

Call for Papers

Models, Practices and Relevance of Student and Junior Scholarly Involvement in Academic Publishing

We invite submissions for a special collection to be published in 2022.

This special collection will bring together contributions unpacking the diverse forms of involvement of students and junior scholars to all stages of the academic publishing process: authorship, reviewing, editorship and publication management.

Quality academic publishing adopts a formally non-hierarchical perspective of authorship. The quality of the submitted research, rather than formal qualifications or the stage of the researcher's career, determines publication. This premise may stimulate a 'race to the top' in gaining advanced academic writing and research skills that aid publication prospects. At the same time, it may result in a 'race to the bottom' in disadvantaged scholarly communities with lack of institutionalized support for developing academic authorial skills. As the worst-case scenario, junior researchers under pressure to publish might ultimately opt for platforms with low-quality peer review and editing practices in order to improve their (quantitative) publishing record. Questions arise on the avenues and possibilities for improving junior scholars' involvement in the publishing process as both authors and reviewers in the context of a broader rise of interest in the strategies and behavior of early career researchers in scholarly publishing (e.g. Nicholas et al. 2017).

Furthermore, the non-hierarchical perspective is not reproduced in case of other roles in the publishing process, notably that of the editors. With the exception of highly ranked student-edited law journals, early career researchers are not conventionally involved in the editing process. Recently, however, initiatives envisioning a more extensive involvement of students and junior scholars in academic publishing have been developed (Cox and Kent 2018; Uigín, Higgins, and McHale 2015; Walker et al. 2021). These initiatives are pioneered by several journals with diverse publishing models and management forms, including *junior journals* that constitute international editorial boards composed of junior scholars and specifically encourage submissions from students and early career researchers, *student journals* with extensive faculty support, or *senior journals* with parts of or complete editorial boards composed of junior scholars but based at a specific institution and partnering with established publishers. These models are nevertheless connected by a common thread of offering more extensive editorial and reviewer engagements to early career researchers starting, at times, as early as with undergraduate students who demonstrate ambitions and motivation to embark on an academic career.

This special collection aims to take stock of these developments, remaining open to a plurality of visions on junior scholar's interactions with academic publishing and the stakeholders in the process as authors, but also in the less conventional roles of reviewers or editors. It invites papers that add to the debate on how students or junior scholars and academic publishing appear as *mutually constitutive*. For

students and junior scholars, academic publishing is essential for developing skills and experiences, building substantive and technical knowledge towards academic excellence, and fostering a perception of inclusion into the global community of academics. For academic publishers, students and junior scholars are an important target group not only as consumers but also as co-creators of academic research and even the publishing landscape more broadly.

The manuscripts will develop ways of understanding the diverse models of interaction between students and junior scholars and academic publishing, assess the practices that animate these interactions and provide insights into the possibilities and limits of students and junior scholars shaping academic publishing not only as consumers, authors and reviewers, but also as editors and publishers.

The special collection welcomes papers based on original empirical research drawing on experiences from particular journals or disciplines, as well as critical reflections of selected aspects of the status quo. Contributions from early career researchers are particularly invited, alongside those from established scholars, publishers, librarians and other specialists. The collection aims to contribute to debates on academic career development, research impact, management models for academic publications, the role of academic networks and scholarly associations, the responsibilities towards proactive steps for inclusion of early career researchers from disadvantaged backgrounds, as well as the broader educational and learning mission of academic publishing.

We welcome

- Original research
- Reviews of the literature
- Case studies
- Opinion pieces.

The editors welcome enquiry prior to publication. Please also read our author guidelines.

Submissions should be made before the end of January 2022.

All submissions will undergo peer review, and we will endeavor to ensure that comments are always constructive and helpful, especially for inexperienced authors.

Guest editors:

Sophie Robinson, The Institution of Engineering and Technology, Early Career Editor for Learned Publishing, (UK):
sophier444@googlemail.com

Max Steuer, O.P. Jindal Global University (India): max.steuer@uniba.sk

Rafael Plancarte Escobar, Autonomous University of Querétaro (Mexico): rafael.plancarte@uaq.mx

Further reading on this topic:

- Cox, Michaelene, and Jaimie M. Kent. 2018. 'Political Science Student Journals: What Students Publish and Why Student Publishing Matters'. *PS: Political Science & Politics* 51 (4): 804–10. <https://doi.org/10.1017/S1049096518000057>.
- Nicholas, David, Anthony Watkinson, Cherifa Boukacem-Zeghmouri, Blanca Rodríguez-Bravo, Jie Xu, Abdullah Abrizah, Marzena Świgoń, and Eti Herman. 2017. 'Early Career Researchers: Scholarly Behaviour and the Prospect of Change'. *Learned Publishing* 30 (2): 157–66. <https://doi.org/10.1002/leap.1098>.
- Uigín, Dorothy Ní, Noelle Higgins, and Belinda McHale. 2015. 'The Benefits of Student-Led, Peer-Reviewed Journals in Enhancing Students' Engagement with the Academy'. *Research in Education* 93 (1): 60–65. <https://doi.org/10.7227/RIE.0010>.
- Walker, Christina P., Terri L. Towner, Rosalee A. Clawson, Zoe M. Oxley, Christine L. Nemacheck, and Ronald Rapoport. 2021. 'Learning through Peer Reviewing and Publishing in the Pi Sigma Alpha Undergraduate Journal of Politics: Twenty Years Later'. *PS: Political Science & Politics* 54 (2): 346–52. <https://doi.org/10.1017/S1049096520001742>.