



Western Michigan University
ScholarWorks at WMU

ScholarWorks Repository Information

University Libraries

5-26-2015

Creating Journals in ScholarWorks

Maira Bundza

Western Michigan University, maira.bundza@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/repository_info



Part of the Scholarly Publishing Commons

WMU ScholarWorks Citation

Bundza, Maira, "Creating Journals in ScholarWorks" (2015). *ScholarWorks Repository Information*. 5.
https://scholarworks.wmich.edu/repository_info/5

This Presentation is brought to you for free and open access by the University Libraries at ScholarWorks at WMU. It has been accepted for inclusion in ScholarWorks Repository Information by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



Creating Journals in ScholarWorks

Training workshop for editors of International Journal of
African Development

Maira Bundza
ScholarWorks at WMU
May 26, 2015



Topics covered

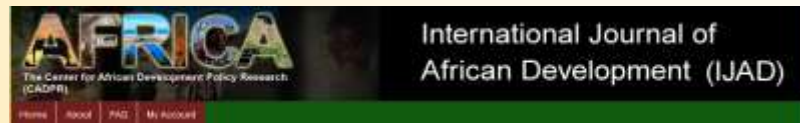


- ▶ Journals in ScholarWorks
- ▶ ScholarWorks front-end
- ▶ From submission to publishing
 - ▶ Reviewer responsibilities
 - ▶ Editor responsibilities
 - ▶ Copy editing
 - ▶ Formatting
- ▶ APA format – hands on review & editing work
- ▶ ScholarWorks back-end
- ▶ Usage/download reports
- ▶ Boards and personnel
- ▶ Marketing, funding & big picture

Journals in ScholarWorks



NEW:



Journals in ScholarWorks

Title	Up in SW	Issues	Items	downloads
Accessus (2013-)	Dec-13	3	8	2,025
Grandfamilies (2014-)	Jul-14	2	14	1,371
Hilltop Review (2005-)	Sep-11	9	96	108,629
International Journal of African Development (2013-)	Oct-13	3	23	4,468
Journal of College Access (2015-)	Jan-15	1	7	1,045
Journal of Sociology and Social Welfare (1973-)	Aug-14	96	1211	18,885
Laureate (2002-)	Jun-14	14	475	2,295
Open Journal of Occupational Therapy (2012-)	Nov-12	10	79	59,238
Reading Horizons (1960-)	Oct-11	210	2067	814,918
Transference (2012-)	Aug-13	2	54	5,091
Teaching Writing (2012-)	Apr-12	5	51	18,267
Total		355	4085	1,036,232



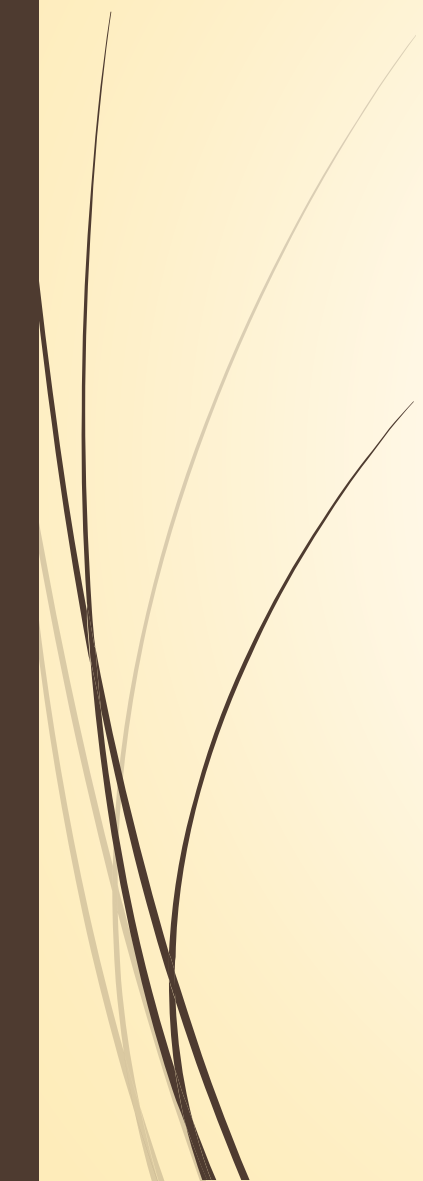
ScholarWorks front end

(hands on)

- ▶ Ways of getting to ScholarWorks
 - ▶ WMU A-Z
 - ▶ Library home page
 - ▶ Google
- ▶ Viewing the issues & articles
 - ▶ Cover sheet?
- ▶ Reader Activity Map
- ▶ Left column



From submission to publishing

1. Submit article – author
 2. First read – editor
 3. Review – reviewers
 4. Revise – author, editor, writing coach
 5. Copy edit – copy editor, reference checker
 6. Format – formatter (graphic designer, managing editor)
 7. Publish – ScholarWorks technician
- 



First steps



- ▶ Author submits an article
- ▶ Editor gives article first read – sees author name
 - ▶ May reject outright
 - ▶ Not in scope of journal
 - ▶ Not scholarly, is contentious, etc.
 - ▶ If to be reviewed and not in SW, enter in SW
- ▶ Editor assigns reviewer(s)
 - ▶ Preferably blind peer-reviewed
 - ▶ No author information on paper

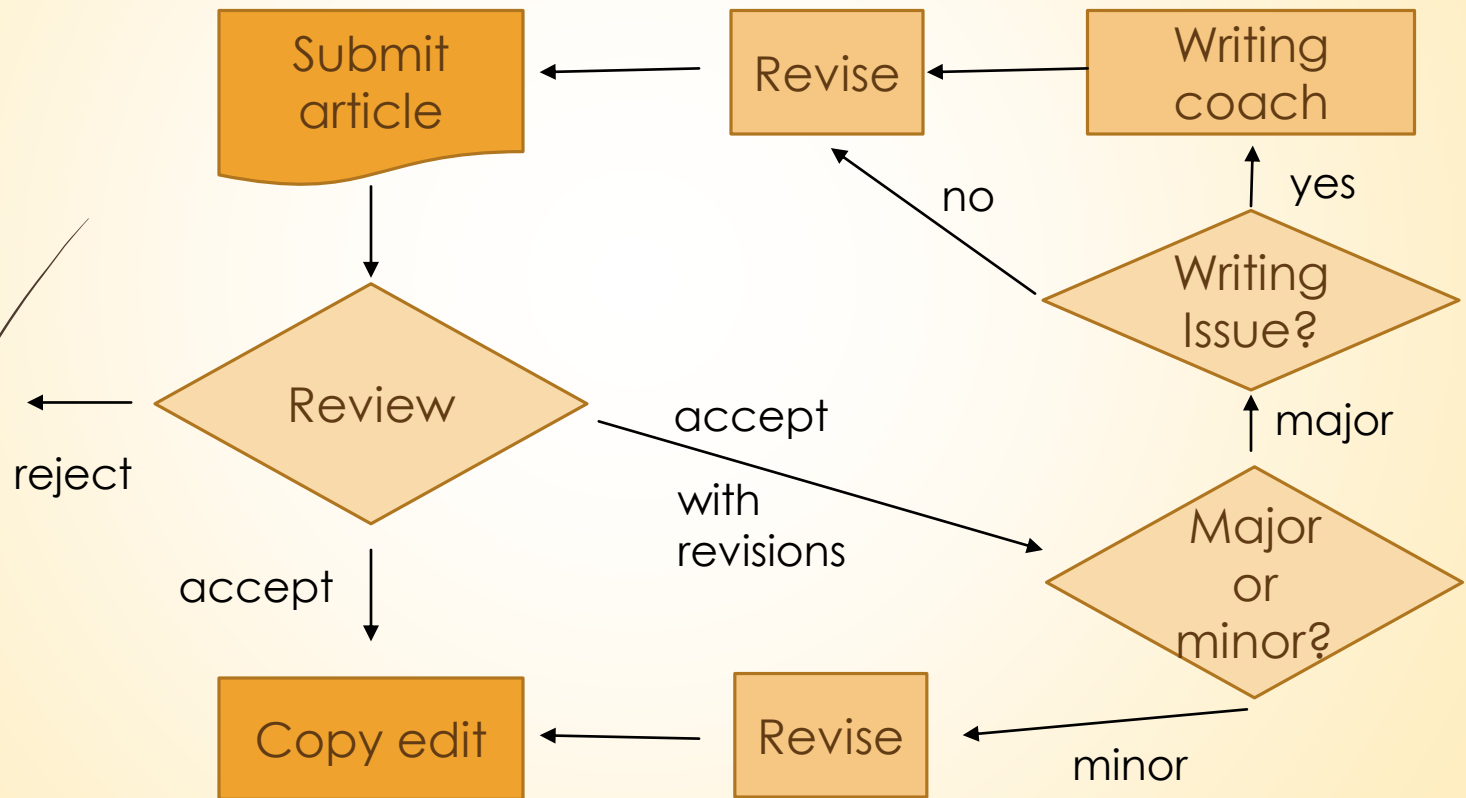


Reviewer responsibilities



- ▶ Read and make comments within set time, such as 21 days
- ▶ Should be expert in topic covered by article
- ▶ Gives detailed comments on content
 - ▶ Correct parts included in article – abstract, introduction, literature review, conclusion, references, etc.
 - ▶ Accuracy of facts, methodology, conclusions drawn, etc.
 - ▶ Figures, tables, quotes, etc. properly cited
 - ▶ Writing quality – organization of paper, grammar, spelling
 - ▶ Comments will be seen by author
- ▶ Makes decision
 - ▶ Accept
 - ▶ Accept with revisions
 - ▶ Reject

Review decisions





Editor responsibilities



- ▶ Review comments
- ▶ If two reviewers disagree, make the final decision
- ▶ Notify author – within reasonable time, e.g. 28 days from submission
- ▶ Work with author on revisions
- ▶ If major revisions needed in organization of paper or grammar – suggest writing coach
- ▶ May ask author to make changes to comply with APA
- ▶ For major revisions, pass on to reviewer(s) again
- ▶ Pass on accepted, revised papers to copy editor



Author responsibilities



- ▶ Editorial board to decide expectations of author
- ▶ Make suggested revisions
- ▶ If suggested revision not made, explain in cover letter why not
- ▶ Revise in timely manner
 - ▶ If major revisions not completed in year, may choose to withdraw article and expect author to resubmit as new



Copy editor responsibilities

- ▶ Fix spelling errors
- ▶ Fix grammatical errors, not be a major rewrite
- ▶ Check references (may be done by someone else)
 - ▶ Citations in text are in reference list
 - ▶ References at end are cited somewhere in text
 - ▶ Find each reference – make sure all parts are accurate
 - ▶ Check APA formatting of reference

Note: A copy editor will usually not be a subject specialist, so may not be familiar with conventions in your field. The editor will need to check all changes are appropriate.



Formatting



- ▶ Get articles ready for publishing – online or print
- ▶ Apply template and create a PDF
 - ▶ Page size
 - ▶ Margins
 - ▶ Line spacing
 - ▶ Justification
 - ▶ Indentation
 - ▶ Fonts
 - ▶ Headings
 - ▶ Tables & figures
 - ▶ Page numbering
 - ▶ Running headers & footers
 - ▶ Cover
 - ▶ Front & back matter (title page, editorial board, table of contents...)
 - ▶ Graphic design elements

Reading Horizons

Reading Preferences and Perceptions • 353



READING PREFERENCES AND PERCEPTIONS OF URBAN EIGHTH GRADERS

Dr. Arlene L. Barry

Abstract

In order to identify materials that would encourage urban eighth graders to read, the authors asked students about the importance they placed on reading, about their own reading abilities, and the role of race and genre in their book choice. On the basis of subscale scores from the "Adolescent Motivation to Read Profile Reading Survey" (Pitchei, et al., 2007) these students, as a whole, placed low value on reading, with females indicating a slightly higher value than males. In contrast, males indicated stronger self-concepts about their reading abilities than females. As a subgroup, Hispanic males reported the lowest overall average self-concept, or perceived reading strength. Hispanic males and females both reported valuing reading less than any other subgroup. One way to increase reading for all of these students may be to use the yearly award books identified for each of the minority groups involved so that students can see themselves in the books they read. Another approach may be to stock the top choices identified by students via indicators like the "Reading Preferences Checklist" (Fisher, Brozo, Frey, & Ivry, 2011), so that a wide variety of relevant, quality text can entice these reluctant readers. Engagement is critical.

354 • Reading Horizons • Volume 4 • 2013

Background

Marisol, a middle-secondary urban educator (pseudonyms are used), stopped by my office at Midwest University with some concerns:

Marisol: My students don't read much. I am sure if they read more, their test scores would be higher. Maybe reading isn't important to them. Are the novels too hard or irrelevant? Many of my kids are non-White, but the characters in their books are generally Caucasian. Do you have any suggestions?

Anna: Have you asked them what they like to read or if they think their books are too difficult? Would they tell you whether or not they connected with the characters in their books?

Of course, asking such questions to 148 eighth graders is no simple task. We brainstormed and decided that a group-administered questionnaire would probably be the most efficient way to start the process of linking these students with reading material. Engagement theory (e.g., Tracey & Morrow, 2006) guided our thinking about the importance of student involvement in classroom literacy. We tried to operationalize student involvement by asking them about their reading preferences, values and self-concepts. We articulated our questions so we could find a tool to guide us to some answers. Our questions were a) Do students see themselves as capable of doing the reading they are asked to do? b) At this point in their lives, do these students believe reading is important? c) How does the race or ethnicity of the characters in books affect their reading? d) What do students say they would like to read?

Procedures

We began by digging through a variety of reading inventories and interest inventories and decided to both combine and slightly adapt what was available. As our main instrument we used the "Adolescent Motivation to Read Profile Reading Survey" or AMRP developed by Pitchei, et al. (2007) (see Appendix). This is a profile specifically constructed for adolescents. The AMRP includes two sections: the reading survey and a conversational interview. The reading survey is a 20-item, group administered instrument. Items are based on a 4-point scale, with the most positive responses receiving 4 points and the least positive receiving 1 point. The highest total score possible is 80 points. This section provides scores that give the examiner a general idea of a student's "Self-concept as a reader," or perceived reading strength and her "Value of reading," or perceived importance of reading. In order to calculate the Self-concept raw score and Value

Transference

Nicholas Albertson
Flower on a Grave

On a grave where rest the traces
Of death and sadness and spite,
One flower seats that shows a heart
Of beauty and happiness and life.

Light, dawn, the days and years to come—
And the flower is an image of hope,
Dark, twilight, years gone by—
And the grave shows traces of tears.

What is the voice of a colorful flower?
What is the meaning of a voiceless grave?
White dew of the same tomorrow,
Fall on one and the other.

A grave of sorrow is the trace of a man,
A flower of life is the work of a god,
Light of the same evening star,
Shine on one and the other.

Portable Document Format

Doi Bansui
墓上の花

SUMMER 2013 21

Commentary

Doi Bansui (1871–1952) was a poet, translator, and teacher from Sendai, Japan. “Flower on a Grave” is from his first and most famous poetry collection, *Nature Has Feelings* (*Tenchi ni Ai*, 1899). The poems from this collection present the translator with difficult choices in rhythm and diction. They follow a regular meter of twelve-syllable lines, with each line divided by a caesura after the seventh syllable. These alternating seven- and five-syllable units have been the building blocks of nearly all Japanese poetry since the earliest recorded works. But because the “long poem” (*chōka*) fell into disuse over a millennium ago and was only revived in the nineteenth century as a tool to translate European sonnets and odes, it was considered quite modern to write regular stanzas like these. Hence, such poems were called “new-style poetry” (*shintaishi*).

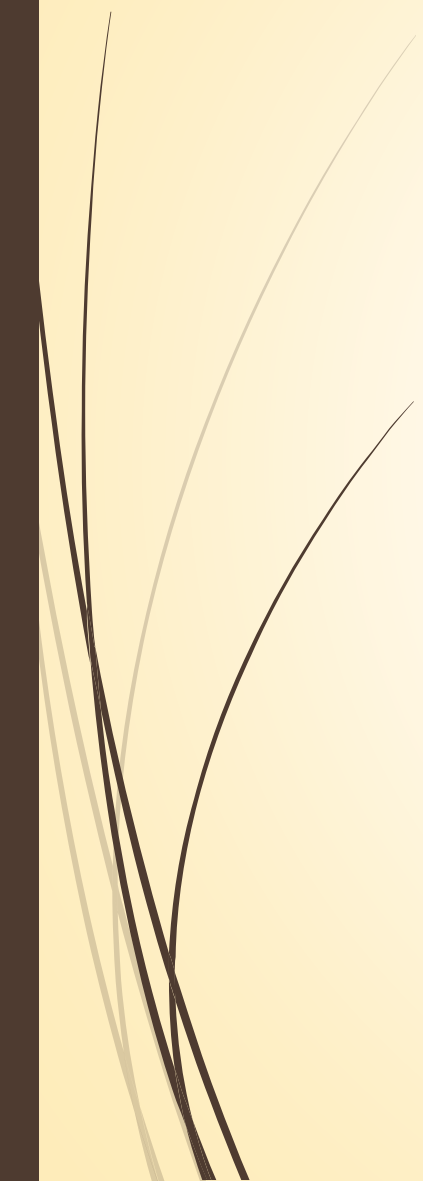
In translating a poem like this, I feel it is important to create a more or less regular rhythm, if not a strict meter. The difficulty in adhering to meter is most acute when a particularly pithy Japanese word or phrase cannot be rendered succinctly in English, often because that word or phrase is loaded with allusions or connotations unfamiliar to English readers. Such cases are quite frequent in Bansui’s poems, which retain classical references even as they introduce European literary references into the ambit of Japanese poetry. (And while Bansui gave his readers footnotes for the European references, I try to avoid them in my translations.)


The more dangerous pitfalls are in the choice of diction. Can I make my diction sound both traditional and fresh, the way Bansui’s works did in Japanese when they were published a century ago? Should the translations sound as pleasantly dated as the originals have come to sound? It is tempting to use creative anastrophe and obsolete verbal inflections to echo Bansui’s own style—and often smooth out the rhythm at the same time—but this risks sounding too precious or pompous. I try to hear Bansui’s voice and not my own, but in practice I am simply making one choice after another, often trying to mitigate the effects of previous choices.

22 TRANSFERENCE




Publish in ScholarWorks

- ▶ Take formatted PDF
 - ▶ Divide up into articles (need Adobe Acrobat Pro)
 - ▶ Upload complete issue
 - ▶ Upload individual articles replacing the manuscript files in ScholarWorks
 - ▶ Close the issue
 - ▶ Publish the issue by “updating site.”
- 




APA format – 6th edition

- ▶ BUY BOOK!
- ▶ Word template – for manuscript, not necessarily IJAD final publication
- ▶ Title – up to 12 words
 - ▶ The Need for Interdisciplinary Research and Education for Sustainable Human Development to Deal with Global Challenges
 - ▶ From Conflict Escalation to Conflict Transformation: Actual and Potential Role of Stories and Storytelling Among Marginalized Occupational Minorities in Southern Ethiopia
- ▶ Author(s) – omit titles and degrees
- ▶ Abstract – 150-250 words

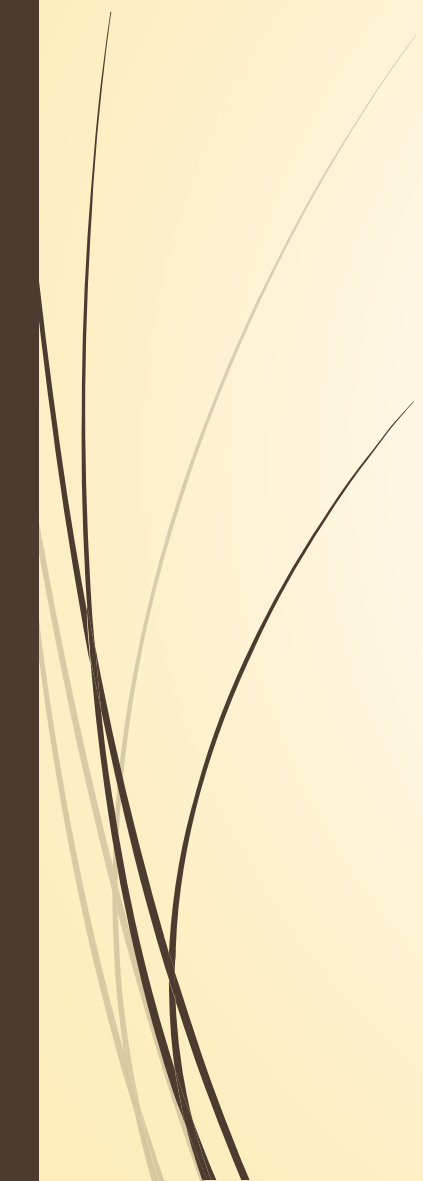


APA format – references, footnotes, tables & figures

- ▶ In text citations
 - ▶ Make sure referenced at end
- ▶ References at the end of article
 - ▶ Make sure cited in article
 - ▶ Follow APA format – very precise
- ▶ Footnotes – additional content or acknowledge copyright permission – not complicated, nonessential
- ▶ Tables & figures – watch formatting
- ▶ Need attributions – especially for photos



ScholarWorks back-end (hands on)

- ▶ Logging in
 - ▶ Configuration
 - ▶ Uploading submissions
 - ▶ Managing submissions
 - ▶ Reviewing submissions
 - ▶ Revising submissions
 - ▶ Uploading revised content
- 

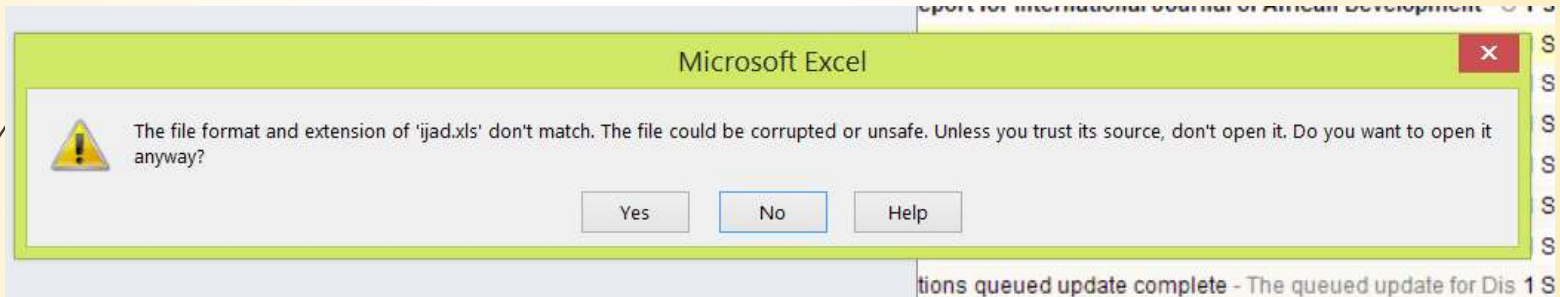


Generating download reports

- ▶ **Usage Reports** (blue top menu bar)
- ▶ Select Report
 - ▶ Hits – most common
 - ▶ Referrals – readers from what country, what domain (Google, which, etc.)
- ▶ Include – full text most common
 - ▶ Metadata pages – when just look at description
- ▶ Aggregate hits per – Total – most common
 - ▶ Can look at by day, month, year
- ▶ Specify date range – All time – most common
 - ▶ Can do past 30 days, 3 months, year or specific dates
- ▶ **Email me the report** – will get in email and open in Excel

Open reports in Excel

- Get strange error message
 - Click YES



Full text downloads

1	Full-Text Downloads for 2010-10-01 through 2015-05-26 for International Journal of African Development			
2	Title	URL	First published	Total
3	International Journal of African Development, Vol. 1, Issue 1	1/vol1/iss1/1	10/10/2013	480
4	Editorial Note	1/vol1/iss1/2	10/10/2013	43
5	Ethiopia's Dilemma: Missed Chances from the 1960s to the Present	1/vol1/iss1/3	10/10/2013	458
6	The Political Economy of Poverty Reduction	1/vol1/iss1/4	10/10/2013	323
7	The Lost Opportunity for Ethiopia: The Failure to Move toward Democracy	1/vol1/iss1/5	10/10/2013	730
8	Sustainability of Expansion in an African Airline: A Case Study	1/vol1/iss1/6	10/10/2013	700
9	Do Foreign Direct Investment and Foreign Aid Promote Good Governance?	1/vol1/iss1/7	10/10/2013	440
10	The Need for Interdisciplinary Research and Education for Sustainable Development	1/vol1/iss1/8	10/10/2013	594
11	International Journal of African Development, Vol. 1, Issue 2	1/vol1/iss2/1	8/8/2014	74
12	Editor's Note	1/vol1/iss2/2	8/8/2014	15
13	Maternal Education, Linkages and Child Nutrition in the Long and Short Run	1/vol1/iss2/3	8/8/2014	88
14	COMESA'S Trading with China: Patterns and Prospects	1/vol1/iss2/4	8/8/2014	93
15	Environment Stress and Increased Vulnerability to Impoverishment in Ethiopia	1/vol1/iss2/5	8/8/2014	131
16	The Fall of American Soft Diplomacy in Ethiopia: A Victim of its own Success?	1/vol1/iss2/6	8/8/2014	187
17	From Conflict Escalation to Conflict Transformation: Actual and Potential	1/vol1/iss2/7	8/8/2014	95
18	International Journal of African Development, Vol. 2, Issue 1	1/vol2/iss1/1	3/25/2015	38
19	Editorial Note	1/vol2/iss1/2	3/25/2015	2
20	Governance and Private Investment in Sub-Saharan Africa	1/vol2/iss1/3	3/25/2015	7
21	The Impact of Agriculture on African Civilization in the 21st Century	1/vol2/iss1/4	3/25/2015	16
22	The Significance of Whole Grain Teff for Improving Nutrition: From Injibara	1/vol2/iss1/5	3/25/2015	40
23	Good Governance for Achieving Food Security in Ethiopia: Challenges and	1/vol2/iss1/6	3/25/2015	44
24	Governance of Land and Natural Resource for Sustainable Development	1/vol2/iss1/7	3/25/2015	6
25	Rural Land Rights and Security in Cultivated Highland Ethiopia: Incremental	1/vol2/iss1/8	3/25/2015	25
26				
27			Total	4629

Downloads by country

Country cc	TLD URL	Count						
Country report shows referrals from domains with two letter Top Level Domains (TLD).								
Referrals through 2015-05-26 for International Journal of African Development								
et	http://ww	290	Ethiopia	63 countries				
uk	http://ww	74	United Kingdom					
in	http://ww	62	India					
ca	http://ww	34	Canada					
ng	http://ww	32	Nigeria					
za	http://ww	29	South Africa					
au	http://ww	27	Australia					
de	http://ww	25	Germany					
fr	http://ww	23	Franace					
hk	http://ww	19	Hong Kong					
it	http://ww	14	Italy					
gh	http://ww	14	Ghana					
nl	http://ww	12	Netherlands					
jp	http://ww	11	Japan					
ae	http://ww	9						
be	http://ww	9						
at	http://ww	8						
no	http://ww	8						
se	http://ww	7						
zw	http://ww	7						
tz	http://ww	7						
es	http://ww	7						
eg	http://ww	7						
tr	http://ww	7						
zm	http://ww	6						
pk	http://ww	5						

Downloads by domain

Referrals for 2010-10-01 through 2015-05-26 for International Journal of African Development		
Domain	URL	Count
Google total		2562
scholarworks.wmich.edu	http://sch	568
www.google.com	http://ww	567
www.google.com/	http://ww	397
www.google.com.et	http://ww	290
scholarworks.wmich.edu/	http://sch	154
www.google.com.et/	http://ww	93
www.google.co.in/	http://ww	83
www.google.co.uk/	http://ww	81
scholar.google.com	http://sch	75
www.google.co.uk	http://ww	63
www.google.co.in	http://ww	57
search.tb.ask.com	http://sea	55
www.google.ca/	http://ww	43
www.google.com.ng	http://ww	32
www.google.ca	http://ww	31
www.google.com.pk/	http://ww	30
www.google.co.za	http://ww	27
www.bing.com	http://ww	20
www.google.com.au	http://ww	20
www.google.fr	http://ww	20
www.google.de	http://ww	19
www.google.de/	http://ww	18
www.google.co.za/	http://ww	17
www.google.com.au/	http://ww	16



Boards



- ▶ Advisory board – people who have published journals before, sponsors, meet once a year to set guidelines, budget
- ▶ Editorial board – content specialists that help editor make decisions on content
- ▶ Review board – extensive list of specialists to be tapped as blind reviewers



Personnel/tasks

- ▶ First read of articles and assign reviewers
- ▶ Work with authors on revisions
- ▶ Help author organize article and correct writing style (writing coach - \$85/hr)
- ▶ Copy editing – final spelling and grammatical errors
- ▶ Reference checking
- ▶ Formatting
- ▶ Budget, reports on journal progress



Marketing



- Send emails & cards to scholars in field
- Publicize at appropriate conferences
- Ads in other journals or magazines
- Social media
- Get into journal indexes
- Press releases/ university news
- Throw events around journal – e.g. 10,000 downloads
- Swag – T-shirts, pens, cups, etc.



Funding



- ▶ Expenses
 - ▶ Buy out time
 - ▶ Staff
 - ▶ Marketing
- ▶ Income
 - ▶ WMU units
 - ▶ Sponsors, donations
 - ▶ Grants



Big picture



- ▶ Who is your audience?
- ▶ How do you involve more authors?
 - ▶ From WMU
 - ▶ Covering more areas of Africa
- ▶ What impact can you make?