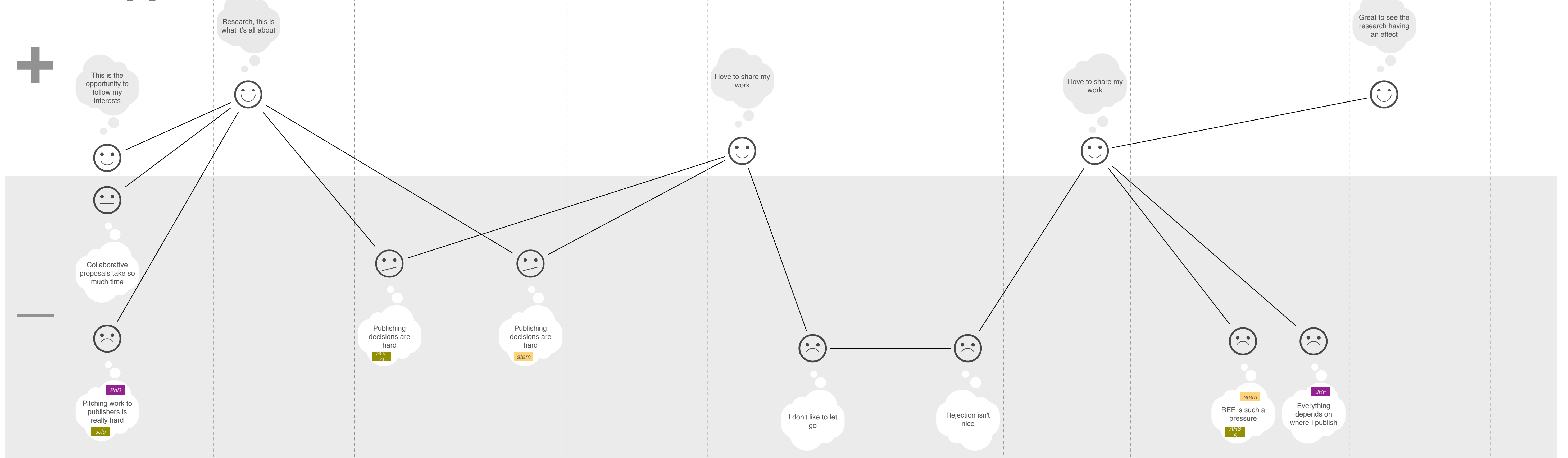
The work has been published

Solo researcher activities

Research group activities



### Emotional engagement



Notes about pain points (an \* indicates that the pain point is a duplicate for solo and group based research)

- 1 Pitching a monograph based on a PhD.** PhD students and PostDoc researchers feel intense pressure to publish their thesis through a prestigious publisher or journal. Usually as a monograph (AHSS) or extracting papers for journals (STEM).
- 2 REF pressure.** Academics, particularly those in the early stages of their career, feel a compelling pressure to publish material. *Anecdotally*, their publishing related strategies appear skewed toward quantity of publications, rather than fewer with more cohesive narratives.
- 3 Map out next steps based on publication timetable.** Reliable publication timescales appear to be rare. Understanding when work will be released publicly is essential to the planning of future publications, next steps in research, appointments, promotions, REF and grant applications to name but a few instances. Note: new publishers e.g. Openbook and eLife have differentiated themselves by focussing on providing reliable publishing timescales.
- 4 Determine publishing strategy** How, when, where and what to publish is a complex decision. Factors include: *the status of the topic in the wider academic community, the perceived impact of the work, the need to publish, the desired audience, timing in relation to similar work and the presentation style.* Note: Early career academics are rarely able to practice this decision making process. Additionally, the complete range of factors determining the outcome of a publishing decision have not been identified in this study. Research to identify the range of factors is highly recommended.
- 5 Pay for copyright material.** The type and amount of material nor the final publication media are known in advance of completing work, making it hard to plan for and fund licensing copyright material. Open Access publication models will complicate this as volume may not be prescribed in the initial contract.
- 6 Pay APC (after acceptance).** The tasks and responsibilities surrounding the organisation, management and payment of APC charges are confusing and surrounded by myth and rumour. Adoption of and engagement with Open Access is hindered by anxiety centred around loss of academic autonomy.
- 7 Negotiate & agree contract with publisher.** The publishing landscape has changed substantially since senior academics learnt their negotiating skills. The established processes of sharing wisdom and skills with junior academics has been overturned. Contract negotiation is now tackled with little opportunity for rehearsal. People are apprehensive about their legal position regarding their work and their responsibility to Open Access.
- 8 Publish to a departmental website.** People will always take the path of least resistance to complete a task, particularly tasks where the value to the individual is perceived as minimal e.g. engaging with university / departmental IT services to update webpages or adopting 'new' services like DSpace. People around the university are inundated with information, services and requests for help where the value to the individual is hard to see. The case for using services needs to be coupled to value and aligned to a path of low resistance.
- 9 Research Excellence Framework.** Everyone is completing the REF for the first time and therefore it's not well understood. Lack of understanding breeds disquiet and myths are advanced. Politically, it appears, the REF should be deployed, leading to an increased circulation of REF myths.