Knowledge and knowers in scholarly publishing: a critical exploration of authors', editors' and librarians' experience and understanding of library-based journal publishing.

Alexander Paul Kouker

Submitted for the award of Ed.D.

Institute of Education, Dublin City University

Supervisors: Dr Eileen Brennan and Dr Jones Irwin

July 2026

Declaration.

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Education is entirely my own work, and that I have exercised reasonable care to ensure that the work is original and have conformed to the regulations on the use and declaration of Generative AI, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work. I hereby certify that no Generative Artificial Intelligence (Gen AI) tools have been used in the creation of the thesis.

Signed: Alexander Paul Kouker I.D. No.: A18213467, Date: 28th April 2026.

Acknowledgements.

I would not have been able to pull this off without the generosity, guidance and support of the study participants (everything); Dr Eileen Brennan and Dr Jones Irwin (mentorship, wisdom, patience, goodwill); Ellen Breen and Liam O'Dwyer (informal lateral conversations and nudges); Celine Campbell (proofreading); Aoife Murphy (interlibrary loans); Dr Jim Rogers and Prof Pat Brereton (informal lateral conversations and nudges); John McDonough and Ellen Breen (structural support); the viva panel, including Dr Regina Murphy [chair], Prof Martin Paul Eve, Dr Lai Ma, Dr Alan Gorman (a thorough and stimulating examination); my family and friends (patience); … and anyone else whom I may have inadvertently forgotten. Thank you! Moltes Gràcies! Vielen Dank!

A scientific laboratory without a library is like a decorticated cat: the motor activities continue to function, but lack coordination of memory and purpose (Ziman, 1968).

CONTENTS.

Declaration. i
Acknowledgements. iii
List of Tables. ix
List of Figures. ix
List of Appendices. ix
Abstract. xi
Chapter 1 – Research background and context. 1
1.1 Introduction. 1
1.2 Scholarly communication and the scholarly journal. 2
1.2.1 'Academic capitalism'; or, the question of political economy in the contemporary scholarly journal. 5
1.3 Scholarly communication services in the academic and research library: the library as publisher. 9
1.3.1 Social, cultural and technical characteristics of library-based journal publishing. 13
1.4 Researcher background. 15
1.5 Contextual research influences: Bourdieu and Thompson. 16
1.6 Purpose and scope. 19
1.7 Summary. 19
Chapter 2 – Literature. 21
2.1 Introduction. 21
2.2 Literature review methodology. 21
2.3 Situating the different natures and conditions of the outside-in versus inside-out library. 23
2.4 Connecting the values of traditional academic librarianship to library-based journal publishing. 27
2.5 Six earlier studies on libraries as journal publishers. 32
2.6 Issues for scholars and librarians: socialisation into library-based journal publishing. 42
2.7 Summary. 45
Chapter 3 – Methodology and methods. 47
3.1 Introduction. 47
3.2 Methodological design considerations. 48
3.3 Methodology. 49
3.4 Theoretical framework. 50
3.4.1 Bourdieu's theory of social practices. 50
3.4.2 Bernstein's theory of knowledge structures. 52
3.4.3 Legitimation Code Theory: a practical theory for analysing knowledge practices in library-based publishing. 54
3.5 The contentious nature of qualitative data and its analysis: natural versus contrived data. 56
3.5.1 Ensuring trustworthiness and rigour in the quality of qualitative research. 58
3.6 Ethical approval and permissions. 59

3.7 Participant recruitment. 60
3.8 Research questions. 62
3.9 Data collection method. 63
3.9.1 Interactional dynamics in the interviewer-interviewee relationship. 64
3.9.2 Data transcription. 66
3.10 Data analysis. 66
3.1.1 Data coding. 67
3.11 Summary. 73
Chapter 4 – Organisation and thematic overview of research findings. 74
4.1 Introduction. 74
4.2 Participant profiles. 74
4.3 Organisation of findings. 81
Chapter 5 – Motivations and rationales for entering academia and participating in alternative, library-based scholarly journal publishing as author, editor and librarian. 86
5.1 Introduction. 86
5.2 The librarian: an enabling and support narrative. 86
5.3 The scholar: a learning and outcomes-based narrative. 89
5.4 Influence of the interconnected library as partner in education, teaching and scholarly publishing. 92
5.5 Limitations of the traditional scholarly journal system. 95
5.6 Scholarly journal editors and librarians identify attributes in the library-as-publisher construct. 101
5.7 Knowledge seeking. 104
5.8 Summary. 108
Chapter 6 – From traditional to library-based scholarly journal publishing: perspectives of the scholar and librarian. 110
6.1 Introduction. 110
6.2 Self-assurance in library-based scholarly journal publishing and the predicament of publisher choice. 111
6.3 Finding and committing to alternative knowledge practices within the scholarly journal. 118
6.4 Summary. 123
Chapter 7 – Negotiating knowledge and knowing in the scholarly journal context. 124
7.1 Introduction. 124
7.2 Learning from alternative reformist knowledge practices in scholarly journal publishing. 124
7.3 Recognition of scholar, librarian and institutional knowledge. 134
7.4 Summary. 143
Chapter 8 – Conclusion: summary, discussion, reflections and directions. 145
8.1 Introduction. 145
8.2 Summary of findings and significance of the research. 145

8.3 Whose knowledge? considering the status of socio-cultural knowledge in library-based journal publishing. 149
8.4 Strengths and limitations. 155
8.5 Directions for future research. 155
8.6 Researcher reflection. 157
References 159
Appendix A – DCU Rec Approval. 192
Appendix B – Plain language statement for authors. 193
Appendix C – Plain language statement for editors. 196
Appendix D – Plain language statement for librarians. 199
Appendix E – Informed consent form for authors. 202
Appendix F – Informed consent form for editors. 204
Appendix G – Informed consent form for librarians. 206
Appendix H – Invitation email (library-based publisher). 208
Appendix I – Invitation email (journal author). 209
Appendix J – Interview schedule: library-based journal editor/author. 210
Appendix K – Interview schedule: librarian. 212
Appendix L – Data analysis samples. 214
Appendix M – Scheme of themes. 228

List of Tables.

Table 1	Profiles of scholar participants
Table 2	Profiles of librarian participants
Table 3	Coding examples
Table 4	Specialisation codes

List of Figures.

Figure 1	The academic and research library: information manager and scholarly communication services provider
Figure 2	Locating library-based publishing in the scholarly publishing field
Figure 3	Constituent components of the (typical) collaborative library-based journal
Figure 4	The fuzzy boundaries of academic small worlds
Figure 5	Participant recruitment process
Figure 6	Dialectical stages of the data analysis process
Figure 7	Guide to the structure and organisation of the data and analysis chapters

List of Appendices.

Appendix A	DCU Rec ethical approval
Appendix B	Plain language statement for authors
Appendix C	Plain language statement for editors
Appendix D	Plain language statement for librarians
Appendix E	Informed consent form for authors
Appendix F	Informed consent form for editors
Appendix G	Informed consent form for librarians
Appendix H	Invitation email (library-based publisher)
Appendix I	Invitation email (journal author)
Appendix J	Interview schedule: library-based journal editor/author
Appendix K	Interview schedule: librarian
Appendix L	Data analysis samples
Appendix M	Scheme of themes

Abstract.

Name: Alexander Paul Kouker

Thesis title: Knowledge and knowers in scholarly publishing: a critical exploration of authors', editors' and librarians' experience and understanding of library-based journal publishing.

Contemporary scholarly publishing occurs within a rapidly evolving scholarly communication ecosystem. This research study examines the experiences, understandings and perspectives of scholarly authors, editors and librarians of library-based journal publishing in the humanities and social sciences. It also endeavours to identify the practices, status, and representations of knowledge in publishing as these groups move from the disparate worlds of traditional academic library work and traditional and commercial scholarly publishing into the shared world of reformist library-based publishing.

Using a purposive sampling method, the researcher recruited six journal authors, six journal editors, and twelve academic librarians. Each participant was interviewed using an original semi-structured interview schedule.

Situated within the broader social realist paradigm, this study relies on Maton's relational sociological framework of Legitimation Code Theory (LCT), which integrates and extends key elements of Bernstein's theory of knowledge structures and Bourdieu's theory of social practices. It applies the specialisation and semantic codes of legitimation to the collected interview data. Specialisation codes identify knowledge-knower structures concerning epistemic and social relations to knowledge, while semantic codes identify the organising principles of a social field of practice.

Regarding the questions of experience and understanding, findings show how participants' knowledge practices, cognitive dispositions, and normative social-systemic structures influence decision-making in the academic journal. Being integral to the scholarly project and its processes, librarians use their knowledge of publishing and the disciplines to influence attitudes of recognition towards them and to question dominant power dynamics. Concerning motivations of practices and values and representations of knowledge in publishing, findings evidence a certain ambiguity and tension in participants' responses. On the one hand, we see scholar participants accepting the knowledge frames of traditional and commercial publishing ecologies. On the other hand, they are open to alternative and heterodox knowledge representations. Librarian participants suggest a need to reconceptualise and mainstream reformist understanding and practice of scholarly journal publishing through the lens of the academic and research library in collaborative/cooperative partnership with scholars.

The researcher believes the findings of this research study are of interest to scholars, librarians, administrators, policymakers and funders in higher education and scholarly publishing and could inform critically reflective thinking and practices at individual and systemic levels.

Chapter 1 – Research background and context.

1.1 Introduction.

21st-century academic libraries are dynamic environments. The challenges of effectively responding to complex and ever-evolving library-user needs are fundamentally entangled with the positive negotiations of developmental opportunity: libraries and their staff are progressing, diversifying, and specialising at all levels of interaction.

The Research Planning and Review Committee of the Association of College and Research Libraries (ACRL) (ACRL, 2010) demonstrates this argument. Every other year, ACRL offers insights into higher education trends that influence the evolutionary path of academic and research libraries. In this context, I am particularly interested in the push for equitable and sustainable access to the scholarly record[1] from the perspectives of research support, information management and associated socio-cultural knowledge components and developments. One reason is that the issue represents a perennial imperative in the academic and research library world (Research Planning and Review Committee, ACRL, 2020, pp. 272–273; 2018, p. 291), with critical librarianship (Ketchum, 2020) featuring prominently. Initiative-taking and critically reflexive librarianship practices represent an epistemologically self-reflective stance[2] aimed at disrupting long-established socio-cultural knowledge constructs in the library, on campus, and in the broader academic knowledge production and distribution chain.

To clarify, socio-cultural knowledge and practices refer to learned and shared cognitive constructs, patterns of behaviours and interactions that define and differentiate social groups from one another (CARLA, 2022), including scholarly and library communities, as well as individual actors within. Understanding the workings of socio-cultural knowledge is essential for effectively navigating and interacting within different social and cultural contexts. In scholarly (or academic) journal publishing, this type of knowledge encompasses the awareness of norms, practices, values, attitudes or beliefs, language, traditions, and social structures that shape academic communities and influence the production, dissemination, and reception of scholarly work (Bourdieu, 1988; Hyland, 2015). It includes

[1] Martin Paul Eve (2022) locates and expands on the various associations and meanings of 'the scholarly record'. This research focuses on the peer-reviewed version of the scholarly journal article record, including associated processes and outcomes, both possible and required.

[2] I perceive epistemological self-reflection in academic and research librarianship as the ability to question existing social, cultural and technical knowledge, its structure(s), links and connections with the scholarly ecosystem, and how librarians learn and evaluate new knowledge.

different elements such as insight into social dynamics within academic networks, familiarity with disciplinary expectations and conventions, the ability to navigate peer review, and the recognition of the roles that identity, power, and status play in shaping academic-scholarly professional discourse and practice.

Socio-cultural knowledge of scholarly publishing enables scholars and librarians to understand the explicit and implicit rules governing the communication and publication of scholarly works and to engage with the broader academic community. It also includes an understanding of how cultural and social factors influence what is considered legitimate or valuable social practice within academic fields and in the academic and research libraries that support them.

This qualitative exploratory study investigated the lived experiences and understandings of six journal editors, six scholarly authors, and twelve academic librarians involved in the nascent field of alternative, library-based journal publishing in the humanities and social sciences (Eve, 2012).

This first opening chapter introduces and frames the study's thematic background. Section 1.2 identifies the nature of scholarly communication and the socio-cultural challenges facing contemporary scholarly journals. Section 1.3 links to the prior section by locating scholarly communication services that academic and research libraries usually or, depending on the situational context, exceptionally, provide; it also describes and explains the subject of this study: library-based journal publishing. Next, Section 1.4 situates the researcher’s professional context and motivation. Section 1.5 outlines the study’s theoretical and conceptual influences, followed by a formulation of its aims and scope in Section 1.6.

1.2 Scholarly communication and the scholarly journal.

Scholarly communication is a complex social activity in academic institutions (e.g. research universities). Communicating scholarly knowledge connects the ideas and works of one scholar with those of another, enabling the information chain essential to research, teaching, and learning. Its presence and practice affirm the truism that research insights are of little value until they are broadly shared and consumed (Hill, 2016, p. 366).

The researcher of this study agrees that existing definitions of scholarly communication and publishing are useful, even if conceptual and contextual emphases differ. For example, Anderson (2018, pp. 5–11) and Harnad (1991) suggest that scholarly communication is an umbrella term covering the many ways in

which authors share their academic work – articles, books, grey literature – in the digital environment of the post-Gutenberg galaxy. Notably, the Association of College and Research Libraries (ACRL) definition of scholarly communication implicitly emphasises the academic and research library's critical role in disseminating (sharing) and preserving published scholarly information (ACRL, 2024a). However, despite the library's importance in scholarly communication, Ma (2023, pp. 5–6) suggests that the complex work of librarians is often unnoticed and invisible in providing library patrons access to and education on using published information resources.

Scholarly communication occurs across a communicative spectrum, stretching from informal to formal. At the sharp end of informality, it includes a culture of non-mediated face-to-face knowledge sharing between scholars, who habitually operate inside and outside the institutional setting, to discuss formally published literature, among other things (Paisley, 1972; Crane, 1972). On the more visible level, it encompasses the presentation of research findings at academic conferences or the spontaneous scholarly social networking in loosely organised online fora such as ResearchGate (Deng, Tong and Fu, 2018; Tamrat, 2017) or Academia Stack Exchange (Academia Stack Exchange, 2022). In its most strictly organised form, scholarly communication stands for formally authored and logically structured scholarly documents such as journal articles. Academic journal articles are rooted in scholarly and technical language, cite primary and secondary sources, and are published by academic organisations (EBSCO, 2021; SFU Library, 2021). Articles represent measurable artefacts of communication wrapped in rules-bound social processes (Cruickshank, 2004, pp. 77–79; Meadows, 1998, p. 7), which also – critically – influences scholars' socially and materially self-rated and peer-rated academic status (and opportunities) in academe (see Section 1.2.1). Here, different actors – scholarly authors, reviewers, publishers, librarians, and readers – collaborate and interact within fields of shared research interest and communities of practice, resulting in scholarship outputs that are formally researched, authored, peer-reviewed, published and discovered (Rowland, 1995; Weimer and Andrew, 2013; Wenger, 2011; Becher and Trowler, 2001). Within research and education, journal articles are usually written by and for a scholarly audience – teachers, students, and researchers. Unlike monographs and textbooks, articles represent shorter and less in-depth works. Specifically, journal articles provide more focused and up-to-date research insights and discussion, making them distinct from books.

Having identified both the library and the journal as constituent players in scholarly communication/publishing, it is necessary to locate the political economy dynamics of the scholarly journals system[3].

[3] I produced a brief history of the scholarly journal for the interested reader; see Kouker (2026).

1.2.1 'Academic capitalism'; or, the question of political economy in the contemporary scholarly journal.

First introduced by Slaughter and Rhoades (2004, pp. 12–42), the term 'academic capitalism' refers to the entrepreneurial and market-like behaviours of higher education institutions and their staff, as they compete in a neoliberal and globalised academy.

The discourse of economic capital in academia treats universities as corporate knowledge brokers embedded in competitive markets, scholars and students as hyper-productive consumers, and scholarly knowledge creation and scholarly publishing as marketable commodities (Peekhaus, 2012; Lawson, Sanders and Smith, 2015; Shahjahan and Hill, 2020). Key attributes include the shift towards reductions in public funding and an increasing reliance on competitive private funding (e.g., student enrolment fees and institutional-corporate partnerships, etc.), intensive auditing, quantification, competition, and standardisation (e.g., performance metrics, managerialism[4], and bureaucracy), and precarious, short-term academic labour. One side effect of academic capitalism is the emphasis on generating competitive advantage in graduate employability (Boden and Nedeva, 2010) over the development of critical agency and critical action.

Three issues point to the inherent contradictions and challenges of academic capitalism's claim to competitive efficiency (Slaughter and Rhoades, 2004). First, the public subsidisation of higher education institutions stands in direct conflict with the tenets of neoliberal thought and practice (common good vis-à-vis marketisation and profit). Second, market-based activities in universities often consume more financial resources than they generate in benefits. A good example is the gradual but steady replacement of Big Deal subscriptions with transformative agreements[5] by academic and research libraries, which library directors consider even more expensive and detrimental to already strained library budgets (Hulbert, 2023, pp. 35–4; Harvie *et al.*, 2013, pp. 232–234). Third, capitalist academia treats the processes and outputs of knowledge production, learning and academic publishing as a private good, which may constrain discovery and innovation, while "conferring decision-making power

[4] Managerialism refers to 'New Public Management' (NPM), which draws on neoliberal and managerial theories to attempt to make the public sector, such as higher education institutions, more efficient through private-sector management techniques and marketisation (Heery and Noon, 2017).

[5] Transformative agreements are structural contracts established between institutions (libraries, national and regional consortia) and commercial academic publishers. Funds previously allocated for journal subscription deals are redirected to support open-access journal publishing of the negotiating institutions' authors. The objective is to reorganise and transform the economic model of scholarly publishing, shifting it away from a paywalled subscription model toward a system in which publishers are compensated for facilitating open access ("read-and-publish" deals) (ESAC, no date).

on institutions other than faculty may impinge upon academic freedom" (Slaughter and Rhoades, 2004, pp. 36–38). The combined effects of these issues risk undermining support for publicly funded higher education.

However, the advantage of applying capitalist logic and practice in academe rests in its ability to generate alternative sources of income when public budgets are constrained. To this end, administrative support for private-commercial activities has steadily professionalised, fostering an entrepreneurial mindset in the university (Malik, 2026), and research resources are increasingly allocated to projects based on scientific rank and chance of success in a competitive academic market (Rusu, Mocanu and Bibiri, 2022). Market-based approaches enable academia to become 'more effective' and its outcomes 'more measurable'. Yet on the downside, the common-good rationale of higher education has been adjusted, with a new social contract emphasising economic opportunity and commercial development.

Having outlined the nature and consequences of academic capitalism, I will now turn to its pervasive role in the contemporary, mainstream scholarly journal system, whose commodified, hyper-commercial character[6] arguably obstructs comprehensive, large-scale structural reform of scholarly publishing and influences the behaviours of individual scholars and librarians.

Rayner (2019, p. 265) claims that the mission of commercial academic publishers is to advance scholarly knowledge creation alongside making the spread of that knowledge profitable. It is argued that a conflict in this dual mission arises from a systemic perspective when the market is disproportionately influenced by five commercial publishers – Reed-Elsevier, Springer Nature, Wiley Blackwell, Taylor and Francis, and Sage Publications – responsible for over 50% of all published journal articles, and generating profit margins ranging from 19% (Sage) up to 38% (Elsevier) (Drake, Gulliver and Harle, 2023, pp. 1–3; Gadd, Fry and Creaser, 2018, pp. 1372–1373; Butcher, 2026). Large publishing companies are thus said to dominate the present-day ecosystem through sheer corporate power, enabled by major market share and profits, setting the rules of engagement for universities, scholars and library systems.

[6] Commodified publishing means treating academic knowledge production and its processes of dissemination as marketable products with exchange value, previously existing outside the logic of the market; hyper-commercialised publishing overemphasises profit over equitable knowledge production and access (Jaschik, 2010; Espiosa, 2025, p. iii). The hyper-commercial publishing model inverts subject and object, alienates labour, and reifies social relations (Marxhausen and Locascio, 2026, p. 203).

Others argue that across the sciences, social sciences, and humanities, commercial publishing power is actually propped up through public expenditure benefits and sustained by consistent journal price inflation, driven largely by corporatised publishing. For example, between 2020 and 2024, the average journal price for libraries increased by 13.23% (EBSCO, 2023; see also Björk, 2021). Puehringer, Rath and Griesebner (2021, pp. 12–16) identify four pillars of public funding publishers can rely on: 1) subscription income paid by universities and individual libraries/library consortia; 2) publication fees (article submission and processing charges (APCs)) covered by universities and library consortia, and, occasionally, by authors themselves; 3) 'free' academic labour in the form of peer review and journal editorship; and 4) 'free' research output (articles).

While APCs enable open access to a largely publicly funded good, they are increasingly supplanting subscription income as a main revenue source for publishers (Butler *et al.*, 2023; Zhang *et al.*, 2022). It could be argued that this alternative approach to income generation in commercial publishing merely creates another financial barrier for less affluent universities, self-funding scholars, and libraries/library consortia, thereby limiting the circulation of OA research and perpetuating the structural inequities of the traditional publishing system. But what is the alternative? There is considerable evidence that well-indexed, scholar- and values-led library-published journals cultivate barrier-free open access, economic efficiency, bibliodiversity and infrastructural decolonisation[7].

Scholars compete for jobs, visibility, research grants, journal positions, and publications; universities compete for student applications, well-published academics, visibility, and funding; and even regions and countries compete with one another as research hubs. Journal publishing metrics (Gulley, 2014) reflect these dynamics, often serving as a proxy for academic quality, integrity, impact, and success.

Bourdieu (1985) argues that dominant social forms, such as the performative scholarly-journal culture within capitalist academia, can only be successfully maintained if individual agents and institutional structures incorporate and internalise their knowledge practices as unquestioned hegemonic truths. A principal feature in this context is the cultural and material "Publish or Perish" (POP) (Garfield, 1996) narrative, which epitomises the institutional-competitive pressure asserted on scholars in all academic

[7] For an overview and discussion on open access, bibliodiversity and infrastructural decolonisation, see Suber (2012), Toledo *et al.* (2019), Berger (2021), and Mills (2025), respectively.

fields, including the humanities (Knöchelmann, 2024) and social sciences (Torneo, 2023), to frequently publish in peer-reviewed journal publications as a prerequisite for promotion and/or tenure.

While publishing in academic journals ensures recognition as a scholar, the situational POP imperative is arguably undergirded by 1) a metricised academy, which, problematically[8], values quantitative bibliometric indicators (citation counts, h-index, and journal impact factor) over qualitative indicators (peer review, inclusive indexing, public engagement and effects, knowledge transfer, teamwork) (Weingart, 2025, pp. S153–S154); and 2) universities requiring scholars to evaluate their publications not just primarily by bibliometric measures, but also by their ability to generate institutional revenue through successful research grants (Abdul-Rahman, Nelles and Vorley, 2025, pp. 5–6).

Despite organised efforts for reform (e.g., DORA, Leiden Manifesto, Open Science Metrics, CoARA; see Herb (2025, pp. 41–49) for overview), inappropriate research assessment regimes and the general inflation of scholarly publication still cause work and information overload, lower-quality research performance, deterioration in publication quality, proliferation of predatory journals, bias against alternative publication practices, and rising levels of academic ill-being (Moosa, 2018, pp. 173–176; Vostal, 2016). Digital technologies have supercharged the socio-technical publishing imaginaries of many commercial publishers; yet they have also accelerated the above-noted consequences of the Publish-or-Perish academic culture.

Equally important to playing by the rules of POP and adhering to the competitive metrics game is the obligation to publish in prestigious, high-status journals. Borrowing from Bourdieu's geometrical metaphor of "a double half-rotation returning to the starting point" (Bourdieu, 1977b, p. 180), the mechanism of prestige economics is based on a complex exchange process among the scholarly author, the publisher, and the academy, in which cultural capital is transformed into social capital, a form of capital which is then recast as symbolic capital. Martin Eve (2014) describes the situation as follows:

> A piece of [material] research work is a demonstration of an author's cultural capital; it is the product of the skill, knowledge and ability of the author(s). The acceptance of such research by publishers who possess both material capital (needed to undertake the labour and effectively disseminate the work) and cultural/[professional] capital (knowledge of publishing and academic

[8] For a discussion on relevant concerns, challenges and problems regarding research impact measures, see Alstete, Beutell and Meyer (2018).

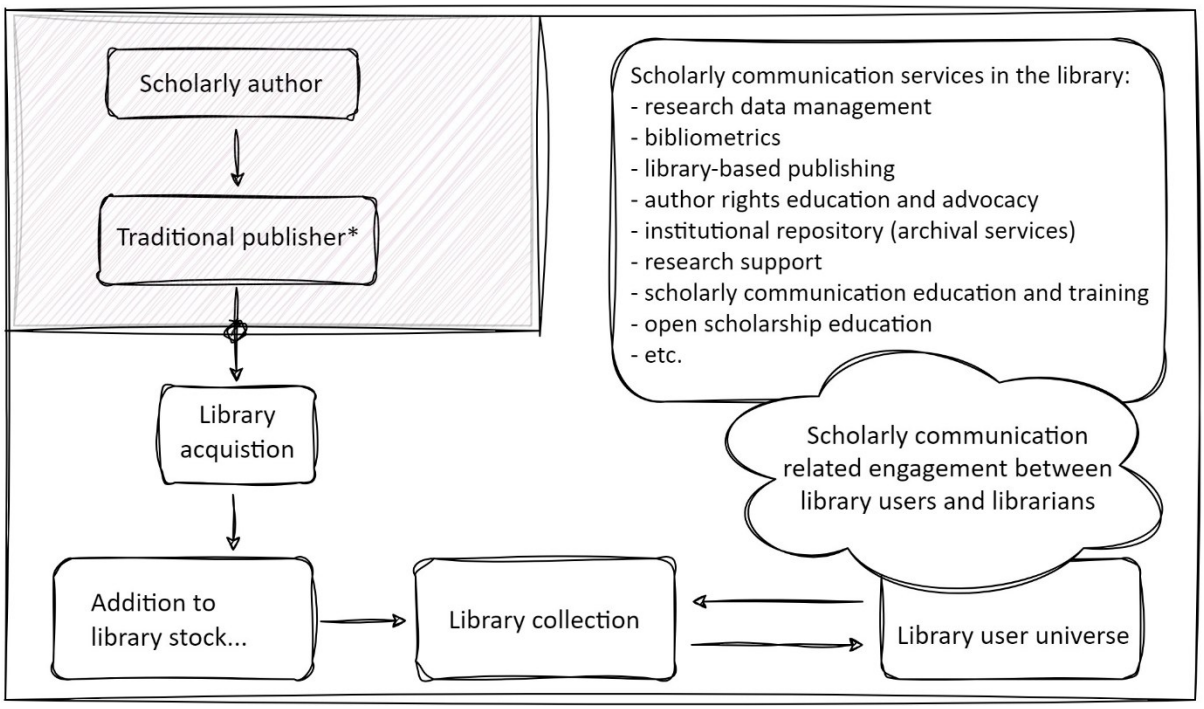
> systems) constitutes a payoff in the form of social capital (endorsement and support) for the author that can be re-converted back into the symbolic capital (prestige/reputation) that is needed for peer respect and a job/ promotion (material capital) (Eve, 2014, p. 45).

In line with this analysis, it can be argued that 'successful' journal publications, defined by the quality of accumulated material-cultural capital and justified by metrics-based performance indicators, compel authors to engage with and publish in them. The higher a journal's perceived success, the greater its prestige value to authors and their host institutions as a publishing venue for accumulating and enhancing individual/organisational competitive advantage in a contested academic market. The status quo bestows uneven socio-systemic and economic power on dominant commercial publishers, who determine the terms of publication and access for authors and libraries.

Knowledge equity in the mainstream corporatised journal publishing system is, at best, a by-product rather than an equally important co-product. The prestige economy remains problematically entrenched (Blackmore and Kandiko, 2011), subliminally presenting extrinsic publishing values, such as economic and socio-cultural profitability, competitiveness and metricised performance, as intrinsic values.

1.3 Scholarly communication services in the academic and research library: the library as publisher.
Libraries influence scholarly communication flows through established library-based and led service facets and partnerships. Key examples include supporting scholars in research data management (Joo and Schmidt, 2021; Palsdottir, 2021), digital and scholarly communication literacy (Fletcher, 2020; Mackenzie, 2016; Whiting and Wright, 2020), bibliometrics and emerging forms of research assessment (Carpenter, Lagace and Bahnmaier, 2016; Bladek, 2014), author rights and publishing education (Schmidt, 2019; Luey, 1996), institutional repositories (Sabharwal, 2021; Armstrong, 2014), research support (Brown *et al.*, 2018; Kennan, Corrall and Afzal, 2014), faculty education (Wiegand, 2013; Gerber, 2017) and open access (Pinfield, 2015; Thompson and Muir, 2020; Laakso, 2022; Pinheiro, Melkers and Youtie, 2014).

The following diagram connects existing library activities (acquisition, collection management and scholarly communication services) to their core constituents – students, teachers, authors, and researchers (the user universe) – while separating traditional publishing from the library and positioning it outside the library ecosystem. It illustrates how scholars engage with academic and research libraries and traditional publishers as part of the broader scholarly communication frame.



*Traditional for-profit/not-for-profit commercial publishers, including (traditional) university presses.

Figure 1: The academic and research library: information manager and scholarly communication services provider.

The diagram also identifies library-based publishing as an additional facet of scholarly communication services provided by the library. At this point, it is helpful to clarify and determine the nature of library-based publishing.

Authoritative voices on library-based publishing offer different naming conventions based on existing library operational and practice reflections, publishing objectives and library values. These include 'library publishing services' or just 'library publishing' (Bonn and Furlough, 2015, p. 1); 'library-facilitated self-publishing' (Davis, 2015, p. ii); 'New University Press' (NUP) (Adema and Stone, 2017; Keene *et al.*, 2016); 'library-led press' and 'non-profit, scholar- and library-led publishing' (Adema and Moore, 2018, p. 7); 'academy-owned publishing' (Schlosser, 2018; Schlosser, 2019); 'library publishing support services' (Bonn, 2014a); 'academic library-based publishing' (Moulaison-Sandy and Bially-Mattern, 2018); 'library- and academic-led open access publishing (Deville *et al.*, 2019), among other variations. The wide variety of descriptive labelling can lead to conceptual disorientation in this fast-developing field of library practice. Interestingly, Howard (2013) claims that some traditional publishers misleadingly use the phrase 'library(-based) publishing' to downgrade and marginalise libraries that are successful in the professional publishing game, as they realise the potential long-term threat such libraries may pose to corporatised commercial publishers. Agreement on a consensus-invoking description or classification remains elusive due to the significant differences in the nature, quality and breadth of publishing

services offered by structurally differentiated academic and research libraries. Consequently, this researcher proposes that the label ‘collaborative/cooperative library-based publishing’ provides a more meaningful baseline description for an activity specific to the academic and research library setting. The semantic emphasis here is on conceptual (mission and values) and physical (the library) locales to contrast with profit-oriented commercial scholarly publishing. Importantly, ‘collaborative/cooperative’ accounts for the quality of library-based publishers wanting to create and share operational and structural control in cooperative partnership with other academy-based actors, such as scholars and administrators.

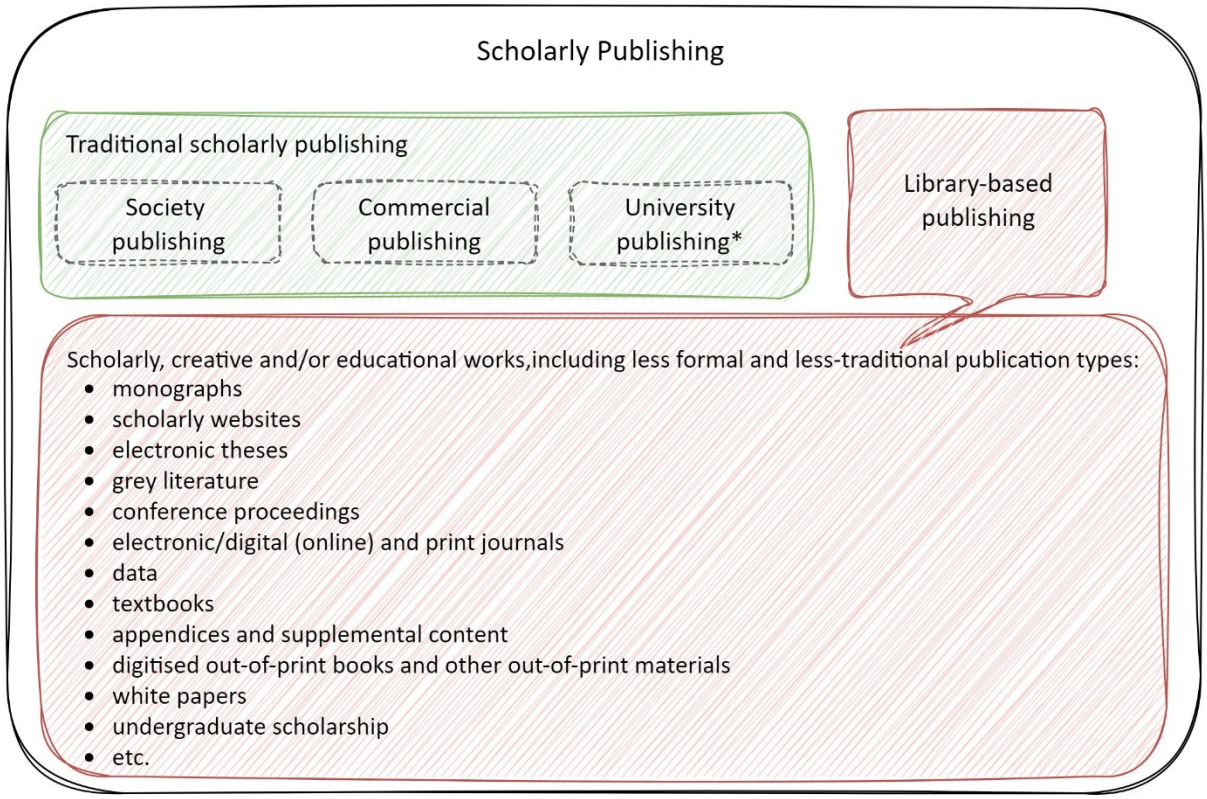
Scholarly publishing is a rapidly growing area of interest to academic and research libraries. Even though publishing in libraries is considered, in principle, a long-established practice (Maxim, 1965), the field took off in earnest with the arrival of digitally networked information environments beginning in the 1990s (Bailey, 1991) and the formation of the Library Publishing Coalition (LPC) in 2013 (Educopia Institute, 2022a). The LPC is a professional library membership organisation which fosters and coordinates collaborative socio-cultural and technical knowledge exchange in scholarly publishing to raise the library-as-publisher profile in the broader library and scholarly communication community (Lippincott, 2016, pp. 188–190). Due to the entrenched inequities[9] within the contemporary scholarly publishing system, this researcher also supports the idea that the broader journal publishing field benefits from individual LPC member libraries' self-reflexive and bottom-up activities to renegotiate the socio-cultural and socio-structural conditions of the scholarly journal and its dissemination. Incorporating scholarly publishing in library environments (the library as content creator) amplifies customary roles, including content curation, collection development, information management and preservation (the library as content consumer). Publishing services in academic and research libraries materially add to established and well-recognised librarian competencies, such as cataloguing, intellectual subject indexing, and mediating access to heterogeneous information sources.

The Library Publishing Coalition also endeavours to communicate clearly that library-based publishing encompasses a holistic set of activities led by library institutions, supporting the creation, dissemination and curation of a wide range of scholarly, creative and/or educational works (LPC, 2020). In part, library-

[9] Recent empirical research by Ayeni and Larivière (2025) identifies five systematic and institutional barriers to journal publishing: (1) unaffordable APCs, (2) precarious career stage and tenure requirements, (3) unequal privileges, (4) gender, (5) conflicting and unsupportive institutional OA policies. Various authors discuss epistemological and conceptual challenges to equitable publishing (see chapters 5–8 under the theme ‘Epistemologies’ in Eve and Gray (2020)).

based publishing emulates the traditional publishing model as it also entails formalised production processes, issues original work not previously published elsewhere, and certifies published works through peer review or institutional endorsement. However, library-based publishing departs from the traditional/commercial publishing model explicitly by integrating library values (discussed in Chapter 2.4) and accounting for traditional librarianship knowledge. Libraries materially support and enable barrier-free open access and encourage “informal and experimental forms of scholarly communication” (LPC, 2020). The combination of conscious values enactment (putting core values into practice) and willingness for reformist risk-taking in publishing puts into question the normative frames of traditional/commercial and for-profit/revenue-driven scholarly publishing.

The following figure situates scholarly publishing in libraries and its material outputs, including journals, within the broader publishing field, while accounting for traditional publishers such as society, commercial, and university presses.



*University publishing encompasses both for-profit and not-for-profit commercial models. While university publishers and library-based publishers can both operate under the same structural roof of the university library and share a commitment to the values and goals of higher education, their identities, core functions and priorities differ.

Figure 2: Locating library-based publishing in the scholarly publishing field.

Engaging with, learning from, and improving the existing socio-cultural knowledge practices of traditional scholarly publishing offers libraries the possibility to reorganise scholars and scholarly information. In this sense, library-based journal publishing represents a conscious paradigm shift for academic and research library services as they move beyond reactive information provision to include proactive information facilitation.

1.3.1 Social, cultural and technical characteristics of library-based journal publishing.

The scholarly journal is one of the most popular publishing formats for library-based publishers and forms the locus of research interest in this study. According to the 2022 LPC library-publishing directory, 143 libraries from across the globe publish a mix of different media formats, including 1,275 journal publications, the majority of which are led by faculty members at a particular institution (Educopia Institute, 2022b, pp. ix–x). As mapped out below, library-published journals typically exhibit the following social, cultural and technical characteristics.

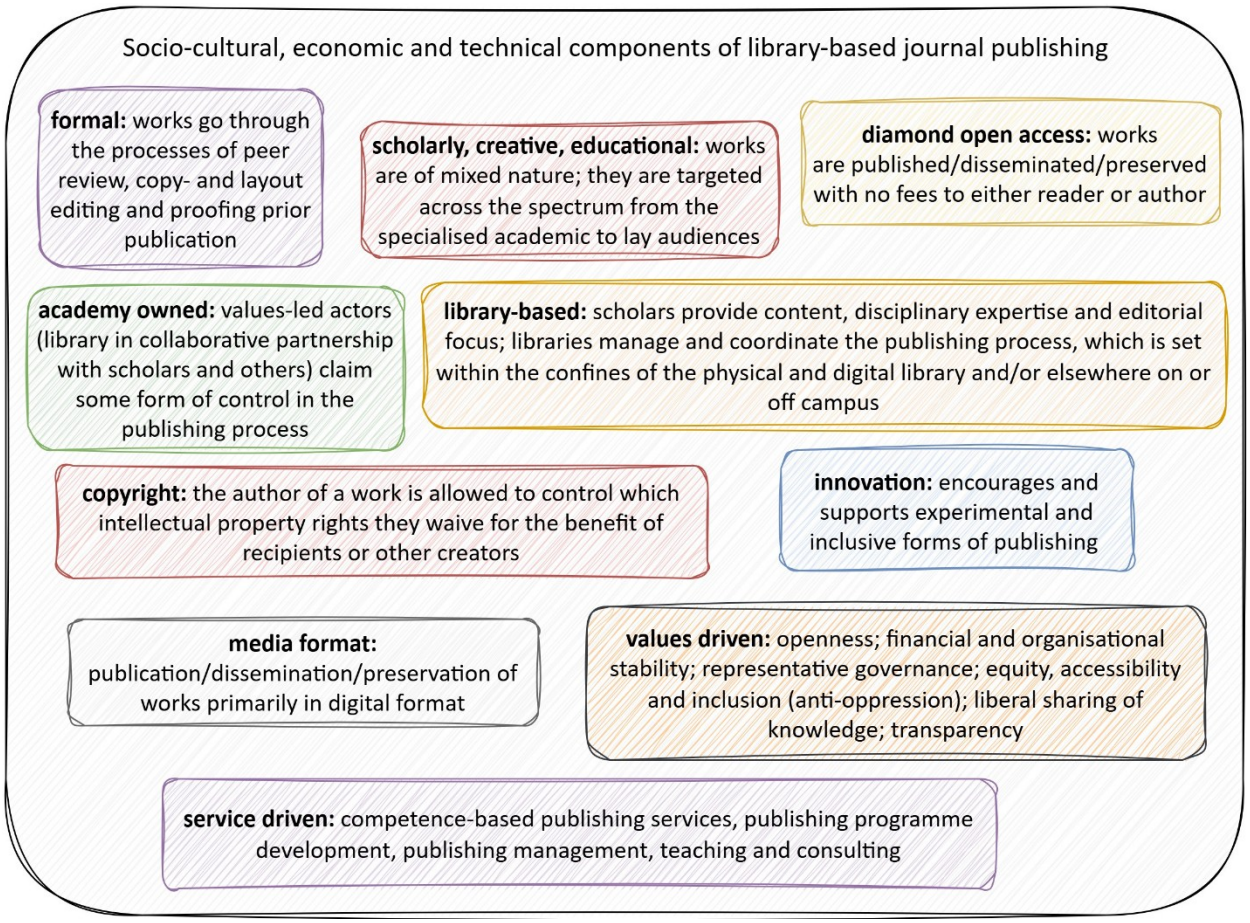


Figure 3: Constituent components of the (typical) collaborative library-based journal.

An interesting example of a library-based journal is the interdisciplinary, peer-reviewed, and artist/scholar-led publication 'The International Journal of Screendance' (IJSD), housed at the Ohio State University Libraries. The title has been published in the fields of dance, performance, visual art, cinema, and media arts since 2010 (OSU, no date a; OSU, no date b). Library-published journals, such as IJSD, represent current manifestations of reworked socio-cultural and socio-structural dispositions in scholarly communication and often operate on the margins of mainstream traditional/commercial publishing. They express experimentation and originality in knowledge innovation, disrupting a research and education system that otherwise favours, as its organising principle, the hegemonic logic of the (publishing) market. IJSD and similar-type publishing projects create an optimistic culture towards values-driven publishing that distinguishes library-based journals from traditional journals.

One crucial reason why growing numbers of academic and research libraries take up scholarly publishing is the realisation that frequently commercially acquired collections (monographs, textbooks, journals, etc.) represent an inversion of value for stressed or limited library budgets. High (and steadily increasing) acquisition costs constrain ambitious library collection development programmes and, consequently,

inquisitive library users with complex information needs. Although efforts to change this through innovation in publishing business models abound at all levels of interaction, the situation continues to be economically distorted (Larivière, Haustein and Mongeon, 2015; Boston, 2023, p. 22) and operationally dysfunctional (Münch, 2014b, pp. 221–244) for the reformist progress of scholarly publishing. At the same time, libraries know that the merchant nature of commercial publishing is a construct of "circumstance rather than a principle" (Legge, 2023) and that the structural switch from print to digital online modes of communication offers new opportunities to reverse existing access scarcities to scholarly content. It is this context that permits libraries to model collaborative publishing partnerships to rearrange existing practices and create new socio-cultural knowledge relationships. The idea is to push against limited information choice, (un)quiet acceptance of opaque paywalls, and the culture of the commercial publishing proposal (Bailey, 2017; Ghamandi, 2018). A necessary requirement for libraries to invest resources and effort into non-commercial, service-driven publishing is the optimisation of the conditions of scholarly peer review at the scholarly individual (Potvin, 2017) and institutional level (Münch, 2014a, pp. 64–92; Gilman, 2015). For example, 'eScholarship Publishing' at UC Merced Library looks to re-empower organisational structures and individual scholars associated with the University of California in their assertion of direct control over the creation and dissemination of scholarship outputs (California Digital Library, 2017; UC Merced Library, no date). Beyond wanting to be recognised as a reliable channel for traditional-type publications, UC Merced Library aspires to accelerate innovation and equity in scholarly knowledge dissemination by providing a crucial complement to traditional and commercial publishing.

1.4 Researcher background.

My interest in exploring the library-as-publisher phenomenon stems from my work experience as a humanities and social sciences librarian at a research university and elsewhere prior to that. The classic role of library systems is to organise and provide access to information resources and to support a broad constituency of users with varying information needs and expectations.

I regularly attend conferences and workshops on libraries and publishing – I feel inspired by the scope of librarian knowledge in this relatively new field of library practice. Specifically, a session I attended on open-source publishing software at the 2018 Library Publishing Forum in Minneapolis, Minnesota (Educopia Institute, 2018b) demonstrated libraries' conceptual and applied in-depth knowledge of journal publishing workflows and structural requirements.

Librarians are accustomed to collaborating with scholars and listening to their information needs. This involves, on the one hand, working in partnership to support information-seeking for research and, on the other hand, learning about and improving the processes of disciplinary knowledge creation and scholarly publishing (Eddy and Solomon, 2017; Case, 2008; Kenney, 2014, p. 10). As part of this dynamic, I maintain an open mind towards diversity in library roles and responsibilities, including fostering inclusive, participatory knowledge practices in the social, cultural and technical contexts of scholarly publishing.

Encouraging diversity and equity and widening participation through social inclusion in publishing (Boczar *et al.*, 2018; see in particular pp. 35-46) represents a significant aspect of my professional life as an academic librarian. My curiosity about the role and importance of cultural, social, and economic capital in libraries developed momentum from co-developing an economic model to create transparent and equitable funding for open scholarship services, including journal publishing (Hyland, Kouker and Zaitsev, 2020). Against this backdrop and due to my role as a librarian, I also conceived and realised (in partnership with library and faculty colleagues) the idea of integrating hands-on scholarly communication literacy education through experiential learning in undergraduates. Because many undergraduate students face complex challenges as library users during their higher education journey, successfully developing metaliteracy[10] skills (or information fluency) (Mackey and Jacobson, 2011) means cultivating academic success. Hence, the rationale behind the Communications Undergraduate Journal (CUJ) (cujournal.ie) is to create tangible and impactful learning experiences for students (i.e., learning through practice and by example at the collaborative scholar and library-led, student-peer level). CUJ enables and facilitates students to contribute to their field of study, develop symbolic and analytical information skills, and experience socio-cultural knowledge of scholarly publishing first-hand through the library in a collaborative partnership with faculty.

1.5 Contextual research influences: Bourdieu and Thompson.

Beyond learning about the developmental trajectory, challenges, and evolution of the scholarly journal and reading about the library's involvement as a publisher of journals, this researcher also consulted literature that ties in Bourdieu's theory of practices to help deconstruct fields of publishing. Specifically, Thompson (2005, pp. 30–46) and Wellington and Nixon (2005) influenced my thinking in conceiving and

[10] Jacobson and Mackey (2016) point out that "metaliteracy focuses on adaptability as information environments change and the critical reflection necessary to recognise new and evolving needs in order to remain adept" (2016, pp. xv–xvi).

co-developing the CUJ Journal project (cujournal.ie). Although book publishing and journal publishing fall under the 'roof' of scholarly publishing (see Figure 2, p. 13), it is important to make clear that both are distinct social activities in scholarly communication, arriving with their own knowledge practices, expectations, and consequences.

Thompson (2005) examined the different kinds of resources (capital) operating in a structured space (field) of social positions in commercial book publishing, which is conceptually adjacent[11] to the scholarly journal field. Each social position is occupied by organisations and individuals whose movements (actions) in, and effects (consequences) on, the field are determined by the type, quality, and quantity of capital at their disposal and the power relations between them. Thompson isolates four kinds of capital in commercial book publishing: (1) economic, (2) human, (3) symbolic, and (4) intellectual capital. His work illustrates the functions of *habitus* (a system of dispositions and structures which generates and organises social and cultural practices) (Bourdieu, 1990a, p. 54), field, and the various forms of capital to situate the relationship between structural factors and institutional and individual agency in the lived experience of the trade-book publishing market.

Regarding scholarly journal publishing in the humanities and social sciences, Wellington and Nixon (2005) point out that scholars are deeply entangled in the field dynamics of academic-scholarly practice. Accordingly, they call for a critical stance and analytical reflexivity in all processes that influence and determine scholarly journal publishing. Through reference to Bourdieu's concept of the *illusio* – meaning one's sense of investment, interest and commitment to the presuppositions of the collective [publishing] game (Bourdieu, 1990b, p. 66) – Wellington and Nixon (2005, p. 652) stress that scholars must ask themselves pressing questions, including, 1) how to uphold critical reflexivity as actors in different fields of publishing (e.g., book or journal, traditional or reformist non-traditional etc.), 2) how to ensure scholarly journal publishing is motivated by the values of academic practice, and, 3) how to maintain journal publishing as a collegial endeavour that respects difference and inclusiveness across socio-cultural and conceptual and practice-based boundaries. The researcher of this study suggests that the historically cumulative professional habitus of scholars and librarians offers and mediates choices and perceptions of experiences in the mutable fields of scholarly publishing and academic librarianship.

[11] I consciously use the term 'conceptually adjacent'; it refers to closely related ideas, constructs or subjects that align theoretically – Thompson applies Bourdieu's Theory of Practices – or share a similar domain but are not identical. 'Conceptually adjacent' connotes concepts that are "next to" each other in terms of meaning, cognitive framework, or thematic relevance.

Hu (2018) separately researched cross-disciplinary differences in academic discourse strategies and related his findings to disciplinary epistemologies. By utilising Basil Bernstein's (1999) epistemic dimensions of knowledge structures and Karl Maton's (2000) social dimension of knowledge production and organisation, Hu found that scholars' use of metadiscourse varies and differs in their published research articles according to disciplinary cultural practices. The unifying analytical tool of Hu's study is Bourdieu's theory of practices, in particular, habitus (Maton, 2012, pp. 48–64) and its interaction with cultural capital (Bourdieu, 1986, pp. 243–248). Because libraries (through their service and support of campus-wide scholarly activity) advise academics and students regarding their information use and scholarly communication strategies and practices, they feed into and impact the dynamics of publishing fields and socio-cultural knowledge practices across the disciplinary spectrum.

Leading on from the idea of co-constructed socio-cultural knowledge, it is necessary to point out the inevitable role of personal *habitus* in scholarly publishing. Personal (subjective) *habitus* forms through making meaning from lived experiences in 'outside' literacies found in individuals' social, educational, and professional life stories. These contexts predispose people to specific ways of thinking, knowing, and behaving. At the same time, the habitus of "internalised, 'embodied' social structures" (Bourdieu, 1984a, p. 468) can change over time through new experiences and associations generated by alternative latent behavioural models in fields of practice. However, the social world of the institutional (university) *habitus* (Byrd, 2019) exercises a form of legitimised power that interacts with and seeks to control scholars' individual *habitus* and actions. Moreover, instances of institutional *habitus* influence decision-making, experiences, actions, and outcomes of scholarly socio-cultural knowledge practices throughout the higher education system. Institutional dispositions tend to favour stability over (radical or incremental) change. They are less likely to empower people due to the hegemonies of established behaviours and knowledge, which are driven by the self-interest of organisational power. The culture of the dominant group regulates the adaptation of its constituent environment, reflected in the institutional *habitus* of the research and publishing curriculum, as well as the professional relationships and priorities between scholars and librarians.

Bourdieu's concepts of *habitus* and capital have been applied in various studies in scholarly publishing. For example, a recent qualitative study by Xu (2022) applied the concepts of *habitus* and field to understand the role of agency in open-access publishing. Gulledge (2011) utilised Bourdieu's thinking tools of field, capital, and *habitus* to make sense of book publishing as a social space subjected to

opposing forces of stability and friction. Similarly, in 2016, Costa (2016) questioned the norms of disciplinary tradition in the context of academics' use of the social web as an agent for reformist change and innovation, drawing on various Bourdieusian notions, including capital, *habitus*, field, *doxa* (unquestionably accepted values and beliefs) and 'symbolic power' (or domination).

This qualitative exploratory study is underpinned by a coalition of theoretical concepts, namely Bourdieu's theory of practices and Bernstein's knowledge code theory.

1.6 Purpose and scope.

This research study investigates individual scholars' and librarians' experiences, understandings, and practices related to library-based scholarly journal publishing: libraries that publish journals operate 'subversively'[12], whether intentionally or unintentionally, alongside well-established traditional/commercial journal publishing structures. It aims to explore and uncover social interactions, practices, and power relations between individual and organisational stakeholders and, in this way, draws attention to the status and role of socio-cultural knowledge as part of the library's evolution from content consumer to co-opting content creation in the form of the scholarly journal. The implications are threefold: (1) develop insight and understanding of the social knowledge practices and beliefs of scholars and librarians who are active in and contribute to library-based journal publishing, (2) provide theoretical-conceptual and practical impetus towards the development of journal publishing practices and policies to benefit academic and research libraries, higher education institutions, professional standards bodies, and the broader scholarly and journal publishing community in the humanities and social sciences, and (3) stimulate critical-discursive engagement with library-based journal publishing as an equally valid and valuable practice alongside traditional/commercial publishing from the higher education community in Ireland and beyond.

1.7 Summary.

This qualitative exploratory study aims to reveal and understand how twelve scholars (editors and authors) and twelve academic librarians perceive socio-cultural knowledge and practices associated with library-based scholarly journals at a time when journal publishing in academic and research libraries is on the rise. Section 1.2 described the nature of scholarly communication and situated the socio-cultural

[12] Stevan Harnad suggested in 1994 that unpaid scholars who publish in refereed commercial journals would be better served by ending this practice and instead embracing the Web to communicate directly with their readership (Harnad, 1995). Libraries build on and amplify this proposal through the subversive practice of collaborative/cooperative library-based publishing.

challenges of the contemporary scholarly journal. This paved the way for considering and incorporating the perspectives of Schlosser (2018), Bonn (2014a) and Lippincott (2016), among other observers, on the library-as-publisher construct in Section 1.3, which operates within the broader scholarly publishing field. The conceptually transferable insights of Thompson (2005) on the different forms and influences of capital in commercial book publishing, and Bourdieu's (1984a) ideas on the social and structural divisions of academic labour were discussed in Section 1.5. Both thinkers have a key influence on the conceptual and theoretical development of this study.

Based on this contextual background, this study aims to develop a current understanding of how scholars and librarians experience, understand and practice socio-cultural knowledge in the library-based journal. While the journal, as a medium and practice of scholarly communication in the humanities and social sciences, is firmly established in terms of purpose and functions, it is difficult to ascertain the degree to which journal publishing by libraries influences scholars' and librarians' knowledge and understanding relating to and across different publishing contexts. Library structures (and individual librarians providing publishing services) will unlikely be able to sustain and advance this fast-developing project of collaborative content creation between scholars and librarians if experiences, attitudes and values are not well understood and scholarly communication services are not rooted in well-defined and evidence-informed socio-cultural and technical knowledge.

After describing the literature search and review method, this study proceeds to review three bodies of literature in chapter two: (1) an analysis of the changing operating model of the contemporary academic and research library, (2) an examination of the question of academic freedom and its intersection with library values and library-based content creation and, (3) empirical literature that provides a framework for integrating experiences and understandings of library-based publishing by scholars and librarians.

Chapter 2 – Literature.

2.1 Introduction.

Chapter two draws on previous literature and existing context to assess ideas and information relating to the changing nature of the contemporary academic and research library. This also includes a critical engagement with empirical studies that report on the experiences and perceptions of scholars and librarians in library-based journal publishing. The review aims to support and scaffold the rationale of this research inquiry, inform the research questions, and provide direction for its design and implementation.

The first step of this literature report describes and justifies the applied review and literature-search approach in Section 2.2. Section 2.3 then proceeds to analyse the evolving reality of the library-conceptual-practical model, which leads to identifying the growing need and demand for integrated new library responsibilities and services concerning scholarly communication and publishing, along with adapting and reshaping existing library roles. Next, Section 2.4 reflects on and correlates the issues of academic freedom and well-established library values with formal content creation (journal publishing) in the library. As part of this, it also locates the central role and status of library and information science (LIS) as a scholarly discipline in its own right in the academic/scholarly landscape. Section 2.5 identifies and discusses empirical research findings regarding the socio-cultural knowledge practices and experiences of scholars and librarians in library-based journal publishing. In conclusion, Section 2.6 identifies and clarifies underlying issues involving socialisation into journal publishing with academic and research libraries. Processes of socialisation involve the adoption of values, norms, attitudes, routines (habits) and knowledge associated with the library-based scholarly journal.

2.2 Literature review methodology.

This project chose a narrative-style literature review. However, before undertaking the literature review research, it was essential to explore the available approaches to assessing the literature to evaluate the most effective one. The goal of engaging with the extant literature (i.e., the documented record) on a particular topic of research inquiry is to acquire aggregate knowledge about what is already known about that topic. Literature reviewing is a heuristic, iterative, desk-based process that involves choosing a review design, search method, and appraisal technique (Ridley, 2012). Considering and engaging with literature from a range of different sources circumscribes the path of the researcher's primary research journey as opposed to it being an isolated, stand-alone undertaking in and of itself. Rudestam and

Newton (2015, p. 63) state that the process of literature reviewing generates coherent arguments that lead to the description of a proposed study. The activity consists of selecting and synthesising available documents that contain information, ideas and evidence "written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic … and the effective evaluation of these documents in relation to the research being proposed" (Hart, 1998, p. 13). The concept of effective evaluation suggests a range of possible literature review types determined by different, but not always consistent, naming conventions and methodological approaches.

Literature reviews usually belong to either one of two broad branches. They are typified as systematic or narrative reviews containing differently refined search and review strategies (Onwuegbuzie and Frels, 2016, pp. 23–28; Sutton *et al.*, 2019, pp. 206–210). The systematic review format aims to investigate all documented knowledge on a research topic through a comprehensive and reproducible approach to literature searching and analysis. It is frequently used in the hard sciences and relies on predefined inclusion and exclusion criteria to ensure methodological transparency and to limit the risk of researcher bias (Sutton *et al.*, 2019, pp. 210–211; Moher *et al.*, 2009). Yet the quest for effectiveness in the systematised literature survey makes it difficult to account for more complex search ideas and queries due to the use of conceptually delimited search terms (Grant and Booth, 2009, p. 102; Ferrari, 2015, p. 231).

In contrast, the narrative-review method is rooted in the constructivist tradition and enables the exploration and sense-making of research topics that are variously conceptualised (Wong *et al.*, 2013, p. 6). A key benefit of this approach is that it allows for research flexibility and exploration of ideas as they unfold, which can lead to original and potentially insightful results (Jesson, Matheson and Lacey, 2011, p. 73). Despite its conceptual flexibility, the perceived disadvantages of the narrative review include the risk of incurring bias, the absence of a comprehensive search protocol, the irreproducibility of review results, and the lack of systematic synthesis of the literature (Stratton, 2019, p. 349). Critical engagement with different approaches to literature reviewing is an essential preparatory task since the applied review style determines the overall trajectory and successful execution of the research project. That is, the nature and purpose of every study's research question(s), i.e., quantitative versus qualitative, influence the choreography and execution of the literature review.

In this research, the focus was on the qualitative-only approach. The literature review aims to provide a justification for and a framework of thought on the research topic through critical analysis of documented knowledge (Snyder, 2019, pp. 334–335; Onwuegbuzie, Leech and Collins, 2012). Accordingly, this study adopted the conventional narrative review approach to examine the research topic from multiple literature perspectives (Sutton *et al.*, 2019, p. 206; Ferrari, 2015, p. 232; Denney and Tewksbury, 2013, pp. 222–223). Seeking and interpreting selected literature in the narrative style represented a reflexive movement that was contingent upon the qualitative nature of the research inquiry.

Literature search strategy.

The researcher employed a combination of information-seeking strategies to identify and source contextually relevant previous literature (Phelps, Fisher and Ellis, 2007). The first step involved contextual browsing and scanning of sources, initial exploratory searching (scoping) and brainstorming of thematic key terms and synonyms. This process led to a more focused search of various information sources by linking indexed subject terms and natural-language keywords.

Applied search strategies incorporated phrase searching, proximity operators, and Boolean logic. The researcher located published literature by consulting a broad network of information sources, including multi- and interdisciplinary databases subscribed to by the library (Project Muse, EBSCO Academic Search Premier, Emerald, JSTOR, EBSCO Communication Source, and Scopus, among others), various library catalogues, and Google Scholar. The researcher also deployed citation searching and reference tracking where appropriate. He monitors thematic journal publications and speaks to librarian and scholar colleagues in the field as an ongoing concern.

2.3 Situating the different natures and conditions of the outside-in versus inside-out library.

As we have seen in Section 1.2, the journal's appearance in the scholarly communication system necessitated the creation of new information and knowledge management systems and services that meet the information needs of its users (readers). Above all, these involve creating effective facilitation and distribution networks through scholarly organisations, publishers, and libraries, including the continuous production of bibliographies, reviews and abstracting and indexing serials (Vickery, 2000, pp. 123–124). However, in this setting and beyond, libraries mean and do different things to different people depending on whom one asks. The conventional perspective identifies the function of the library as a passive place where scholarly research collections are built and maintained to be put to different uses by

varied patron types, including students, teaching staff and national and international research scholars, among others (Brophy, 2000, pp. 56–57). Fremont Rider (1885 – 1962), visionary librarian and former director of Wesleyan's Olin Memorial Library, embraces this particular version of the academic and research library as a place where fact and surmise are aggregated and warehoused for scholarly access and investigation (Rider, 1944, p. 21 & pp. 26-29). This notion feeds into the widespread idea that the unconscious shared beliefs and values of people working in long-established and historic institutions, such as academic and research libraries, prevent speedy structural change and advancement. Traditionally inclined library cultures are habitually accustomed to focusing on stability, quality, and consistent service rather than developing capacities that push for new ways of doing things. Cultural uniformity and inertia slow down the production of new knowledge and practices in libraries, usually resulting in phased innovations and incrementally improved services.

However, the experience of digitally networked user environments forces an emphasis on digital and online information resources alongside the conventional and familiar print format, requiring corresponding library structures and services (Johnson, 2009, pp. 103–108; Li, 2014, pp. 123–276). It also means that the curation, organisation, and consumption function of the digitally empowered and, as a result, more capable library involves ontologically and epistemologically more complex processes that generate new knowledge flows and structural services. These involve reimagining and restructuring the selection, acquisition, storage and access to more dynamic hybrid information resources, including online-only formats such as the digital (electronic) journal (Brophy, 2000, p. 43 & p. 77; Gordon Conyers, 2019). While libraries are, by definition, perceived as information-intensive environments, librarianship can also often be "information poor" (Neal, 2006, p. 1), in the sense that decisions are poorly understood, communicated and applied in the field because they are not supported by evidence and research. Definitive change in library culture requires library systems that consciously allow for and encourage innovative initiatives at all levels of interaction. It includes the development of internal and external collections supported by specialised innovative services for library users, involving, for example, the virtual reference desk (Tsang and Chiu, 2022). Libraries that embrace innovation, even if haphazardly or intermittently enacted, keep pace with development and change in pertinent knowledge and practice fields.

Effective change management in the (re)organisation and practice of libraries encompasses enabling and optimising different forms of capital (technical, economic, human, symbolic, intellectual) in tandem with

co-constructing shared socio-cultural knowledge and understandings between library users (such as students and scholars) and librarians. Branin, Groen and Thorin (2000, p. 30) pointed out over twenty years ago that new procedures that made sense for organising library collections thirty years ago have been turned upside-down by changes in higher education teaching and scholarly publishing. Ongoing innovation in the technological and social affordances of information has significantly contributed to creating an inside-out library environment, swiftly replacing the traditional outside-in model. The outside-in library acquires or licenses information materials from external sources that local users can access and use in an almost incidental fashion. In contrast, the inside-out library represents a new reality whereby institutional information in the form of digitised special collections, scholarly research and learning materials, researcher expertise profiles and the like have become more readily accessible to users who often present with complex information needs and expectations (Dempsey, Malpas and Lavoie, 2014, p. 394; Jenkins, 2012). This challenging set of circumstances requires holistic guidelines and new information and knowledge management approaches that must proactively embrace the rapidly shifting requirements and opportunities for 21st-century academic and research libraries.

The nature of the inside-out library prompts libraries to 1) effectively adjust to the increasingly dominant digitally networked content format, 2) expand their collection management focus to include diverse content, whether owned or not, 3) adopt a cooperative and collaborative mindset concerning library strategy, programmes, and specific services, and 4) embrace external commercial and non-commercial partnerships. Critical to library-based publishing are principles three and four, as they encourage libraries to (pro)actively reshape and reformulate scholarly information flows and communication(s) to facilitate and protect future research and learning (Hazen, 2010, pp. 14–16). It is valid to argue that the evolution of the scholarly record not only drives continuous change from outside of the institutional library setting but also mandates libraries to realign traditional collection management ideas and services by considering the possibilities of formal scholarly content creation. Strategic action in this direction requires knowledgeable librarians who can establish and facilitate appropriate delivery mechanisms that empower libraries and their users in equal measure.

Robust evidence supports the growing demand for scholarly communication services in libraries. For example, Finlay and colleagues (2015) investigated the prevalence of relevant roles in 598 library job advertisements posted between August 2006 and June 2014. Their research developed categories of engagement and identified that over 35% of advertised jobs required applicants to be familiar with

scholarly communication at the lowest level of engagement (category = Knowledge), whilst, for 13% of jobs, scholarly communication activities were considered central to the role, including management positions where socio-cultural and technical knowledge of scholarly communication is dominant (category = Core) (2015, pp. 8–12). The study suggests further that scholarly communication services manifest at varying levels of engagement in all surveyed academic libraries (2015, p. 22). Accordingly, libraries increasingly engage with user communities and individual users who want librarians to be competent in matters concerning scholarly communication.

This development also influences well-established library occupations, such as subject-based liaison librarians, who must adapt by integrating scholarly communication roles and responsibilities to meet the evolving support needs of scholars who navigate and publish scholarly works in various environments, including analogue, hybrid, and digital-only settings. To this end, Raju (2019, p. 11) provides an instructive map containing specific knowledge competencies regarding scholarly publishing, including, for example, awareness of trends and issues in open science and formal and informal scholarly communication, funder mandates and requirements, and licensing issues related to open access (OA) (e.g., Creative Commons, etc.). This knowledge is then used to deliver library supports that connect to the processes of research and publishing, namely creation (e.g., librarians assist with information seeking), evaluation for quality (e.g., librarians help with identifying journals to submit manuscripts), dissemination (e.g., librarians advise on copyright compliance), and preservation (e.g., librarians archive publications in the institutional digital OA repository). Nurturing social knowledge through subject and technical collaborations between librarians and scholars located in disparate settings contributes to interrupting epistemological habits whilst also building a trust-based bridge, leading to enhanced scholarly research outcomes and better publications.

Significantly, some academic and research libraries manage course-based journal publishing initiatives as a critical engagement activity to develop information literacy and scholarly communication competencies in students, while also aiming to influence the publishing behaviours of future professional scholars (Shuttleworth, Stranack and Moore, 2019; Lippincott, 2020). Likewise, Bonn (2014b) reflects on how library schools can meet the demands of the inside-out library by imparting social and technical knowledge (2014b, pp. 133–144) on the curation and creation of the scholarly record to future academic librarians, who will develop and lead diverse and different scholarly communication supports, including discipline-specific library-based scholarly publishing services. By

engaging in these activities, libraries and library schools innovate and continually reinvent themselves, ensuring they remain meaningful and stimulating to their constituents, i.e., students, scholars, and librarians.

It follows, then, that the emergence of professional or 'serious' journal publishing programmes in libraries indicates a growing phenomenon characterised by collaborative-cooperative and engagement-centric librarianship, wherein librarians participate in the entire research and publishing process. The realisation that "faculty work with us because they want to, not because it is mandated or required" (Kenney, 2014, p. 11) encourages library-structural risk-taking in proactive librarianship thinking and practice. A closer look at the busy Library Publishing Coalition (LPC) job board for open library posts, which requires applicants to "directly engage in the creation, dissemination, and/or curation of scholarly, creative, and/or educational works," supports this assertion (Library Publishing Coalition, 2026). Earlier research by Zhang and Chen, (2023, p. 23) found that the American Library Association (ALA, 2026) job list ranked scholarly-communication-related positions at number twenty out of thirty-seven advertised job categories in LIS (library and information science). Based on this rationale and existing documented evidence, the researcher suggests that integrating formal scholarly content creation (publishing) in libraries is a logical next step for the inside-out library, whose mission, practices, values, and beliefs are centred on facilitating and empowering scholarly endeavours.

2.4 Connecting the values of traditional academic librarianship to library-based journal publishing.

The 2016 Winter Issue of Library Trends (Berg and Jacobs, 2016) serves as a valuable reminder of the importance of values informing essential conversations, service priorities, decision-making, and problem-solving issues in the theory and practice of academic and research libraries. According to Dent (2005), the philosophical (or intrinsic) concept of value revolves around three interconnected issues. The first concerns which property of an object is considered 'being of value'; the second concerns whether that value resides in the object or in our attitude towards it; the third concerns identifying which objects are valuable or have value. Values are the things that define the intrinsic and instrumental essence of the library profession; accordingly, the American Library Association (ALA) identifies twelve core value statements that ground applied librarianship. These include 1) Access, 2) Confidentiality/Privacy, 3) Democracy, 4) Diversity, 5) Education and Lifelong Learning, 6) Intellectual Freedom, 7) The Public Good, 8) Preservation, 9) Professionalism, 10) Service, 11) Social Responsibility and 12) Sustainability (ALA, 2025; see Section B: Positions and Public Policy Statements).

However, Budd (2008) points to the inherent vagueness of broad sweeping value statements; for example, the meaning of 'public good' depends on the definition of the term public; does it refer to immediately identifiable library users, "the population in the library's service area, or something else? If it is defined as the first, then non-users may be ignored or even further isolated" (2008, pp. 45–46). Some commentators note that it is important to remember that without common baseline values, librarianship does not count as a profession (Sager, 2001, p. 152). Others encourage librarians to disagree with forcing a consensus: "the codification of values is better left to God, Jefferson, and Ranganāthan[13]" (Berry, 2000, p. 6) since "values are derived externally from various worldviews and beliefs" (Weissinger, 2003, p. 34). The researcher of this research study subscribes to the idea that the status of overt value statements is, ultimately, contestable.

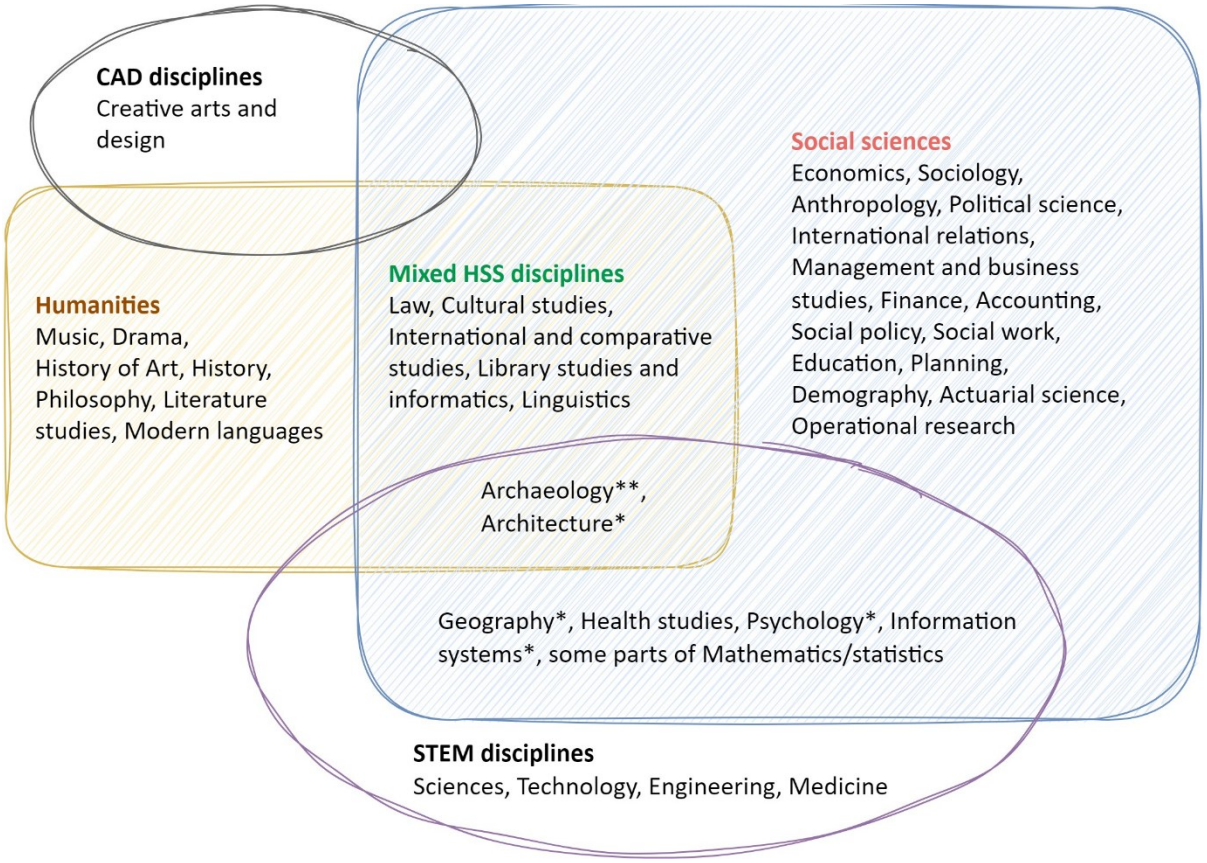
At the same time, this researcher also agrees with Cossette's (2009, p. 56) declaration that the library's ultimate function is to enable intellectual and academic freedom by facilitating universal access to information. In this, it is helpful to differentiate between and conceptually merge the ideas of intellectual and academic freedom. Academic freedom can be viewed as a political and legal right, either as a right of all citizens in a free society or as an exclusive right to protect the professional autonomy of the academy. Reichman (2016) unites both concepts and proposes a shared foundation of intellectual/academic freedom, utilising the notion of higher education's contribution to the common good. This researcher expressly includes formal content creation in academic and research libraries as a core library function because it contributes to enabling the common good of universal access to published knowledge. The positioning of libraries as 'serious' publishers, in collaborative partnership with cross-stakeholders (readers, authors, learned societies, commercial/non-commercial services, university departments, etc.), may, as time progresses and library-based publishing proliferates, catalyse a system-wide conceptual and practical realignment of scholarly publishing within the humanities and social sciences.

After all, the academic field of library and information science sits at the nexus of the humanities and social sciences disciplines, intersecting with applied (professional) librarianship. Foshay (1962, p. 5) discerns that all disciplines are characterised by 1) a domain, an area of human experience, or an area of phenomena for which the person in the discipline takes responsibility, 2) a set of rules that has to do

[13] S.R. (Shiyali Ramamrita) Ranganāthan (1892–1972); Indian librarian and bibliographer; founder of the Madras Library Association (madraslibraryassociation.com).

with how truth is established and how truth is conceived of and stated, within the discipline, and 3) having a history that may be described and that presumably ought to be known.

The figure below illustrates the central position of 'Library studies and informatics' within the disciplinary web.



*Assumed 25% in social sciences and 75% in STEM discipline grouping. ** Assumed 50% in humanities and social sciences and 50% in STEM disciplines.
Figure 4: The fuzzy boundaries of academic small worlds (LSE Public Policy Group, 2008, p. 16).

In essence, the academic small world of a discipline can be perceived as a way of knowing, of creating knowledge from the perspectives of research, teaching, and the widespread sharing of newly created knowledge through formal publication and other means. While the properties of discipline-based social systems are determined by traditional core principles embedded in and transmitted by discourses of socialisation (appropriation of inner nature) and production (appropriation of outer nature) (Habermas, 1988a, p. 8), these can be swayed by transitional and new interpretations and approaches (Abbott, 2001, pp. 3–33). That is, the project of establishing clear boundaries within and between one discipline and another is ambiguous and contestable from the perspectives of how theories are perceived, how methodologies are applied, and how manifestations of scholarly knowledge can be handled, shared and

published. Parcelling disciplines into discrete academic fields, subjects, and practices is, consequently, neither straightforward nor universally accepted among many scholars and librarians alike.

Being part of and within the flow of disciplinary fields means academic and research libraries (applied librarianship) are equally motivated to share in and contribute to a values-led approach to scholarly publishing. Living the values of equality, inclusion, and diversity (EDI) in library-based publishing (Boczar *et al.*, 2018, pp. 35–46) speaks to the principles of social equity and participation in higher education. In framing this stance, the UNESCO World Report on Knowledge Societies declares that scholarly knowledge is a public good created for the welfare of society and the global knowledge economy (UNESCO, 2005). More recently, and in keeping with achieving the United Nations' seventeen Sustainable Development Goals Framework (SDGs) by 2030 (United Nations, no date b; United Nations, no date c), the International Federation of Library Associations and Institutions (IFLA) seeks to generate impacts "that demonstrate to external audiences the contribution of libraries to development in all of its dimensions" (IFLA, 2019). Signing up to the aspirations of the UN's SDG Publisher Compact (United Nations, no date a) means to publicly commit to, shape and act out inclusive, equitable and sustainable social, cultural and technical knowledge practices in scholarly publishing. Crucially, this includes the active acquisition of content for the safeguarding and promoting of diversity in educational and research environments. Commercial for-profit publisher signatories, by virtue of their business model, prioritise revenue generation for economic shareholder value over reducing fundamental inequalities. In other words, the raison d'être of for-profit, shareholder-led scholarly publishing models runs counter to SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 10 ('Reduce inequality within and among countries'). Particularly, the 'Big Five' (RELX/Elsevier, SAGE, Springer Nature, Taylor & Francis, and Wiley), the commercially most impactful and prominent scholarly (journal) publishers, struggle to uphold and defend their SDG pledge (IPA, no date) authentically as they continue to co-opt scholarship and its labour for excessive commercial gain, as opposed to helping create a genuine level playing field in education and research communication.

In stark contrast, many contemporary libraries stand for enabling values-led creation and communication of all forms of peer-reviewed scholarly output, including niche research with limited popular academic appeal and limited commercial viability. For example, Devin Soper of Florida State University (FSU) Libraries points out that Florida State Open Publishing (FSOP) (FSU, no date) provides a space for marginalised and underrepresented scholarly work, in addition to making higher education more

accessible and inclusive through open-access publishing (Claasen and Soper, 2023). A concrete instance from a similarly minded library-based publisher is the interdisciplinary 'Journal of Muslim Mental Health', which fills a "void in the Muslim mental health literature" (Michigan Publishing, no date). Remarkably, the title was previously published by the commercial for-profit publisher Routledge (Taylor & Francis Online, 2020) and is now supported and maintained by Michigan Publishing Services (University of Michigan, 2020). While changing publishers can occur for a range of reasons, including commercial or structural ones, enabling and maintaining access to published scholarly research in an under-communicated field requires a values-based, inclusive publishing model. The overriding rationale is that diversity and justice will follow where there is equity and transparency in scholarly (journal) publishing.

Cooperative-collaborative publishing services within and through the library stimulate scholars to think about implementing incremental (or perhaps even radical) reform within the context of their own publishing efforts and as part of critically reflective scholarly practice and library use, involving learning from the dilemmas of experience. An essential by-product of this effort is librarians' use of scholarly communication pedagogy to educate themselves and others about scholarly publishing processes and provide a forum for discussing concerns about different publishing challenges, choices, practices and their implications. Targeted learning resources and hands-on experience professionalise librarians (Brown *et al.*, 2013; Educopia Institute, 2023; Keener, 2014) while competency inventories and library-run training sessions support and educate journal editors, reviewers, scholarly authors and students (Reed, 2023; Hoover, 2022; Roinila and Ala-Kyyny, 2022).

Although it may have become clear to the reader that the academic and research library offers a distinct service proposition as a journal publisher (i.e., in terms of functional/practical rationale and declared core values), questions must be asked about the veracity of what is still widely seen as a minor subfield in competitive (and 'serious') journal publishing. Recent surveys by Ithaka (Blankstein and Wolff-Eisenberg, 2019, p. 57; Blankstein, 2022, p. 62) report that the majority of scholars decide independently on the perceived quality and symbolic status of any given journal without seeking advice from librarians to help determine how best to publish successfully and sustainably. However, this researcher knows from experience and anecdotal information that many scholarly authors learn retrospectively, through engagement with librarians, how to identify and critically assess different decision variables that affect their publishing in journals. Regardless of existing discipline-based socio-cultural knowledge about publishing and *habitus*-specific practices, authors can experience confusion concerning practical and

ethical issues in journal publishing. These include, for example, misunderstanding the conditions of publishers' copyright transfer agreements, struggling to identify funding sources to cover article processing charges, or illegally sharing published work in online scholarly social networks, among other things.

Many scholars also struggle with adopting and implementing reformist[14] publishing practices, even as the incentive system of the traditional publishing rewards culture readjusts and shifts. Thus, to be able to build symbolic capital and value in all publishing functions and to act as both co-certifier and co-regulator of the journal without impinging on academic freedom and autonomy, libraries grasp the chance of the moment and engage with scholars to co-create new social knowledge in and for publishing at individual, institutional and system-wide levels. In other words, focusing on a values-led approach to the journal in terms of economic affordability, equity, and inclusion, leveraging journal publishing pedagogies, and being embedded in the institutional, academic, and disciplinary worlds empowers libraries to influence current and future scholars and librarians to adopt a gradual reformist, 'transformational' stance.

2.5 Six earlier studies on libraries as journal publishers.

Based on the literature search approach outlined earlier in Section 2.2, this researcher drew on six exemplar studies that report empirical investigations into the lived experiences and understandings of scholars and librarians engaged in traditional and library-based publishing. The studies, listed below and differentiated by the targeted study population, were conducted between 2012 and 2022 and employed various methodological approaches, including surveys, individual interviews, and focus groups.

Scholarly author/editor studies:

- Ask the Editors: Assessing the Publishing Needs of Faculty Editors (Hunter *et al.*, 2022)
- Informing library-based digital publishing: Selected findings from a survey of scholars' needs in a contemporary publishing environment (Senseney *et al.*, 2019)

[14] There is no such thing as progressive (publishing), only reformist (publishing). Reform(ist), in the context of this study, can mean both attempts to improve social institutions, policies and behaviours without altering their fundamental composition, or change (which does attempt to alter what is fundamental). However, there is uncertainty about how long a change must persist before it becomes a new tradition (Downie, 2005). Orwell (1946) cautions about the misleading and outright deceptive use of language: "Statements like Marshal Pétain was a true patriot, The Soviet press is the freest in the world, The Catholic Church is opposed to persecution, are almost always made with intent to deceive. Other words used in variable meanings, in most cases more or less dishonestly, are: class, totalitarian, science, progressive, reactionary, bourgeois, equality" (1946, p. 6).

- What Do Editors Want?: Assessing a Growing Library Publishing Program and Finding Creative Solutions to Unmet Needs (Lovett and Rathemacher, 2019b)

Librarian studies:

- Academic Library-Based Publishing: A State of the Evolving Art (Moulaison-Sandy and Bially-Mattern, 2018)
- What's in a Name? Exploring identity in the field of library journal publishing (Whyte Appleby *et al.*, 2018)
- Library Publishing Services: Strategies for Success: Final Research Report (Mullins *et al.*, 2012)

On the surface, all six studies seemed to have sufficiently addressed the phenomena of interest to this research – the lived experiences and understandings of participants' situated socio-cultural knowledge practices, needs, and contexts in library-based journal publishing. One of the studies (Whyte Appleby *et al.*, 2018) investigated explicitly the question of librarians' identity involved in library-based publishing, whereas all other studies (Hunter *et al.*, 2022; Senseney *et al.*, 2019; Lovett and Rathemacher, 2019; Moulaison-Sandy and Bially-Mattern, 2018; Mullins *et al.*, 2012) addressed questions of perceived stakeholder needs, requirements and practices. However, the studies collectively missed the opportunity to adequately engage with the broader evolution literature on the culture, values, and different knowledge practices of the academic and research library (librarians) in the context of scholarly communication and library-based scholarly journal publishing, as well as those of scholars in traditional scholarly journal publishing. Despite providing some insight into the socialisation of librarians and scholars into library-based publishing, theoretical and methodological limitations existed in each of the six studies. The following summary provides a critical examination of the six studies.

Critical digest of the six studies.

Hunter et al. (2022) explored what publishing services and platform features faculty editors (i.e., scholars with journal editorial responsibilities) in the humanities and social sciences find most valuable in their work with commercial publishers and how satisfied they were with commercially provided publishing support services. The survey also asked about their knowledge of alternative approaches to publishing, including library-based publishing, and their self-perceived attitude towards engaging with these. The study's design was cross-sectional, involving a sample of 515 faculty editors that generated forty-four responses (8.5%). Despite the carefully composed participant sample, evident transparency in the selection process and personalised participant recruitment strategy, the response rate was low and

limited to faculty editors employed by two institutions (Florida State University and University of Central Florida). This raises questions about the sample's representativeness as part of the broader population of scholarly journal editors. The study's primary motivation was to develop a perception-of-importance ranking snapshot of different publishing service types and identify related challenges as perceived by survey respondents. In addition, the study focused broadly on gauging existing awareness of alternative (open access) publishing models and practices without explicitly and critically juxtaposing the values and differences of practices of library-based journal publishing with traditional/commercial publishing. That is, there was no closer exploration of editors' existing socio-cultural knowledge and experience from working with volunteer-run and library-based presses, and there was no investigation into editors' role perceptions as part of that vis-à-vis traditional/commercial publishing. Notably, there was no examination of how faculty editors experience scholarly journal publishing based on social theory. After all, over 60% of faculty editors reported that they 'likely' or 'very likely' would utilise library-based journal publishing services. Conversely, most survey respondents expressed a lack of awareness of non-traditional (e.g. library-based) publishing, even though previous research elsewhere (see Togia and Korobili, 2014, pp. 229–230) indicates that scholars are broadly positive towards systemic change in the structures and processes of the scholarly journal.

In a similar study, Senseney et al. (2019) reported on the findings of a subset of questions as part of a larger research survey undertaken by 'Publishing Without Walls' (PWW Research Team, 2017), which aimed to understand the needs of humanities scholars in contemporary print and digital publishing for developing a sustainable library-based publishing model. The original survey was disseminated broadly to scholars across the humanities disciplines and multiple institutions. Their analysis focused on the research themes 'access to publishing support services', 'access to content' and 'access to audience'. The answers identified particular challenges in digital publishing that survey respondents consider most important (technical, editorial, and financial support) and primary motivations for getting published (encouraging dialogue about one's area of research interest; contributing new scholarly knowledge to the field). However, no questions were included about expectations and experiences specific to alternative or library-based publishing venues. Instead, by employing secondary analysis and cross-tabulation of selected data, the researchers speculate that scholarly research with the dual aim of real-world application and reaching a broad readership may serve as the most productive and promising focus for library-based publishers' acquisition strategies. Furthermore, the analysed questions emphasise the role of technological affordances and processes in publishing but leave aside the issues of

potential system-wide socio-cultural consequences generated by new publishing knowledge through moving from traditional publishing to the library-based model. The result of 250 survey responses is a good starting point for investigating alternative publishing practices, but it is too low to inform and design comprehensive library-based publishing models in the humanities and social sciences. Like Hunter et al. (2022), this study also does not apply a theoretical framework to describe and explain the analysis of survey responses. This is a significant weakness if the objective is to contribute to understanding, explaining and reducing the social and cultural boundaries embedded within contemporary mainstream publishing models. Theory informs practice, and practice informs theory recursively.

Lovett and Rathemacher (2019b & 2019a) assessed the digital journal publishing programme at the University of Rhode Island Libraries (URI) (URI, 2025), deploying focus-group interviews with nine editors and assistants from five journals in the social sciences and technology fields. Overall, the study's participants reported being passionate about their journals, noting particularly the broader benefits of open-access publishing to researchers individually and their disciplinary communities. This case study is thematically pertinent in that it aims to find answers to questions that focus on interviewees' socio-cultural knowledge and technical-practical experiences and needs in managing and maintaining a journal hosted by the library's DigitalCommons@URI (URI, no date) publishing platform. Findings claim that participants value the assistance and ongoing professional support of librarians (Lovett and Rathemacher, 2019b, p. 283), as well as value the concrete benefit of the open access format, as it affords the ability to connect with other scholars and communities globally (2019b, p. 284). Although the results are insightful, the study missed the opportunity to include influences and experiences relevant to scholarly authors who previously published in these journals. Fundamentally, the researchers did not go beyond descriptive analysis by probing responses more deeply and drawing on socialisation theories to ground claims and beliefs. While it is reasonable to assume that transferable knowledge and distinct lived experiences from working with traditional publishers exist among interviewees, this was not explored for their effects on URI's publishing programme from both operational and strategic perspectives.

In considering the socialisation of libraries as original content creators (publishers), Moulaison-Sandy and Bially-Mattern (2018) analysed a survey (see Moulaison-Sandy and Le Beau, 2015), involving thirty-three U.S. librarians at the American Library Association (ALA) 2015 midwinter forum themed on 'Libraries as Publishers: Next Steps in Self-Publishing?' At the time of the study, nineteen respondents

belonged to academic and research libraries, while the remainder worked in public and special libraries. Referring to publishing in academic and research libraries as a form of 'self-publishing' – a term borrowed from people in traditional publishing to describe authors who pay all the costs of the publishing process (editing, formatting, publication) – the researchers established that just seven of the nineteen academic librarians worked at libraries administering a publishing programme. Of these, only two were somewhat established in the functional-operational sense. The majority (ten) were only curious about the idea of incorporating scholarly publishing as a core library service. Consequently, the reported findings on socio-cultural knowledge and technical-practical considerations (e.g. cost to hire/train staff; the nature of new publishing-related services to implement; usefulness to users (if we build it, will they come?)) were based mainly on imagined/projected practice expectations as opposed to actual socialisation and enculturation experiences as part of providing competitive scholarly journal publishing services in academic life. Some academic librarians expressed concerns about symbolic legitimacy and library-role ambiguity if library-based publishing services were to be realised vis-à-vis customary, library-typical roles. An important finding for most librarians relates to concerns expressed over existing knowledge gaps in the professional publishing field. However, although the researchers presuppose and instantiate that librarians offer transferable skills and experiences required to adopt professional publishing successfully, this has neither been effectively empirically measured nor theoretically modelled.

Whyte Appleby et al. (2018) explored how librarians relate to their journal publishing programmes based on the type and scope of provided publishing services. The researchers drew on previous literature and empirical work to deconstruct and characterise observed ambiguities in the service boundaries of 'journal publishing' versus 'journal hosting' and found that perceived differences operate along a spectrum and a tiering of work and support. They conducted eight semi-structured interviews and surveyed sixty-seven librarian respondents to learn empirically about the socialisation and production of library-based journal publishing and the formation of library identity. Unlike the earlier study by Moulaison-Sandy and Bially-Mattern (2018), discussed above, this research demonstrates the challenge of identifying, positioning and interpreting the complex work libraries do by integrating journal publishing as a central library service. However, in doing so, the authors considered only in passing the influences and effects of traditional library-professional practice (i.e., managing and maintaining institutional repository services in the library setting) on librarian (re)socialisation through the uptake of formal scholarly publishing. They also did not examine relevant self-perceptions of existing librarian

technical and socio-cultural knowledge of traditional scholarly journal publishing. Further, there was no empirical assessment of the impact of scholarly authors' interpretations in their interplay with library structures and individual librarians delivering and providing journal-publishing services. However, in considering semantic associations with different publishing activities and services in the library, the researchers inadvertently link in with the broader processes and issues of librarian identity and knowledge construction in the context of 21st-century library organisational transitioning/refocusing and collaborative discursive learning well discussed elsewhere in the literature (see, e.g., Hansson and Johannesson (2013) in the context of supporting scholars' publishing, and Bolin (2023, pp. 15–25) in the context of libraries' refocused strategies and operations). Based on the perceptions of the study's librarian participants, the researchers learnt that libraries operate along a publishing continuum, which is influenced by different types of labour required as part of a complex and fast-evolving scholarly publishing environment. They concluded that the process of self-identification as a publisher was not quantifiable or generalisable, thus raising new avenues for exploratory research and discovery of the field.

Mullins et al. (2012) reported on a yearlong, multi-method study project (survey, case studies, workshops), that assessed the professionalisation and socialisation requirements of active and aspiring library-based publishing programmes at academic institutions of various sizes and types. A key strength of this project was the fusion of different data collection methods and the inclusion of diverse participant groups (library directors and practically experienced librarians). Themed workshops discussed questions about technology infrastructure, librarian training, library policies and collaborative knowledge processes to obtain insight into the strategic and operational imperatives required for sustainable publishing. Although this research yields empirical findings that can inform the planning and implementation of publishing programmes in academic and research libraries, it does not ground these in any constructivist social theory to understand, explain and predict publishing-related phenomena with the view to expanding the boundaries of socio-cultural knowing and understanding therein. Notably, the researchers established that many libraries are expected to support traditional and non-traditional (innovative) publishing models. This means librarians must arrive equipped with corresponding and continuously developing technical and social knowledge of scholarly journal publishing spanning different and overlapping practice fields.

The six empirical studies reviewed above (Hunter *et al.*, 2022; Senseney *et al.*, 2019; Lovett and Rathemacher, 2019b; Moulaison-Sandy and Bially-Mattern, 2018; Whyte Appleby *et al.*, 2018; Mullins *et al.*, 2012) offer instructive insight into a period of research conducted since 2012 to investigate the experiences, understandings and perceptions of scholars and librarians of scholarly publishing services in the library. All these studies aim to expose and elaborate on the needs and activities of scholars and librarians involved in traditional, alternative and library-based scholarly publishing. However, none of the studies captured perceptions of new knowledge acquisition as part of people's back-and-forth role movement between traditional library work (librarians), traditional publishing (scholars) and library-based publishing (scholars and librarians). All studies have tended to focus on the overall socialisation of librarians and scholars in the professional discourse of library-based or traditional publishing, respectively, as opposed to sufficiently investigating the motivations, practices, experiences and values of library-based publishing itself, including possible parallel effects on the broader institutional publishing landscape. Only Mullins et al. (2012) considered, in passing, the converging interplay of professional socialisation between scholars and librarians at the crossroads of traditional and library-based publishing. There was also no coverage of scholar and librarian perceptions of their relationship with each other during the evolution and socialisation processes from traditional to library-based publishing practice and vice versa. Given that the attribute of collaborative collective effort towards evolutionary reform in scholarly publishing is a presupposed condition, none of the examined studies explored the socio-cultural knowledge dynamics between scholars and librarians in library-based publishing. The basic supposition of all six studies reviewed is that traditional publishers dominate the trajectory of scholarly publishing under most circumstances. Insofar as this may be true or false, the studies did not explore the social and practical knowledge relationship between scholars and librarians in its effect on publishing overall. This research addresses this salient gap by combining the views of scholarly journal editors, authors, and academic librarians.

There appears to be limited attention on what scholars and librarians have learnt from their role in library-based publishing, how they create new socio-cultural knowledge through this work and how other agents value and use this knowledge in existing scholarly publishing settings. The studies also do not adequately investigate or acknowledge scholars' and librarians' self-perceptions of the roles acquired through the experience of library-based publishing or previous socio-cultural knowledge gained from traditional publishing and existing librarianship practice. As Whyte Appleby and colleagues (2018) have shown in their research, librarians struggle to ascribe a single definable role identity through their

publishing work due to the diversity, variety and complexity of services and practices libraries provide and are involved in. It is, therefore, worthwhile to learn more about librarians' and scholars' self-perceptions of the socio-cultural knowledge stemming from their roles in and contributions to library-based publishing. The six studies on scholars' publishing needs and librarians' perceptions of the requirements for successful publishing in and through the library did not engage with these concerns and concepts.

Beyond the earlier discussed six studies that investigated scholar and librarian engagement with library-based publishing, Ducas, Michaud-Oystryk, and Speare (2020) conducted a census-style survey among two hundred and five librarians working in Canadian research-intensive universities to elicit data about traditional, new and emerging professional roles in libraries, including digital scholarship and scholarly communication. Their findings build on earlier semi-structured interview research by Burpee and Fernandez (2014), who established that librarians see themselves as essential service providers and impactful leaders in the reformist evolution of scholarly communication and publishing. Although Ducas et al. (2020) did not focus on library-based publishing per se, an important element of the authors' rationale was the recognition that increasing numbers of academic librarians professionally engage in scholarly communication-type roles (e.g. consultation on alternative publishing models and funder mandates and policies), which influence change in knowledge, understanding, and practices of publishing. The research discovered that librarians who perform both traditional (e.g. reference, instruction, cataloguing, etc.) and new professional roles consider themselves to have more impact on the broader academic enterprise concerning scholarly communication and supporting scholars. However, whilst the study described confidence in librarians performing their duties and how new role experiences affect perceptions of different ways of knowing in applied and conceptual librarianship, the precise meaning and nature of the knowledge involved were not researched. The significance and nature of librarian social and cultural knowledge in scholarly communication roles were assumed.

Presently, there seems to be no previous research that has examined the issue of socio-cultural knowledge and experience in library-based scholarly journal publishing through an integrated social-constructionist and interpretive approach involving both librarians and scholars. This study explores how librarians and scholars describe socio-cultural knowledge and understanding acquired from their engagement with and experience of library-based publishing. The librarian participants of this study provide insight into their experiences and understandings as journal-publishing services providers,

whereas scholars (authors and editors) offer their perspectives as service users. All study participants arrived from different backgrounds and varying professional and academic seniority levels, resulting in diverse experiences, understandings, perceptions and socio-cultural knowledge frames.

Matters arising from the empirical literature.

While reading and analysing the six empirical studies on library-based publishing needs and experiences from the perspective of individual scholars and librarians, this researcher noticed the lack of reference to and discussion of the broader literature on the evolution of alternative and, specifically, library-based publishing models. Although different publishing-related socio-cultural concerns and issues, such as metricised scholarship assessment (e.g. scholarly quality rating by proxy using the journal impact factor (Hunter *et al.*, 2022, pp. 11–12)) and the increasingly important challenge of economic sustainability in non-commercial open-access publishing models (equity and comprehensive readership access (Mullins *et al.*, 2012, pp. 2–3)) are raised, none of the studies gauged librarians' and scholars' knowledge perspectives on non-traditional scholarly publishing projects in relation to how they may or may not differ or realign in this regard. The studies do not delve deeper into the processes of professional knowledge (re)socialisation in scholarly publishing, nor do they attempt to theorise this phenomenon. Library-based journal publishing has so far been very marginally theorised and explored only by implicitly referring to Wenger's (1998) social learning theory of 'communities of practice' within a narrow subset of existing empirical and conceptual literature (see, for example, Burpee and Fernandez (2014, p. 14) and, more recently, Skinner (2015, p. 135)).

In addition, this research argues that the six studies do not sufficiently engage with the relevant procedural and substantive social and cultural knowledge issues concerning the move of humanities and social sciences scholars and librarians to library-based publishing. Much of the literature on library-based publishing focuses on variously describing, explaining, evidencing, and justifying the perceived critical need for success in alternative operating models of the scholarly journal. However, it is equally important to explore the complex relationship between discourses of traditionalist (or orthodox) publishing principles and practices, and the partially heterodox-reformist behaviour that scholars and librarians engage in together through collaborative library-based publishing. For example, although Whyte Appleby et al. (2018) provided an insightful investigation into the construction of librarians' socio-cultural identity formation in library-based journal publishing, this was done without considering the formative influences and integral role of scholars (journal editors and authors). Given the general

emphasis in all six studies on actors' publishing requirements and expectations, the absence of problematising the effects and consequences of established socio-cultural knowledge practices, norms and values (i.e., discourses and actions) in the conditions of building alternative publishing relations is a notable omission.

The six studies also do not effectively consider the steady push against established socio-cultural boundaries in scholarly publishing, triggered by the inclusive nature and practice of library-based publishing from the perspective of academic departments, the library, disciplines, methodologies, ideology, axiology, and individuals' changing and evolving knowledge, practice and learning behaviours. In many ways, as sketched out earlier, academic and research library structures represent well-integrated knowledge bases with subject and information management skills, providing research support and scholarly publishing literacy services. Librarians (and scholars) can exercise constructive leverage and influence through project-based librarian-scholar-student partnerships on and across campuses, nationally and internationally. Moreover, they can encourage new knowledge creation by employing threshold concepts pedagogy to challenge and enlarge thinking, understanding, and transform practice in a discipline (Meyer and Land, 2003; ACRL, 2016). A threshold concept deployed in research, scholarship, and publishing practice is akin to a passageway or portal that opens new and previously inaccessible ways of thinking about something and whose comprehension can lead "to a transformed internal view of subject matter, subject landscape, or even world view" (Meyer and Land, 2003, p. 412). However, the liminal space of a threshold concept, such as library-based publishing, can also be perceived as 'troublesome knowledge' that can be counter-intuitive, conceptually difficult, tacit, absurd, or even subversive at face value (Meyer and Land, 2003, p. 413). Beyond recognising needs, requirements and the possibilities and complexities of identity in scholarly journal publishing, this researcher would have liked to have seen in the six studies an empirical, theoretical and discursive perspective of how the introduction of troublesome socio-cultural knowledge affects and interferes with both library-based and traditional scholarly journal publishing.

In turn, this raises the broader question of how distant (or abstract) the conception, pedagogy, and authority of the contemporary library in scholarly publishing are from the socio-cultural knowledge, perspectives, practices, and lived experiences of agents in traditional scholarly journal publishing. Outside and inside of library-based journal publishing, examples of different approaches and practices demonstrate transition pathways that highlight potential actions scholars can (and do) take. As critically

engaged actors, scholars (can) recognise leadership roles and leverage points, communicate concerns about commercial journals, engage in collective action, withdraw free peer review and editing from commercial (for-profit) journals, support healthy publication ethics and discuss switching to ethical publishing with journal publishers, and encourage ethically principled behaviour by focussing on scholarship outputs, not journal reputation (Racimo *et al.*, 2022, pp. 9–16). Equally, organised organisational actors (e.g. library-based publishers in partnership with academic departments) can collaborate by instituting publications oversight boards that review and approve/reject the applications of journal editors to ensure professional, ethical and sustainable scholarly practice in publications (Harrington and Haggarty, 2022, pp. 202–204). Scholars and librarians who endeavour to learn collaboratively about socio-cultural knowledge of, and attitudes and practices toward, traditional and library-based journal publishing will develop better capacities for self-empowerment and more reflective, intentional, agentic action. Success in this may lead to structural reconfiguration, re-alignment, or partial substitution of the social, cultural, material and economic conditions determining the scholarly journal system.

2.6 Issues for scholars and librarians: socialisation into library-based journal publishing.

It stands to reason that the movement from traditional/commercial publishing (a familiar environment) to publishing with libraries (an unfamiliar environment) affects the professional identity and status of socio-cultural knowledge in scholars and librarians when navigating the expanse of both fields. Hence, this research study aims to describe and make sense of the experiences and understandings of scholars and librarians regarding their socio-cultural knowledge practices in library-based journal publishing. Despite the clarity of purpose of academic and research libraries taking up formal and peer-reviewed journal publishing, many individual scholars and librarians may struggle to identify with and commit to the relative heterodoxy of the library-as-publisher construct. After all, library-based publishers operate in a well-established and crowded traditional journal publishing space. For library-based publishing to happen successfully and sustainably, new ontological and epistemological alignments must be rationalised within the context of existing socio-cultural knowledge, behaviours, practices, and values of the host disciplines of scholars and their places of employment (universities, research institutes, etc.).

Insofar as libraries contribute to the traditional scholarly communication system as content creators (publishers) in their own right, Skinner (2015) perceives them as change agents, or legitimate peripheral participants, who operate in established communities of practice (Lave and Wenger, 1991; Bourdieu, 1989). Publishing in and with academic and research libraries places both librarians and scholars as sort

of ‘outsiders’ in a community of practice (Wenger, 2011), where their identities, legitimations, and statuses are negotiated when engaging with the norms and expectations of traditional publishing as the established community of practice and library-based publishing as the emerging/crossover community of practice.

One way of considering the question of an actor’s identity therein can be through the concepts of social (collective) representation and social positions (Campos and Lima, 2017, p. 41). Durkheim contends that institutional structures are exteriorised social constructs (library, educational, research and scholarly publishing systems) that impose constraints on behaviours at all levels of human activity (Riley, 2006, pp. 304–305). In contrast, negotiations of identity represent the need for individuals to understand what is happening to them and why and what it is they are doing (Bruner, 1990). If and when librarians and scholars engage in library-based scholarly journal publishing, they must cope with and deal with significant changes in cross-cultural social practice as part of their moving back and forth between one system of practice and perception (Bourdieu, 1989, p. 19) (the traditional/commercial journal publishing environment) to another (the library-based journal publishing environment). This effort requires continuous (re)socialising into the roles, practices, patterns and requirements of both fields to be able to settle into an acceptable identity as part of the social norms that apply to publishing in and outside of the library (Hahn, 2008, p. 7; Bourdieu, 1989, p. 14). It is important to emphasise that individuals do not receive change passively; instead, they actively shape the socialisation processes and identities of publishing (Giddens and Sutton, 2021, pp. 157–158; Klain-Gabbay and Shoham, 2019, pp. 6–9; Holzman and Lippincott, 2019, p. 391). Put differently, theories of socialisation – or social production – help explain the shifting dynamics between structures (one's milieu) and agency (one's personal condition) (Jandrić and Hayes, 2019; Bourdieu, 1989; Hans Joas, 1987). This means that questions (and choices) about the workings of socio-cultural structures and social agency arise for librarians and scholars when crisscrossing the fields of traditional and library-based publishing.

Although involvement with the project of library-based publishing as part of the inside-out library can be perceived as a potential threat to acquired stable socio-cultural knowledge practices in traditional/commercial publishing, some scholars intuitively grasp the opportunity for new experiential learning and acquiring embodied and cognitive knowledge (Holbrook, 2015, pp. 43–54; Thompson, 1991; Turner, 2015, p. 59). Johnston and Boczar (2019) make the case for libraries that instil embodied publishing competencies in scholars through intersecting library-based publishing services with scholarly

publishing literacy education. They tacitly draw on the principle of Bourdieu's habitus of social practices and link in with the intellectual virtue of *phronesis* (i.e., the practical wisdom of doing the right thing (Breier and Ralphs, 2009, pp. 480–481; Klamer, 2017, p. 27; Friedman, Whitworth and Brownstein, 2010)), as a rationale for scholars to gain the perceptive abilities and *hexis* (i.e., a political narrative, turned into a subconsciously attained permanent state of affairs of feeling and thinking (Bourdieu, 1977a, pp. 93–94)) necessary for reform in socio-cultural attitudes and practices in scholarly journal publishing.

Changes in field-based social behavioural interactions and practices bring into focus the role of existing power struggles between competing interest groups in the scholarly communication system, particularly regarding structural constraints (e.g. restricted access to citation data and high open-access fees) and commercial control over published academic work (McKenzie, 2019), copyright, and the wider use of research (Ren, 2017). Thus, this research study also raises questions about existing organisational power dynamics and seeks to contribute to identifying opportunities for librarians and scholars to achieve their individual practical and strategic objectives through the library-based journal. The debate extends to exploring applied scholarly communication knowledge and issues in contemporary publishing, which takes place in a journal environment that has been in crisis for many years and is under pressure from change, driven by a reformist (open science) research and publishing agenda. These mainly pertain to demands for securing academic freedom, choice and transparency in the processes of research and scholarly publishing, along with maintaining intellectual property rights for researchers in resistance to the commercialisation of scholarly information that converts public funding into excessive private profit (Tennant, 2018, pp. 5–6). It is in this context that Pradt Lougee (2007, pp. 326–327) asserts that libraries (librarians) are gradually shifting from stewards of information goods to becoming collaborators and even social catalysts for more sustainable alternative practices in scholarly publishing within interest-based communities.

Fairclough et al. (2004) discuss in the introductory article to 'Critical Discourse Studies' how language use and actions by agents may become visible as particular forms of discourse through either ideological, rhetorical or strategic critique. Whereas ideological critique centres on the consequences of discourse on social structures of power, rhetorical critique influences others in individual texts or conversations. Strategies of strategic critique focus on the role of discourse as a concerted strategic device deployed by groups of social agents to shift social systems and orient them toward specific actions and consequences

(Fairclough *et al.*, 2004, p. 5). In the context of the broader scholarly journal field, deliberative and, ideally, transparent socio-cultural dialogue should reflect the competencies and tangible achievements of real cohorts of social agents as opposed to some ideal communication situation where the "forceless force of plausible reasons" and better argument succeed (Habermas, 1988b, pp. 102–111). Accordingly, in scholarly journal publishing, it is useful to draw out the tacit and yet taken-for-granted role, use, status and effects of socio-cultural knowledge in the relationship between scholars and librarians operating collaboratively in agile and competent academic and research library environments. This research seeks to discover how scholars and librarians use language in the context of socio-cultural knowledge in journal publishing and how differences and synergies in attitudes and perceptions (can) materialise.

2.7 Summary.

Divided into five parts (Sections 2.2 – 2.6), Chapter Two first identified and justified the narrative approach used to review the literature in the context of this qualitative exploratory study. As part of this, the search for previous literature was consciously broad and iterative by design. Search results show that scholarly journal publishing in academic and research libraries encompasses a wide array of concerns, ranging from debates on universal standards in and socio-cultural knowledge about journal publishing to librarian technical skills and responsibilities, including studies on the link between the experiences and understandings of traditional and library-based publishing among both scholars and librarians.

This researcher firstly examined the changing nature of the traditional academic and research library from being primarily a stable aggregator and organiser of published print and electronic information resources (the outside-in library) to becoming a 24/7 digitally networked user environment where scholarly research collections and other institutional outputs meet library users with more complex information needs and service expectations (the inside-out library). However, this paradigmatic change in the library field, triggered by technological and social progress, requires librarians to become more skilful, creative and open-minded in their approach to providing library collections and attendant professional services. Essential for library-based publishing, if it is to rearrange scholarly publishing at large, is a (pro)active, inclusive and collaborative practice that moves beyond risk avoidance to incorporate cognitive and behavioural risk-taking. This assessment was followed by a discussion that led to the recognition that creating new and partially heterodox library services (alternative, library-based journal publishing) requires reassessing and realigning established but, ultimately, contestable library values. As a result, this researcher suggests that the library's central role is to enable, by any means possible, the common good of universal access to the published scholarly record. Further, since library

and information science are a field of study that draws on and connects with many other scholarly disciplines, they fundamentally inform the development of professional (applied) librarianship from theoretical/conceptual and reimagined practical perspectives. This is one crucial reason academic librarians are, and ought to be, familiar with discipline-based values, norms and practices of scholarly communication. Consequently, it is reasonable to advance the idea – based on this study's critical engagement with existing literature and emerging trends – that librarians must contribute to debates on alternative innovative and sustainable socio-cultural, economic and technical knowledge practices in scholarly journal publishing and push for and co-implement structural reforms by working with scholars, students, policy and rule makers, and traditional publishers in different ways.

This literature review then continued with an analysis of six previous empirical studies that investigated various aspects of scholars' and librarians' practices, needs, experiences, and social knowledge in library-based journal publishing. Lovett and Rathemacher (2019b & 2019a) used the interpretive qualitative method of focus group interviews to demonstrate that participating journal editors and editorial assistants value the socio-cultural knowledge of professional librarians in support of their collaborative publishing endeavour. In assessing the responses of seventy-five librarians through a mixed-methods approach (interview and survey), Whyte Appleby et al. (2018) learnt that the nature and scope of library-based publishing activities influence their self-identification and knowledge constructions as publishers. However, the processes and outcomes involved cannot be quantified or broadly generalised. Notably, none of the six studies (nor any other studies identified as part of the broad literature search and screening process) uses theoretical frameworks to explain and develop a deeper understanding of library-based journal publishing. Given the growing appearance and fast-developing dynamics of the collaborative peer-reviewed journal in academic and research libraries, this is an opportune time to empirically and theoretically explore these troublesome socio-cultural knowledge practices that scholars and librarians engage in.

The following Chapter Three explores and elaborates on the selected qualitative inquiry methodology, its data collection method and the analytic approach applied in this research study. In this sense, it endeavours to explain and justify the methodological approach and presents the model used for data analysis. It also seeks to evaluate its applicability to this research.

Chapter 3 – Methodology and methods.

3.1 Introduction.

This descriptive and interpretive qualitative study explores the lived experiences, perceptions and understandings of six journal editors, six scholarly authors, and twelve academic librarians involved in library-based journal publishing, a phenomenon increasingly proliferating and diversifying in academic and research libraries. The traditional outside-in library represents a clearly delineated organisational construct regarding its ascribed role and functions. It typically focuses on acquiring/licensing, organising, and lending published information resources, including educating library users on their use. In contrast, within the contemporary inside-out library context, library-based publishing is classified, explained and interpreted differently depending on conceptual and practical circumstances and perceptions (see Section 1.3 of this research report). Understanding and interpreting the knowledge practices in a relatively nascent professional library service requires exploring the perceptions of scholars (editors and authors) and librarians who contributed to it and were active in scholarly journal publishing at the time of this study. This research study employed the semi-structured interview method as its primary data collection strategy.

The first part of Chapter Three comprises three sections that outline the study's methodological design. This was not a mere technical exercise, but rather a dialectical process informed by theory. The researcher initially reflected on some methodological concepts and considerations in social research (Section 3.2), followed by a description of the study's applied methodological design and interview approach (Section 3.3). Section 3.4 then discusses and details the underlying theoretical framework. Of specific interest to this study were scholars and librarians who operate(ed) as social agents in the field of library-based journal publishing.

The second part of this chapter provides an account of the research techniques used to implement and action the methodology. To this end, Section 3.5 reflects on the nature of qualitative data and its analysis, discussing matters of trustworthiness and rigour in qualitative inquiry. Section 3.6 describes ethical approval and permissions, and Section 3.7 explains the recruitment of research participants. The next Section, 3.8, presents this study's research questions. Section 3.9 illustrates the applied data collection method, considers the interviewer-interviewee relationship and describes the data transcription procedure. The final Section, 3.10, first discusses the theoretical implications of data analysis, followed by an outline of the practical approach applied to data coding, which resulted in five

main categories and various themes (see Appendix M). Here, the researcher also provides a rationale for using Legitimation Code Theory (LCT), focusing on the applied specialisation and semantic codes of legitimation in selected interview extracts.

3.2 Methodological design considerations.

Research in the social sciences aims to clarify and answer questions based on sound methodology. Both Durkheim and Weber stipulate that any such research must involve theoretical concepts and adhere to methodological principles to explain sociological phenomena and establish logical causal relations (Taube, 1966, p. 145). Although the research methodology landscape offers a rich tapestry of ever-growing approaches (Clark *et al.*, 2021), four philosophical concepts (Creswell and Poth, 2018, pp. 19–22) are core to every research endeavour and, therefore, require clarification. These include: 'ontology', which questions the nature of reality; 'epistemology', which asks what counts as knowledge; 'axiology', which considers the principles and values of research; and 'methodology and methods', which identify the conceptual and practical paths of action in research.

Similarly, Blanche and Durrheim (2014, pp. 6–7) speak of organised systems of thinking and understanding (research paradigms) that embed the researcher within either positivist, interpretivist or constructionist theoretical and philosophical frameworks. For example, positivist research designs draw on the idea that the nature of reality (ontology) is externally stable and predictable, which leads the researcher to adopt an objective epistemological stance and a rigid methodology that deploys standardised approaches to data collection and analysis (e.g., a randomised controlled experimental design to test the effectiveness of social media as an educational intervention, see Junco, Elavsky and Heiberger (2013)).

This study endeavours to access and interpret the socially constructed lived experiences of scholars (authors and journal editors) and librarians in the field of scholarly journal publishing at a particular point in time. Specifically, it explores how individual study participants experience, perceive, understand and interact with the social world of library-based scholarly journal publishing and what it means to them. Thus, the qualitative interpretive perspective most closely aligns with the nature and demands of this study.

While qualitative research designs (e.g., ethnography, grounded theory, narrative inquiry) may utilise different data collection methods (e.g., focus groups, document analysis, interviews), they commonly

engage in complex and constantly shifting interpretive practices (Denzin and Lincoln, 2000, p. 7). One important reason for this is that the researcher is the primary medium for data collection and analysis (Merriam and Grenier, 2019, p. 5), which brings advantages, such as the ability to adjust interview questions and to conduct a preliminary analysis of participant answers during data collection. However, it also increases the risk of creating biases that must be identified and monitored. Matters of interest to the purpose of this study arose from the experiences and insights reported by scholars and librarians involved in scholarly journal publishing. Librarians have always had direct or indirect involvement with scholarly publishing and the journal ecosystem, either as scholars, facilitators, or content curators in academic and research libraries.

3.3 Methodology.

The response to the question of which methodology suitably fits a research study depends on the researcher's own worldview or epistemic positionality and the approaches through which it is possible to learn about a social field of practice (or activity). This research seeks to uncover the experience of study participants' perceived reality within a social sphere of activity in which they participate. Its methodological design involves an interactive and intersubjective outlook based on the qualitative interview method. It does not pursue distant and statistically oriented findings, facilitated by, for example, a positivist questionnaire that uses primarily closed-ended questions and quantifiable answers. Rather than being overly systematised and objectively detached, the researcher is a conscious and rational co-constructor in the data collection and knowledge creation processes.

This epistemological orientation raises two fundamental questions: 1) is meaning imposed on the object by the observer (subject), which leads to human knowledge created independently of objects in the world (subjectivism), or 2) is meaning constructed out of the interplay between the observer (subject) and the object (practice), which leads to contextual human knowledge and understanding (social constructionism)? The answer to this conceptual quandary in the context of this study lies in the understanding that its findings were shaped by the relationship between the interviewee and the researcher, i.e., they are grounded in social interaction germane to the interpretive qualitative methodology. Scholars and librarians are both experiencing subjects who, in the social constructionist sense (Schwandt, 2007, pp. 197–200), deploy ontological consciousness[15] on the objects and processes

[15] The idealist ontological stance in qualitative research assumes that the nature of reality and lived experience are never value-free and are instead shaped by socially constructed meanings; reality does not exist independently of our individual experiences and beliefs.

of scholarly journal publishing, which exist inside and outside the academic and research library. Their experiences, understandings and perceptions in journal publishing are based on structural and interactional social-cultural phenomena that lack substance or meaning unless they are intentionally engaged with, reported on, and thematised in the construction of knowledge. Specifically, the meanings of the phenomena of interest to the researcher develop from the interactions between the subjects (scholars and librarians) and experienced practices (scholarly journal publishing).

This study adopted an integrated social-constructionist and interpretive perspective, employing the personal interview method with selected study participants. Interpretive or phenomenological interviewing places emphasis on detailed descriptions of specific experiences of the individual, whereas the social constructionist method strongly values the interview as a co-productive conversation and is less concerned with a neutral stance and consistency across interviews (King and Hugh-Jones, 2019, pp. 124–131). For this reason, this researcher proposes that this study can also be understood as an interpretation of the individual interview between the researcher and study participant(s) if the "reality of [first-hand] primary [lived] experience" (Lemke, Kelly and Roth, 2006, p. 83) mediated by the interviewee is beyond the researcher's immediate grasp.

This researcher sought to discover, describe, and make sense of the observations, perceptions and lived experiences of scholars and academic librarians involved in library-based journal publishing. Consequently, the makeup of this study in the creation of new knowledge is not compatible with the positivist paradigm but instead guided by and designed within the interpretivist/constructionist epistemological tradition.

3.4 Theoretical framework.

While the previous two sections outlined the study's methodological orientation and conceptual approach to data collection, this section examines three formal theoretical lenses used for analysing the role of socio-cultural knowledge practices in library-based publishing.

3.4.1 Bourdieu's theory of social practices.

Ever since Pierre Bourdieu (1977a) published his seminal theory of practice to deconstruct and understand the sociological problem of agency and structure, it has enjoyed considerable use in various educational and social science research settings, including scholarly communication and academic publishing. Several conceptual terms or thinking tools, such as field, *habitus* and capital, are utilised to

describe and explain the ontology and epistemology of a social world in which social human actors (agents) are defined by their relative power positions within that space or field of practices (Bourdieu, 1985b, p. 724). A social space (field) is usually predetermined by particular social norms (rules) that reflect its objective socio-structural constitution. As part of their overall conduct, individual agents and collective groups of people consciously or subconsciously adopt discourses and actions in navigating fields of social power relations, which are produced and reproduced in different situational contexts and are based on different forms and combinations of existing power, i.e., accumulated capitals that represent the processes within, and products of, a field. Social actors possessing specific forms of capital occupy a more favourable field position and can usually produce more of that capital (Thomson, 2012, p. 67). Instrumental to practice is the interrelationship between *habitus* – people's everyday behaviour – and field, as well as the effects of *doxa* (taken-for-granted or unquestioned truths) and *hysteresis* (dislocation and disruption) on both field and habitus.

The agency of individual *habitus* (one's way of being or internalised interpretive framework of the social world) functions through contextually specific and different forms of capital (economic, symbolic, social, etc.) that people, as social actors, bring to their respective professional and personal environments. Every social field, such as higher education and scholarly publishing, operates within the constraints and boundaries imposed by the limitations of social structures that influence and dominate accepted cultural practices. The formation of *habitus* is embodied through an individual's actions, thoughts, and perceptions, which are informed by acquiring various forms and sources of capital over time and brought to action within the social structures, groups, and fields where the individual resides. As a result, *habitus* accounts for individual cognitive orientations, motivations, behaviours, and experiences within fields of social practice. When actors enter the confines of a particular social field, they must ascertain which attributes of human behaviour are deemed legitimate. Put differently, to thrive in the competitive contest over different sources of power (capital), people must develop a "feel for the game" (Bourdieu, 1990b, p. 66) that is being played out within the field. The competent player receives rewards, such as acknowledgement, influence and status, which can be considered a social 'good' containing intrinsic value as part of the wider economy of field-based socio-cultural goods.

Scholarly journal publishing is a highly structured field of social relations where status openly relates to comparisons of librarians and scholars regarding their traditional competencies, expected role responsibilities, professional credentials, and perceptions of librarians/scholars engaged in library-based

publishing. Yet, underneath the public manifestation of these taken-for-granted attributes identified in librarians and scholars, knowledge in the form of intellectual, symbolic, and human capital is developed through learning and practice in scholarly publishing. Capital and status operate within and are exchanged in fields of scholarly publishing, thereby contributing to shaping and moulding the structures and practices of the given field.

Maton (2006) stresses that for every knowledge structure, a knower structure also exists, i.e., social fields reflect structures of knowledge and knowers, where certain knowledge items are considered more legitimate than others. Legitimate knowledge is determined and regulated by those actors whose attributes benefit from privileged understanding. The nature and quality of capital actors hold in a field affect their recognition and position in that field. Like all social fields, library-based publishing is a field of practice where all its actors compete for resources and status by using available and relevant sources of capital. This study explored the role of knowledge practices and tacit knowledge capital in library-based journal publishing from the perspective of librarians and scholars.

3.4.2 Bernstein's theory of knowledge structures.

Bourdieu perceives a field of practices as an objectively structured space of social relations in which agents compete over unequally distributed material and symbolic resources, namely multiple different forms of capital. In the case of library-based publishing, this also includes status, socio-cultural power and knowledge in academic publishing and information management. In contrast, Bernstein's (2000; 1999a) theoretical framework of knowledge outlines how knowledge discourse structures inform practice and are a conduit for power relations within a social field. It accounts for the reality that human knowledge is laden with contextually relevant socio-cultural and historical associations, rather than being reductive to purely methodologically essential statements of organised ideas and facts (Castells, 2000, p. 17; Popper, 1973, p. 29). In the Bernsteinian sense, knowledge possesses properties and powers of its own.

Building on Durkheim's earlier work, Bernstein posits that knowledge boundaries create structural differences between social fields and between everyday practical (common-sense) knowledge and theoretical/conceptual (formal) knowledge. Bernstein developed the concepts of 'classification' and 'framing' to describe representations of knowledge constructs in fields of social practice, including scholarly publishing. Classification (Bernstein, 2000, pp. 30–32) – the 'what' of knowledge – refers to and examines the strength of boundaries between different categories or domains of knowledge, i.e., in our

case, the degree to which the activities of librarians and scholars are separate from each other in the domain of academic journal publishing. Classification interrelates with power because it determines what matters and is important, and who and what is included or excluded. Domains of knowledge tend to have strong knowledge classifications (that is, social divisions of labour) if the degree of knowledge insulation (that is, the space between knowledge domains) is high. Some people suggest that the different discourses of library and information science and traditional academic publishing may be considered a strong social division of labour of discourse. However, changes in knowledge insulation can lead to weaker (or stronger) knowledge classifications.

Framing (Bernstein, 2000, pp. 36–38) – the 'how' of knowledge – regulates the strength of knowledge-related interactions in particular socio-epistemic contexts, as well as the locus of control over who can select, pace, sequence and evaluate knowledge acquisition. Acts of framing refer to the ways in which agents are controlled by decision-makers – the 'carriers' of power – or other power-wielding authorities in the field, which here include libraries/librarians undertaking publishing and scholars engaging in both library-based and traditional publishing. Knowledge framing is considered weaker where boundary controls[16] between knowledge of traditional publishing, library-based publishing and subjective experience are loosened, as this allows agents (librarians and scholars) to develop greater control over the processes and classifications of publishing.

The expansion of library and information science (LIS) as a multi- and interdisciplinary region[17], and of applied academic library work into (library-based) scholarly publishing (content creation) is fraught with challenges since radical development of the 'what' and 'how' of scholarship and library practice requires multi-level change in the interrelating relationships between agents and structures in the scholarly publishing ecosystem (Fyfe *et al.*, 2017; Smits and Pells, 2022). One of the difficulties for LIS and applied academic librarianship is to agree on which singulars should anchor claims to authority and legitimacy in the academy. Advocates of library-based publishing note that academic libraries hold essential knowledge about disciplinary publishing norms, scholarly practices and cultures through their regular work with academics and editors (Skinner *et al.*, 2014), whilst at the same time, their lack of deep

[16] Boundaries separate one environment (epistemic, ontological) from another. They control and separate what and who belong, and what and who do not belong, thereby creating "categories of social actors" (Lamont and Molnár, 2002, p. 170), including objects, concepts, and activities.

[17] Disciplinary regions (Fachbereiche) involve combining disciplinary singulars that operate in fields of external practice. Singulars represent distinctive scholarly practices and intellectual procedures, as well as introjective (unconscious) identities embedded in specialised knowledge discourse (Bernstein, 2000, p. 52).

disciplinary knowledge – not being "too close to the subject" (Canty and Watkinson, 2012, p. 458) – represents a distinct advantage in realising and sustaining scholarly publishing effectively. In this sense, strong classification and framing within the different disciplines support the development of the region of librarianship. In contrast, individual ways of knowing and personal ethics are considered central to the discipline of LIS and applied librarianship. For example, subject and scholarly communication librarians closely involve themselves with and focus on the lived experiences of scholars' professional academic practice and scholarly communications (the 'knower' perspective) (Basco, Avila and Norris, 2019). Accordingly, the experience of applied librarianship can be very subjective and somewhat weakly framed in Bernstein's terminology.

These issues form the backdrop to the intertwined professional lives of scholars and librarians, both in library and in scholarly practice within and beyond the university, and characterise the hidden features of contemporary library-based publishing. Scholars and librarians need to navigate their way through the complexities and choices of the scholarly publishing environment. However, librarians possess a unique vantage point: they hold comprehensive knowledge as content curators, information managers and content creators. Even if aspects of this knowledge are perceived as weakly framed, it still represents knowledge regardless. The question for librarians and scholars is how to make sense of it in their engagement with library-based and traditional forms of scholarly publishing. Fundamentally, both groups embody the issues and debates concerning the knowledge foundations and trajectory of library-based publishing.

3.4.3 Legitimation Code Theory: a practical theory for analysing knowledge practices in library-based publishing.

The macro and micro perspectives of Bourdieu's theory of practice provide a useful framework for bringing to light crucial aspects of the social universe of scholarly publishing and specific fields of social practice within it. However, the dynamics of capital (material and symbolic resources) and *habitus* (the learned behaviours, preferences, and dispositions of actors) that shape and govern the norms of a social field (the rules of the game) are, in the strict sense, intersecting conceptual tools. Likewise, Bernstein's knowledge code theory is valuable for understanding the nature, origins, and structures of knowledge and how it is constituted and reproduced through social practice and interactions. Yet, within the context of applied empirical research, neither Bourdieu's nor Bernstein's theory by itself is adequately capable of accounting for how knowledge influences structural field conditions, as well as how agents employ day-to-day language and practice to negotiate social action therein (more or less) successfully.

In addition, Bourdieu and Bernstein both understand the role of knowledge as part of interactions between social agents differently. Bourdieu conceives social fields as sites of struggle over resources and limited available status where the dominant organisational and relational routines structure knowledge practices, i.e., field theory thematises questions of 'who', 'where', 'when' and 'how'. In contrast, Bernstein's code theory conceptualises that knowledge practices – the 'what' and 'how' of knowledge – have a structuring effect on field-based knowledge structures. Strongly classified knowledge entrenches social divisions of labour (the traditional publishing practices of the disciplines). In contrast, weaker classified knowledge reflects knowledge of experience (the disciplines publishing in collaborative/cooperative and egalitarian partnership with academic and research libraries). Some scholars have discussed the opposing theoretical approaches of Bourdieu and Bernstein to structure, agency, and knowledge. Particularly, Harker and May (1993) delineate the socio-philosophical origins of both theories, with Bernstein adopting an essentialist/structuralist agenda (things are what they are) and Bourdieu arguing that people and their surrounding conditions are implicitly entangled (things are what people say they are).

Even so, Maton (2013) suggests that the inherent conceptual differences between Bernstein and Bourdieu can be bridged by a social-realist position built on the rationale that, effectively, semantic structures describe the workings of social fields where agents use knowledge to justify their actions and status within the field. In this sense, knowledge is socially produced (Bourdieu) and real (Bernstein) as it contains both social and epistemological forms of power (Maton, 2014b, pp. 9–10). To put it another way, knowledge is an object in a social field of practice; it exposes relations of power and claims to truth that can be assessed in their own right.

Maton (2016, p. 10) further suggests that social actors' particular uses of language in relation to knowledge (claims to legitimacy) embody social practices within social fields, including traditional and library-based publishing. Interrogating the legitimacy of knowledge means asking questions about what can be known and by whom. Agents justify their active and experiential knowledge claims, beliefs and practices by using the language of legitimation (Maton, 2000). Such language denotes strategic attitudes or tactics within a field of social practices and characterises the struggle over available material and symbolic resources in the field.

Accordingly, Maton's (2014a) relational sociological framework of Legitimation Code Theory (LCT) builds on Bernstein's theory of knowledge (2000), which conceptualises the structuration and classification of knowledge in social fields, and Bourdieu's (1990b) field theory of practice, which operates to reveal the social struggles over different resources and status within social fields. Maton's LCT conceptual toolkit (2014a, p. 15) fuses aspects of both theories and aims to uncover knowledge claims based on 'modes of legitimation'. These modes comprise 'epistemic relations' between practices and discrete ontological objects of study and 'social relations' between practices and their agents. In the attempt to understand processes of social and cultural transmission and to perceive knowledge and knowledge practices, it is important to highlight "questions of what [sic] can be legitimately described as knowledge (epistemic relations), and who [sic] can claim to be a legitimate knower (social relations)" (Maton, 2018, p. 255). As an empirical device, LCT endeavours to surpass the limitations of Bourdieu's thinking tools (capital, *habitus*, and field) and Bernstein's classification and framing of knowledge.

Legitimation Code Theory (LCT) enabled this researcher to analyse and conceptualise orientations to knowledge practices in the social field(s) of scholarly publishing, both inside and outside the academic and research library.

3.5 The contentious nature of qualitative data and its analysis: natural versus contrived data.

Collecting empirical data requires the researcher to identify data types and analysis methods that fit the methodological philosophy and practical orientation of the research question(s) (see Section 3.8). Existing literature, such as that by Wodak and Meyer (2009) on the role of language in structuring social power, and by Speer (2008) on natural versus contrived data, illustrate the ongoing debates and contests over different versions of qualitative research. The question of whether to adopt a critical or interpretive approach to qualitative analysis, and what type of data to use, inevitably also affects the methodological makeup of this research. What follows is a concise examination of the main concepts.

Speer (2008, pp. 290–291) differentiates between naturally occurring and researcher-provoked data. Natural data in qualitative research refer to 'uncontaminated' life-as-it-happens data (e.g., the researcher passively observes and describes naturally occurring conversational interactions in the world of research participants), whereas research interviews (or surveys and focus groups) are perceived to generate interactionally contrived data, which is 'contaminated' by pre-designed researcher intervention. Potter and Hepburn (2005) argue that interviews are saturated with social categories and agendas along which participants and researchers orient themselves in managed interactions where

issues of stake and interest take centre stage. Accordingly, they perceive the interview method as of lesser value when compared to observational methods. Schegloff (cited in Sacks, 1995, pp. xxx–xxxii) points out that Sacks also supports this view, stating that sociological data is best derived from naturally occurring settings, as opposed to from imaginary conjecture and recalled past experience, to be ontologically stable and empirically grounded. The central suggestion is that most interviewers (and most forms of interviewing) claim to be somehow able to retrieve the impossible-to-observe inner world of the research participant.

However, past and present experiences jointly establish perceptions of socio-cultural norms and circumstances and inform manifestations of personal-subjective truth. The challenge is that collected interview data do not simply provide descriptions of actions and motivations, but are socially constructed epistemologies and realities based on intersubjective input and interpretations. As a result, the researcher will always only be able to access and evaluate incomplete knowledge and truths.

Despite the oft-cited shortcomings of data generated by interview methods, Smith, Hollway and Mishler (2005) formulate a critical response to Potter and Hepburn (2005), which this researcher has condensed below.

- While Smith (2005, pp. 309–311) agrees that existing interview practices can always be improved, he differs on the recommendation that interactional features (silences, laughter, reported private thoughts) should regularly be accounted for in the transcription process, even if they are not topical to the study. He argues that doing so would prime the reader to a particular way of reading and interpretation. Instead, the research approach and the research question(s) should inform the nature of transcription. Smith further agrees that interviewing is difficult to do well, but disagrees that more emphasis should be placed on naturalistic data collection as a result. Again, it is the nature of the research question(s) that determines the data type, and in this, the interview approach can be effective for a critical exploration of individual experience.

- Hollway (2005, pp. 312–314) concurs that the complex character of subjectivity in the epistemology of interactional interviewing must be taken more seriously by the qualitative researcher. She emphasises that richly described but short transcription extracts can never adequately account for the continuous dynamic of the full interview encounter and its analytical needs. Instead, selected

participant extracts (bits of evidence and counterevidence) connect to the larger whole of the discursive-interview narrative, contributing to the researcher's sense-making process and must be embedded in theoretically rigorous arguments. Hollway (2005) perceives issues of stake and interest as natural aspects in the research interview, which should be embraced as such. She contends that nothing can substitute for trust in a well-trained and continuously improving qualitative researcher.

- Mishler (2005, pp. 315–318) critiques that Potter's and Hepburn's (2005) undervaluing of interview data is grounded in a positivist reliance on direct access to 'hard data' and distrust of intuitive modes of observation; idealisation, intervention (via the interview schedule) and the interpretation of qualitative data ought to be viewed with suspicion. However, Mishler (2005) states that interviewing is a "complex and diverse domain" (2005, p. 318) of research practice in understanding people's lived experiences. Improving, rather than avoiding, interviewing through reflective and reflexive praxis should lead to a deeper understanding of how individuals construct their lifeworlds.

This researcher acknowledges and concurs with Smith's, Hollway's and Mishler's (2005) critique of Potter's and Hepburn's (2005) perception of the interview as a data collection technique.

This research methodology aims to capture and examine the practices and lived experiences of the study's participants. To achieve this, trust in each participant's willingness to offer honest insights into their social world, and the researcher's capacity to develop a reflective understanding and new knowledge are essential prerequisites. Despite the risks associated with the semi-structured qualitative interview method, scholars' and librarians' communicated experiences and perceptions constitute the primary data source.

3.5.1 Ensuring trustworthiness and rigour in the quality of qualitative research.

The epistemological foundation for creating meaning in qualitative research differs from that in quantitative research. For this reason, commentators such as Guba (1981) developed four alternative and widely applied assessment criteria based on a naturalistic treatment of 'trustworthiness' in the processes and findings of qualitative inquiry. Questions of trustworthiness address the issues of credibility (are findings plausible?), transferability (are findings context-relevant?), dependability (are findings stable?) and confirmability (are findings objective?). Thomas and Magilvy (2011) state that a research study is rigorous (trustworthy) if reported findings are dependable (reliable in quantitative

terms) and reflective of the research context, with Walsh (2012, pp. 1–2) qualifying that data analysis in interpretive phenomenological research produces multiple realities of relational lived experience.

Against the backdrop of existing evaluation measures, Yardley (2000) provides a practical and useful set of four criteria for assessing the integrity of qualitative research. They include 1) sensitivity to context, 2) commitment and rigour, 3) transparency and coherence and 4) impact/importance. Sensitivity to context relates to the researcher being aware of relevant previous conceptual and empirical research literature and their interpretation. This also includes the ability to engage with research participants responsibly and ethically and be aware of and sensitive to their situational context concerning the research and its data collection process. The inclusion of verbatim interview extracts in the findings and discussion chapters serves to evidence this sensitivity. Commitment and rigour should be visible in the sampling design and recruitment of participants. Each interview should focus on the individual participant and the collected data. All interview data must be rigorously analysed following a documented procedure that guides the researcher in describing, interpreting, and discussing findings with the support of illustrative participant extracts. Transparency and coherence are accomplished by explaining the purpose and rationale of the research and describing the selection and recruitment of participants. Coherence is achieved by identifying, interpreting, and tying findings to the theoretical frame and existing literature. The questions of impact and importance refer to the theoretical and applied relevance of the research.

Library-based journal publishing is a relatively recent phenomenon whose socio-cultural, technical, and practical impacts are still unfolding. This research holds promise in aiding the development of scholarly journal publishing in the academic and research library, and the researcher is confident that it fulfils the above-mentioned evaluation criteria.

3.6 Ethical approval and permissions.

This research study obtained ethical approval (see Appendix A) from the DCU Research Ethics Committee (DCU, no date). Prior to initiating data collection, all participants were fully informed of the study's background, nature, purpose, and modus operandi through plain-language information sheets (Appendix B: author; Appendix C: editor; Appendix D: librarian) and consent forms (Appendix E: author; Appendix F: editor; Appendix G: librarian), which were sent via email. This study asks participants to report on their experiences and perceptions of publishing in and being involved with journals published by academic and research libraries. Journal-based content creation within library systems is a fast-

developing and growing activity, and this study seeks to learn about first-hand experiences to inform practice.

Each research participant voluntarily agreed to share their experience and knowledge before individual interviews commenced. Interviewees could opt out at any time before and during the interview. Additionally, information sheets and the issue of explicit consent were reviewed with participants at the beginning of the interview.

3.7 Participant recruitment.

The primary sources of data for this research were interviews with twenty-four individuals, encompassing three distinct participant groups: 1) six library-based journal editors, 2) six scholarly authors who had previously published in both traditional and library-published journals, and 3) twelve academic librarians providing publishing services for their library's suite of academic journals. At the time of the interviews, all participants were at different stages in their respective academic and professional library careers. This dynamic was intentionally sought and influenced the nature and direction of each interview; however, it also yielded in-depth qualitative data, offering a broad range of lived-experience accounts along with different ontological and epistemological assumptions regarding the realm of scholarly journal publishing.

The researcher initially employed a convenience sampling approach and later developed a purposeful snowball sampling strategy to effectively seek and access a diverse and information-rich group of individual scholars and librarians, tailored to the unique intent of this study (Etikan, Musa and Alkassim, 2016; Patton, 1990, p. 230). Qualitative studies using the interview method do not customarily aim to generalise findings to the wider population, meaning the ideal number of participants is initially undeterminable and dependent on data saturation (Guest, Bunce and Johnson, 2006). This study chose a substantive sample size of twenty-four motivated and information-rich participants, leading to meaningful insights and identification of the workings of the different participant groups.

The first group (group 1) consisted of six library-based journal editors who oversee their journal's policies and proceedings, taking overall editorial responsibility for submissions and published content. They also communicate with journal personnel (authors, reviewers, editors) and librarians (the publisher). The inclusion criteria for entering this group were scholars who are academic faculty members and have previously published in traditional and library-based publications.

The criteria for the second group (group 2) were journal authors who are members of a humanities and social sciences faculty and are either at the early, mid, or late stage of their academic careers. All participants were research-active, regularly published in traditional journals, and contributed peer-reviewed scholarly work to at least one library-based journal at the time of the interviews.

The third participant group (group 3) included professionally qualified career librarians across all career levels. They could focus exclusively on providing journal publishing services or combine this role with traditional academic library functions.

The first step of the recruitment process involved screening the online Library Publishing Directory (LPC and Educopia Institute, 2025) to identify and isolate relevant library-based publishers and journal publications. Each entry in the index characterises the nature and scope of the registered library-based publishing programme, providing information on structural organisation and partners, publishing activities and disciplinary specialities. As part of the second step, the researcher first emailed selected publisher contacts to ascertain their interest in participating in the study and to seek their advice in identifying potential interview partners (librarians, editors) (Appendix H: invitation email library-based publisher). In most instances, the first contact was already a group-3 member (librarian). All library contacts suggested journal editors (group 1) as potential interview candidates and, in many cases, directly introduced the researcher to potential editor participants. This researcher independently screened the academic profiles of library-based journal editors (group 1) and authors (group 2) and invited them by email to participate in this study (Appendix I: invitation email author). The following diagram illustrates the applied recruitment process.

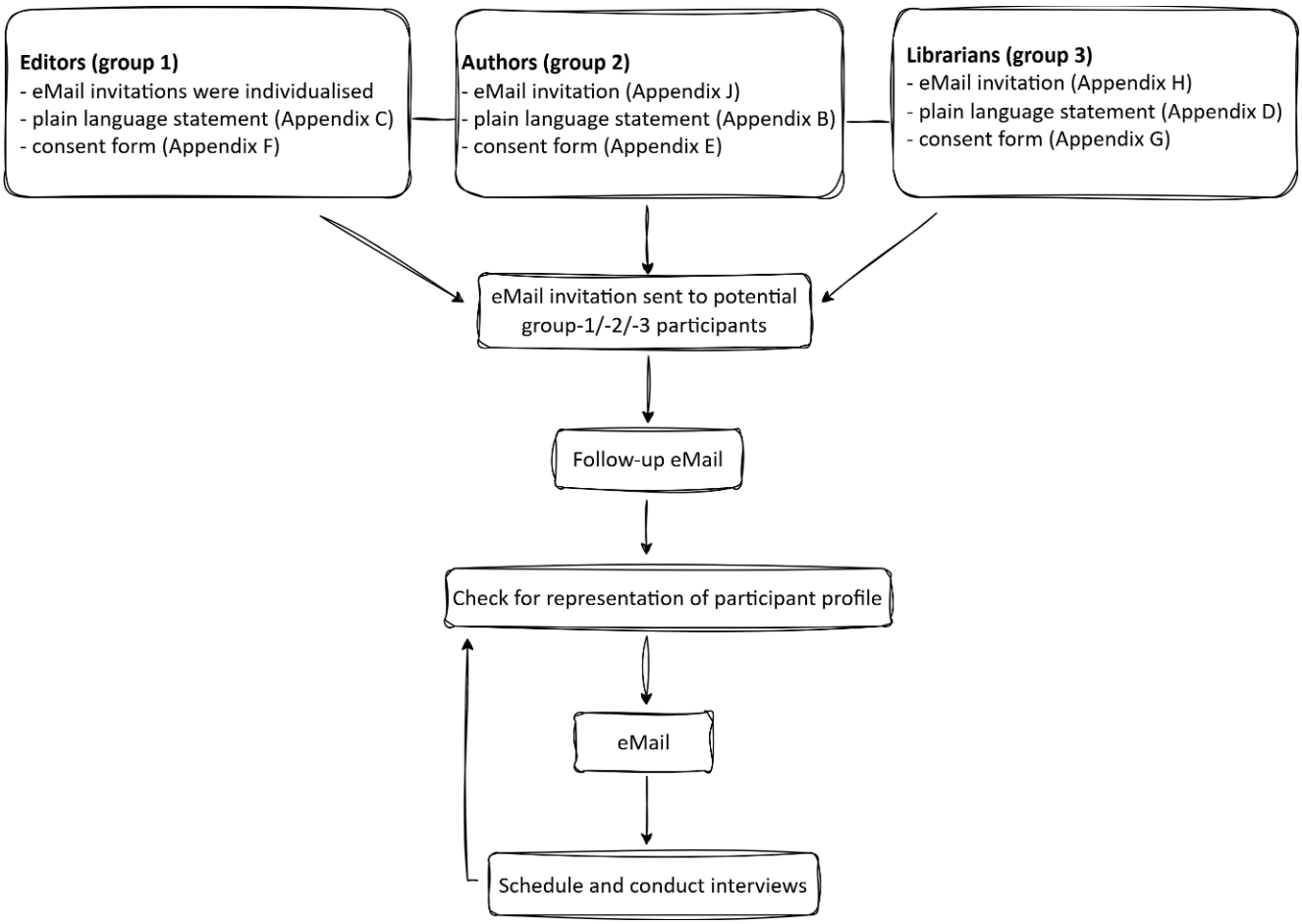


Figure 5: Participant recruitment process.

All potential research participants were required to agree to the study's requirements and must be willing and able to participate in the scheduled online Zoom interview at the agreed-upon date and time.

3.8 Research questions.

This research aims to explore and develop an understanding of the lived experiences of a purposeful sample of scholarly authors, journal editors, and librarians who were active in traditional and library-based journal publishing at the time of this research study.

The main research question frames this investigation as follows:
What are the experiences and understandings of authors, editors and librarians in relation to library-based scholarly journal publishing?

Two sub-questions operationalise the main research question:

1. How do study participants understand and negotiate their socio-cultural experiences and knowledge of scholarly journal publishing?

2. How do study participants' motivations of needs, practices, and values inform and decide behaviours in library-based scholarly journal publishing?

While each participant will individually reflect on their unique experiences and perceptions, these research questions support the researcher in streamlining the exploration of library-based publishing.

3.9 Data collection method.

This study conducted single interviews synchronously online, via Zoom, in an open-ended conversational style with twenty-four scholar and librarian participants, lasting, in most cases, between forty-five minutes and one hour. The key strength of online interviewing is the ability to be independent of time and geographic constraints, thus affording flexibility and convenience to all research participants (Archibald *et al.*, 2019). Possible risks of this research included the possibility of confidentiality being compromised and technological breakdown. However, both issues were considered by the researcher and the institutional ethics review board.

Interviewing for research purposes is a well-established and systematic data collection technique that contains structure, focus and purpose (Kvale and Brinkmann, 2009). It is also an interactive activity that results in socially constructed knowledge, while also allowing the researcher to learn from respondents those things that cannot be observed directly (Patton, 2015, p. 426). Within the social constructionist frame, knowing emerges during socially negotiated processes in the collaborative interview that are historically and culturally framed. This means that each interview participant not only actively and intentionally creates knowledge but is also responsible for that knowledge during the interview (Koro-Ljungberg, 2008, p. 430). I conducted each interview encounter using a semi-structured interview schedule with up to eight primary open questions (Appendix J: editor/author interview schedule; Appendix K: librarian interview schedule), designed for each participant group to guide the conversation. Topical questions included additional question/conversation prompts that the researcher drew upon (or not) as required and as part of the unfolding conversation. Although pre-prepared questions offer directional paths in the conversation, it is important to remain open to leads developed by the interviewees and rephrase questions for clarity to obtain adequate answers. This may also result in the researcher not asking certain questions after all, and disrupting the order of questions. By combining open-ended questions with attentive listening, participants are encouraged to mediate a free narrative of their individual lived experiences, whereas prompts serve to delve deeper in a more targeted and demanding fashion.

All interviewees provided self-described professional demographic information regarding their academic careers and statuses. Three of the twelve scholar participants were at the early stage of their academic career, six were at the mid stage, and three were at the late stage (see Table 1: Profile of scholar participants in Section 4.2). Conversely, two of the twelve librarian participants were at the early stage, nine were at the mid stage, and one was at the late stage of their career (see Table 2: Profile of librarian participants in 4.2). The two early-career librarians were new to the concept and practice of library-based publishing: they were in early-learning mode and held limited responsibility as members of their library's publishing team. In contrast, all other librarian interviewees had strategic input and decision-making power at the time of interviewing.

At the beginning of each interview, the researcher first reintroduced himself and restated the purpose of the research. He then reviewed the plain-language statement to address any questions or concerns and reminded interviewees that the conversation would be recorded confidentially and stored securely. Given the open and flexible nature of the interview, participants would sometimes jump ahead or return to issues already covered. They would, on occasion, digress and introduce seemingly unrelated issues that were less pertinent to the inquiry. It was, therefore, important for the researcher to focus on how interviewees experience and articulate meaning in terms of 'what' they speak of and 'how' they speak of it. That is, this interviewer had to account for the idiosyncratic characteristics of each interviewee by adjusting conversational tactics and techniques to maintain focus and flow in the interview. For example, I nudged the interviewee to return to the topic, gently intervened to prevent broad generalisations or adopted a deliberate naiveté to encourage the constructivist frame. To inspire interviewees to speak freely and create a sense of comfort, I emphasised from the outset that there were no right or wrong answers to any of the interview questions.

Approaching the interview process with an open mind and an encouraging manner helped me develop confidence and become more fluent with each consecutive interview. I began to recognise issues interviewees considered important to the aims and broader context of the research. I used this information to evolve the interview schedule iteratively, as particular topics were raised in earlier participant interviews.

3.9.1 Interactional dynamics in the interviewer-interviewee relationship.

This researcher is conscious of his professional embeddedness in the academic library and scholarly publishing fields. It would, therefore, be remiss not to acknowledge and consider the possibility of

potential power dynamics playing out during the interpretivist/constructionist research interview and their effects on the nature of the collected data. Employing the strategy of self-disclosure by answering questions and sharing experiences and attitudes on behalf of the researcher served to mitigate situational discomfort and encouraged respondents to open up to the interview process (Reinharz and Chase, 2003, pp. 79–80). Crucially, I self-identified and self-declared myself as a novice researcher (Chen, 2014) who holds some, but not comprehensive, knowledge of the concepts and practices of academic research. This researcher began each interview encounter by describing his role in the academic and research library field and his interest in scholarly publishing.

Even so, the traditional interview format (Brinkmann, 2012, pp. 85–86) can be seen as assigning asymmetrical dominance and power to the interviewer, who, due to their knowledge interests, directs and controls the conversational flow by asking questions and receiving answers from the respondent (Holstein and Gubrium, 2003, p. 4). Frequently, the interviewer arrives with a set research agenda and choreographs the conversation; interviewees expect to provide answers to scripted questions and may also want to be seen to please the researcher in constructing the shared situational experience. Kvale (2006) explains that no one approach to interviewing will ever be a harmonious quest for consensus due to its instrumental and confronting nature. However, this researcher disagrees with this notion because interactive semi-structured conversations differ in their methodology from structured (traditional) interviews and focus groups (Corbin and Morse, 2003, pp. 338–344). Using the Socratic interview style provides opportunities to balance power dynamics between the researcher and the respondent in the social process of co-constructing knowledge and meaning. Interviewees can contribute to shaping the direction of the dialectic conversation, and interviewers can respond through active listening and questioning. It is in this way – through viewpoints and accounts of *habitus* and 'social experiences' (Bourdieu and Wacquant, 1992, pp. 132–135) – that individual knowledge-creators contribute to contextualised knowledge.

3.9.2 Data transcription.

The researcher transcribed all interviews using OTranscribe (Bentley, no date) and Microsoft Word. OTranscribe enables researchers to transcribe audio recordings securely and confidently with the help of variable playback speeds.

Similar to the craft of interviewing, transcribing interview data is not framed by strict methods or rule-governed steps but is instead informed by the context of the study and the choices made by the individual researcher (Kvale and Brinkmann, 2009, pp. 17 & 180–181). The researcher transcribed all interviews to maintain a consistent written construction of the oral form. Undertaking firsthand transcription initiated the interpretive analysis process and enabled learning about my interviewing style. I could relive the interview situation from a social interaction perspective, which further aided the analysis of the meaning of what was said. I used the member-checking method to ensure authenticity, credibility, and trustworthiness in the transcription process by asking interviewees to review the transcript for accuracy. Participants were encouraged to edit their transcripts, noting any omissions or additions. The researcher replaced the real names of all participants with pseudonyms to protect their privacy and ensure anonymity.

3.10 Data analysis.

Data analysis in qualitative inquiry means systematically interrogating collected data to uncover meaning. The analytic process requires the researcher to organise and examine this data to reveal patterns, discover relationships and develop explanations that lead to interpretation, critique, and rational inference (Hatch, 2023, p. 186). Furthermore, emerging themes give shape to initially shapeless phenomena that researchers encounter during the data collection process and are trying to make sense of (van Manen, 2016, p. 88). The researcher of this research study combined the approaches of organising and interpreting data to develop a holistic/constructionist understanding of scholars' and librarians' involvement in library-based publishing.

Researchers often generate words or short phrases to categorise language-based data, such as interview transcripts. These meaning units symbolise and connect related and similar portions of text. The process involved is described as reflecting or coding (Vogt *et al.*, 2014, p. 13), which means recognising, interpreting, and translating transcribed words, sentences, or paragraphs relevant to the research. Saldaña (2021, pp. 361–376) classifies a range of available coding methods. The sheer volume of

potential approaches and their nuances signals to the novice researcher that coding primary data is a complex and demanding undertaking.

In addition, while this research obtained a largely internal (insider) understanding of the social and cultural context of library-based journal publishing, it applied a mixed approach to the heuristic generation of different codes and organised themes. This is due to the exploratory nature of the research questions, which required and prompted the researcher to employ both data- and concept-driven processes in analysing the interview transcripts. The data-driven (inductive) approach exclusively draws on raw interview data to generate concepts and themes (Thomas, 2006, p. 238). Codes are produced as concepts unfold through close reading of transcribed interview-text segments and as they speak to the research questions (Bradley, Curry and Devers, 2007). The researcher of this study recursively moved between data analysis and existing literature to derive meaning from emerging concepts and to obtain the most interesting empirical and theoretical knowledge. In contrast, the concept-driven (deductive) approach always bases analysis on preexisting literature and theory (Gale *et al.*, 2013, p. 3). It utilises what Saldaña (2021) refers to as a "start list" (2021, p. 40) of codes – an organising framework of themes grounded in previous information, such as prior research, logic, theory or interview questions (Schreier, 2014, p. 176) – generated before fieldwork begins and employed in anticipation that certain core concepts will be found in the data.

Although I initially began with a deductive set of codes based on the literature and the interview question guides, it was essential for me to maintain an open mind throughout the analysis phase and develop original codes generated from interpreting the accounts of unique library-based publishing experiences and perceptions offered by all participants, as contained within the transcribed interviews. Research usually begins with some knowledge about what may be discovered, but the researcher must always be open to original "constructions of knowledge about the human condition" within the field of inquiry (Saldaña, 2021, p. 41). Precisely because the processes of inductive and deductive data analysis co-exist in a complementary and dialectical relationship, they are particularly suitable for the interpretivist and social constructionist research approach.

3.1.1 Data coding.

The primary target of this research was semantic and thematic analysis, which involves the explication of meaning through understanding and interpreting participants' experiences, insights and viewpoints contained in the interview data. Hence, as a first step, I sought to organise and structure the raw data

using the deductive-inductive analytic approach. This was done by simultaneously listening to and reading the interview transcripts several times in combination with the interview guides. The activity revealed the following recurring conversation topics/categories: 1) path into academia/library-based publishing, 2) interaction between librarians and scholars, 3) experience of traditional scholarly journal publishing, 4) experience of library-based journal publishing, and 5) role as scholar/librarian. As a second step, I created representational codes (words or phrases that explicitly describe the interview data), followed by developing interpretational codes and themes (phrases or sentences that describe more subtle and abstract patterns, processes, and concepts).

Rather than attempting to set aside (i.e. “bracket” (Tufford and Newman, 2012, pp. 83–84)) my own understanding and conceptions of library-based scholarly publishing as part of the lived experience of scholarly journal publishing, and acknowledging that qualitative data analysis is an act of intellectual interpretation, I sequentially applied Watts's (2014) first-person and third-person coding systems to make sense of the interview data. The diagram below illustrates the approach conceptually.

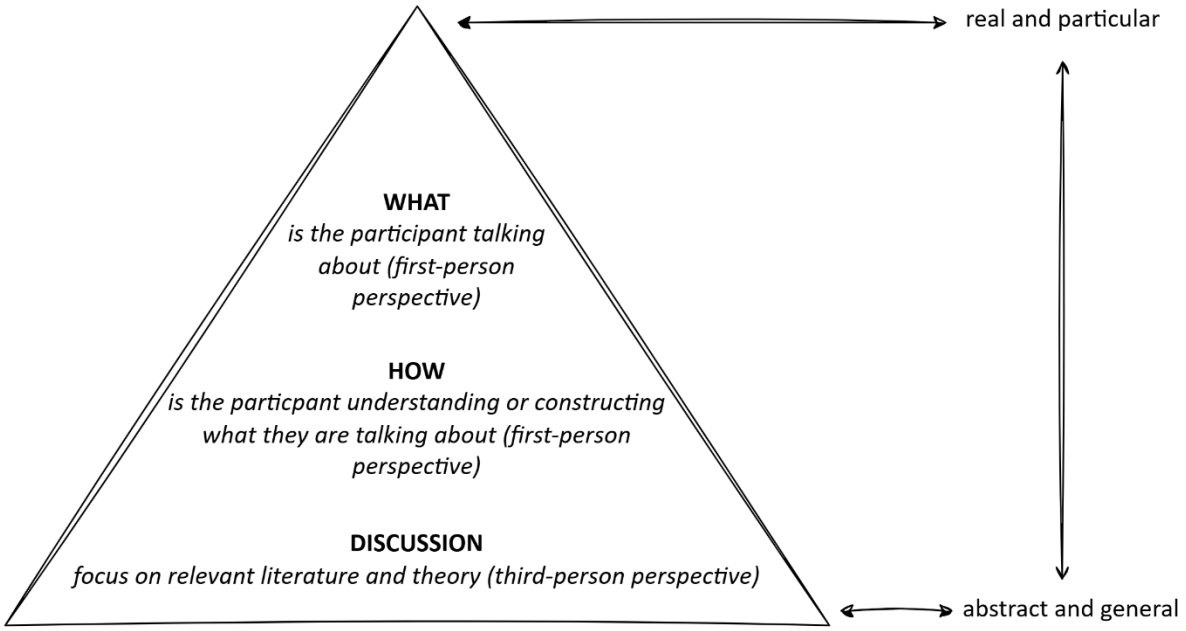


Figure 6: Dialectical stages of the data analysis process.

Coding through the first-person lens attempts to capture the ‘what’ and ‘how’ of study participants’ idiographic experiences, insights, and understandings. The researcher applies descriptive what-codes to describe discrete issues and topics that participants speak about in the interview data. This is followed by interpretive how-coding to illuminate constructions of understanding about the same issues and

topics. Watts (2014) explains that first-person coding represents the first act of interpretation from the perspective of the study participant as it aims at structuring and making "explicit [sic] the perceived nature of the thing being understood" (2014, p. 14). Outside of exploring and interpreting phenomena related to library-based journal publishing, the conversational-style interviews collected life story data and discursively engaged with what it means to be a librarian who provides library-based publishing services or a scholar who contributes to the library-based journal as an editor or author. This information was also inserted into the analysis process.

The following three coding examples illustrate the first-person coding system (or perspective) applied to the interview data.

'What' does the participant talk about?	**'How' does the participant talk about it?**
University expectation(s)	Frustration over perceived limited agency in publishing choice.
Knowledge collaboration	Learning took place through interaction with a librarian.
Rationale for journal choice	Journal status and/or prestige are/are not important to me.

Table 3: Coding examples.

Appendix L includes a sample of coded interview extracts to illustrate how the interpretive process was employed.

Computer-assisted (or aided) qualitative data analysis software (CAQDAS) supports the analyst in organising raw qualitative data and selecting and coding meaning units (Coffey, Beverley and Paul, 1996). However, the processes and subsequent outcomes are not only based on a device designed with a positivistic orientation towards the social and natural worlds, but may also encourage code overload, which in turn can lead to confusion at the point of data synthesis when categories, concepts, and themes are created (Roberts and Wilson, 2002). For these reasons, the researcher agrees with Watts (2014, p. 3 & p.5) that a deliberately non-technical approach to coding best serves the creative analytic process when analysing social phenomena and interactions articulated through the medium of language and captured by qualitative research techniques rooted in the social constructionist/interpretivist tradition. Accordingly, the researcher decided not to utilise a CAQDAS solution to evaluate and code the collected

interview data but instead applied a non-technicist paper-and-pencil-based approach, the result of which led to the development of twenty-nine topic themes (phenomena) mapped out in Appendix M.

On capturing the participants' first-person experiences and perspectives, the researcher returns to the now thematically organised data and adopts a third-person interpretive-analytic stance. This initially involves exploring and perceiving the data from the analyst's perspective, as well as considering the requirements of the research questions and aims. Text segments are screened to identify where participants explain and interpret their attitudes, perceptions, motivations, actions, and lived experiences. In addition to questioning or supporting the literature, interview extracts that reveal something distinct and thought-provoking about a theme are included in the final analysis. This process also involves drawing on the earlier discussed theoretical frameworks of Bourdieu's theory of social practices and Bernstein's theory of knowledge structures in Section 3.4.

Maton's Legitimation Code Theory (LCT) comes with theoretical and empirical tools that enable analysis and explanation of knowledge and knower practices in relational social fields, such as traditional and library-based scholarly journal publishing. In this research study, two analytic dimensions of LCT are applied to the data: ' Specialisation' and 'Semantics'.

The Specialisation dimension.

In LCT, specialisation codes of legitimation make explicit the idea that all practices and beliefs are oriented towards something (the object) and by someone (the subject) (Maton, 2014a, pp. 29–33). Epistemic relations (ER) emphasise the dimension between practices and their 'object' or focus, while social relations (SR) emphasise the dimension between practices and their 'subject' or focus. Each relation contains independently varying levels of strength in classification (+/– C) (i.e. the boundaries 'between' social field contexts or categories) and framing (+/– F) (i.e. the locus of control 'within' social field contexts or categories) that affect the formation of specific specialisation codes (i.e. knowledge codes, knower codes, elite codes, and relativist codes).

The table below classifies the features of each specialisation code.

'Knowledge codes' = ER (+C, +F); SR (–C, –F)	ownership and control of specialised knowledge, skills, contexts or objects determine the achievement of legitimacy, whereas actors' characteristics and attitudes are less significant
'Knower codes' = SR (+C, +F); ER (–C, –F)	actors' characteristics and attitudes determine the achievement of legitimacy, whereas ownership and control of specialised knowledge, skills, contexts or objects are less significant
'Elite codes' = ER (+C, +F); SR (+C, +F)	achievement of legitimacy rests in ownership and control of specialised knowledge, as well as being the 'right kind' of knower
'Relativist codes' = ER (–C, –F); SR (–C, –F)	achievement of legitimacy is neither determined by specialised knowledge nor knower characteristics and attitudes (practically everything is possible)

Table 4: Specialisation codes (composition and content of table informed by Maton and colleagues (2008, pp. 97–98; 2016, p. 13; 2014a, pp. 29–33)).

Epistemic relations identify 'what' can be legitimately described as knowledge (or 'truth'). An example is the curation, acquisition, and making available of closed-access subscription and hybrid journals by the academic and research library to library users. The specialised knowledge required to perform these tasks comes from comprehensive training in applied librarianship, experience and expertise in negotiating traditional/commercial publisher and vendor conditions, and through the academic discipline of library studies and information management (also known as library and information science (LIS), library science (LS), or information science (IS)). Knowledge of this kind is characterised by relatively strong classification and framing of epistemic relations, whilst measures of social relations are less important.

Conversely, social relations identify 'who' can claim to be a legitimate knower. An example of this is the practices of scholarly editors who partner with academic libraries to publish open-access journals in the humanities and social sciences. Here, the attributes of the scholar – being critically interrogative of distinct disciplinary conventions and norms relating to forms and practices of scholarly journal

publishing; being committed to problematising socio-structural boundaries in the journal and the publisher; and being open to learning with and from academic librarians – are emphasised as measures of legitimation that are associated with strong classification and framing of social relations and weaker classification and framing of epistemic relations. Social relations are based on the individual subject's natural, cultivated or socially based disposition towards a knowledge practice. Accordingly, for many scholarly editors and (some) authors involved in library-published journals, the emphasis is on the knower mode, where social relations to knowledge are marked by relatively strong classification and framing.

The Semantic dimension.

Practices in the scholarly journal are subject to semantic structures that fluctuate in intensity and can be analysed using semantic codes of legitimation. Paraphrasing the words of Maton et al. (2016, pp. 15–16), semantic gravity represents the degree of meaning of a specific social practice or symbolic idea in relation to its applied context. Meanings may denote different things, including "formal definitions, empirical descriptions, feelings, political sensibilities, taste, values, morals, affiliations, etc." (Maton, 2013, p. 11). The stronger the semantic gravity, the more meaning is dependent on context. In contrast, the weaker the semantic gravity, the less meaning is context dependent. In other words, semantic gravity operates on a dynamic continuum of weaker or stronger strengths wherein the meaning of practices and ideas becomes less or more abstract, respectively. In contrast, semantic density represents the degree of condensation of meaning within a specific practice or idea. The stronger the presence of semantic density, the more meaning is condensed within a practice or idea; the weaker the presence of semantic density, the fewer meanings are condensed within a practice or idea.

Reconnecting to the two examples used earlier in the specialisation dimension, library-specific knowledge processes that enable open access to closed-access and hybrid journals involve stronger semantic density, as these usually involve technical terms and practices, whose meanings are heavily condensed and complex. They also exhibit weaker semantic gravity because terminology and practices travel across most academic and research library systems and traditional/commercial publishers. Conversely, the critical questioning of the status quo of scholarly journal publishing within the academy by growing numbers of journal editors, authors and librarians is marked by stronger semantic gravity and weaker semantic density because meaning strongly depends on the context of scholars' institutional and disciplinary expectations and conditions.

3.11 Summary.

This chapter has discussed and outlined the logical and logistical approach used to explore scholars' and librarians' social and cultural knowledge practices in library-based journal publishing. It demonstrates how integrating a discursive social-constructionist approach, with its focus on the importance of social context and intersubjectivity, is an appropriate method for meeting the aims and objectives of this study from both epistemological and ontological perspectives. Knowledge structures were interrogated through the social realist lens, using a fusion of Bourdieu's theory of social practices, Bernstein's theory of knowledge structures, and Maton's Legitimation Code Theory. This researcher provided a detailed description of how the data were collected and analysed, and included demonstrative data analysis examples (Appendix L) to evidence how the interpretive process was employed. The purpose of a detailed overview of the analytic process is to account for and verify the study's findings, discussion and conclusion. The following chapters illustrate the result of the analytic process, including its conclusion.

Chapter 4 – Organisation and thematic overview of research findings.

4.1 Introduction.

While the earlier chapters, 1–3, locate the study's purpose, background, context and design, this chapter sets the scene for describing and interpreting the interview data in chapters five, six and seven. It does this by first providing snapshot information on the professional backgrounds and contexts of individual research participants to understand who scholarly journal authors, library-based journal editors, and academic librarians are. The researcher replaced the real names of all participants with pseudonyms to protect their privacy, ensure confidentiality and maintain anonymity. The second step describes the organisation of the interview data into conceptual themes and explores the nature of their interconnections as they relate to the findings chapters. Interview extracts in the findings chapters were carefully selected based on their representativeness of contextually emerging issues and concepts.

4.2 Participant profiles.

Participant profiles (Durdella, 2019) serve to create an impression of individual interviewees' subjectivities, characteristics, and professional interests within their respective disciplines/research fields and areas of applied librarianship that other scholars and librarians can relate to.

Scholar participants.

All scholar participants (scholarly authors and library-based journal editors) were actively engaged in research and publishing activities at the time of the interviews. Due to the complexity and differences in academic/scholarly career structures, research participants self-identified their position on the professional career-stage spectrum (Mantai and Marrone, 2023, pp. 799–800).

Pseudonym	Gender	Status	Career stage	Academic field	Description
Albert	M	Author	mid	Social sciences	Mid-stage career political scientist who has worked in different universities on temporary contracts. Prolific in his research output and publishes widely. Regularly consults with librarians to support undergraduate and postgraduate students as

					part of delivering his teaching modules.
Charlotte	F	Author	early	Mixed HSS disciplines	Early-stage career in human geography and environmental studies. Passionate about experimenting with publishing research in different ways and contexts.
Paul	M	Editor	Late	Humanities	Late-stage career philosopher. Publishes extensively and widely – books, book chapters, journal articles, etc. Received fellowships and scholarships from various institutions. Critical of the workings of the traditional publishing system and traditional editorial practices.
Finn	M	Editor	Late	Mixed HSS and STEM disciplines	Late-stage career environmental social scientist with a focus on policy analysis. Describes himself as a faculty member who does not need to publish in traditional journals.
Gabriel	M	Author	Mid	Social sciences	Mid-stage career political ecologist. Involved in extensive anthropological fieldwork. Experiments with different approaches to teaching, research and publishing research.
Luke	M	Author	Early	Social sciences	Early-stage career anthropologist. Took an unconventional route into academia (came to it later in life). Likes team-based research and

					publishing (multi-author works) as part of larger funded research projects.
Molly	F	Editor	Mid	Social sciences	Mid-stage career academic in environmental economics, policy and administration. Publishes widely and in different formats. Likes collaborating with other units in the university (research office, library, etc.). Focused on equity, diversity and sustainability-related issues in publishing.
Olivia	F	Editor	Mid	Humanities	Mid-stage career academic in English and Drama studies. Interested in different forms of publishing. Likes experimenting widely with like-minded co-authors (students and academic peers).
Owen	M	Editor	Late	Humanities	Late-stage career philosopher and archivist. Keen interest in print and digital publishing technologies and preservation of the scholarly record.
Samuel	M	Author	Early	Social sciences	Early-stage career postdoctoral researcher in global studies with a focus on climate policy. Open-minded about the modes and means of scholarly publishing. Interested in interdisciplinary research.

Sebastian	M	Editor	Mid	Social sciences	Mid-stage career academic in business studies. Interested in questions and consequences of scholarly journal publishing at the systemic level.
Sofie	F	Author	Mid	Humanities	Mid-stage career historian. Publishes widely. Collaborates with librarians to support undergraduate and postgraduate teaching.

Table 1: Profiles of scholar participants.

Librarian participants.

All librarian participants were professionally qualified and involved in providing library-based journal publishing services at the time of the interviews. Given the complexity and inherent variations in academic librarian career paths, professional titles, and library structures (Acadia, 2023), all research participants self-identified their position on the professional career-stage spectrum. The Library Publishing Coalition (LPC) asks indexed library-based publishers to self-assess the level of maturity – 'Pilot', 'Early', 'Established' – of their publishing operation in the annually updated library-publishing directory (LPC and Educopia Institute, 2025).

Pseudonym	Gender	Status	Career stage	Relative maturity of the library-based publishing programme	Description
Betsy	F	Librarian	Mid	Established	Professional librarian specialising in library and publishing technologies. Co-facilitates and supports the library-hosted journal management and publishing platform Open Journal System (OJS).
Daniel	M	Librarian	Mid	Established	Scholarly communications librarian. Manages the library-based publishing programme. Networks with academic colleagues and librarians in and outside the university. Contributes regularly to the scholarly literature.
Juniper	F	Librarian	Early	Established	Digital scholarship librarian. Supports digital open-access publishing for books and journals as part of the library's publishing programme. Interested in publishing-related sustainability questions.

Henry	M	Librarian	Mid	Established	Director of publishing. Manages the library-based publishing programme. Focused on community relations and technical services. Interested in diamond open access (publication/ distribution/ preservation of academic texts with no fees to authors or readers).
Jack	M	Librarian	Mid	Established	Director of publishing. Responsible for scholarly publishing and collection management in the library. Keen interest in open access, copyright, student engagement, economics of publishing, and bibliometrics. Contributes regularly to the scholarly literature.
Clara	F	Librarian	Late	Established	Scholarly communication librarian. Interested in library-based research engagement and sustainability in publishing. Contributes regularly to the scholarly literature.
Jenny	F	Librarian	Mid	Established	Digital scholarship and publishing librarian. Oversees book and journal publishing services in the library. Has input into creating and implementing the library's publishing priorities and policies. Contributes regularly to the scholarly literature.
Karl	M	Librarian	Mid	Established	Library director. Oversees strategy and policy for all library units, including the library's publishing

					programme. Contributes regularly to the scholarly literature.
Maria	F	Librarian	Mid	Established	Director of publishing. Responsible for publishing and open research in the library. Interested in the economics of publishing and experimenting with scholars in alternative approaches to publishing. Contributes regularly to the scholarly literature.
Michelle	F	Librarian	Mid	Established	Scholarly communication librarian. Broad interest base: metadata, information literacy, research support and publishing. Contributes regularly to the scholarly literature.
Oliver	M	Librarian	Mid	Established	Digital services librarian and subject librarian. Supports the library-based publishing programme. Engaged in teaching and outreach. Contributes regularly to the scholarly literature.
Phil	M	Librarian	Early	Established	Open publishing librarian. Engaged in publishing outreach and technical support (including journal platform customisation). Facilitates publishing workshops and contributes to technical publishing guidelines. Contributes regularly to the scholarly literature.

Table 2: Profiles of librarian participants.

4.3 Organisation of findings.

Upon completing the coding of the interview data, following Watts' (2014) first-person and third-person approaches (see Section 3.10), twenty-nine conceptual themes (see Appendix M) emerged, linking to 'influences' or 'processes' that inform the formation of the study participants' socio-cultural knowledge practices and lived experiences in the scholarly journal. As part of this research study's analytical frame, influences refer to external social and cultural patterns and structures that, in specific ways, affect constructions of agency in participants. Conversely, processes represent practices through which agents respond to and make sense of influences. The combination of influences and processes shapes individuals' socio-cultural sense-making and behaviour in scholarly journal publishing. It is an abstract approach to conceptualising the interview data that aligns with social constructionism as a useful device for explaining socio-cultural knowledge practices, learning, and understanding. The discursive social-constructionist perspective suggests that all phenomena in the social world are constructed and sustained through social practices. Within the context of this study's analysis, different processes and influences contribute to the formation of socio-cultural knowledge practices in traditional and alternative library-based scholarly journal publishing.

The data abstraction process resulted in frequent intersections and interconnections among the themes due to overlapping influences driving participants' knowledge practices as scholars and librarians. Consequently, the themes serve as holistic representations of the data, highlighting recurring commonalities that reflect the participants' perceptions, interpretations and understandings in an embodied manner. This researcher views this method of organising and presenting the findings in the data and analysis chapters as the most effective approach regarding logical orientation, narrative flow, and providing a rich and comprehensive picture for each conversation topic and conceptual theme within the social-constructionist frame. The final discussion and conclusion in Chapter 8 draw together the presentation and analysis of the research findings.

The data and analysis findings are organised into three chapters, 5 – 7, corresponding to the coded themes mapped in Figure 7 below.

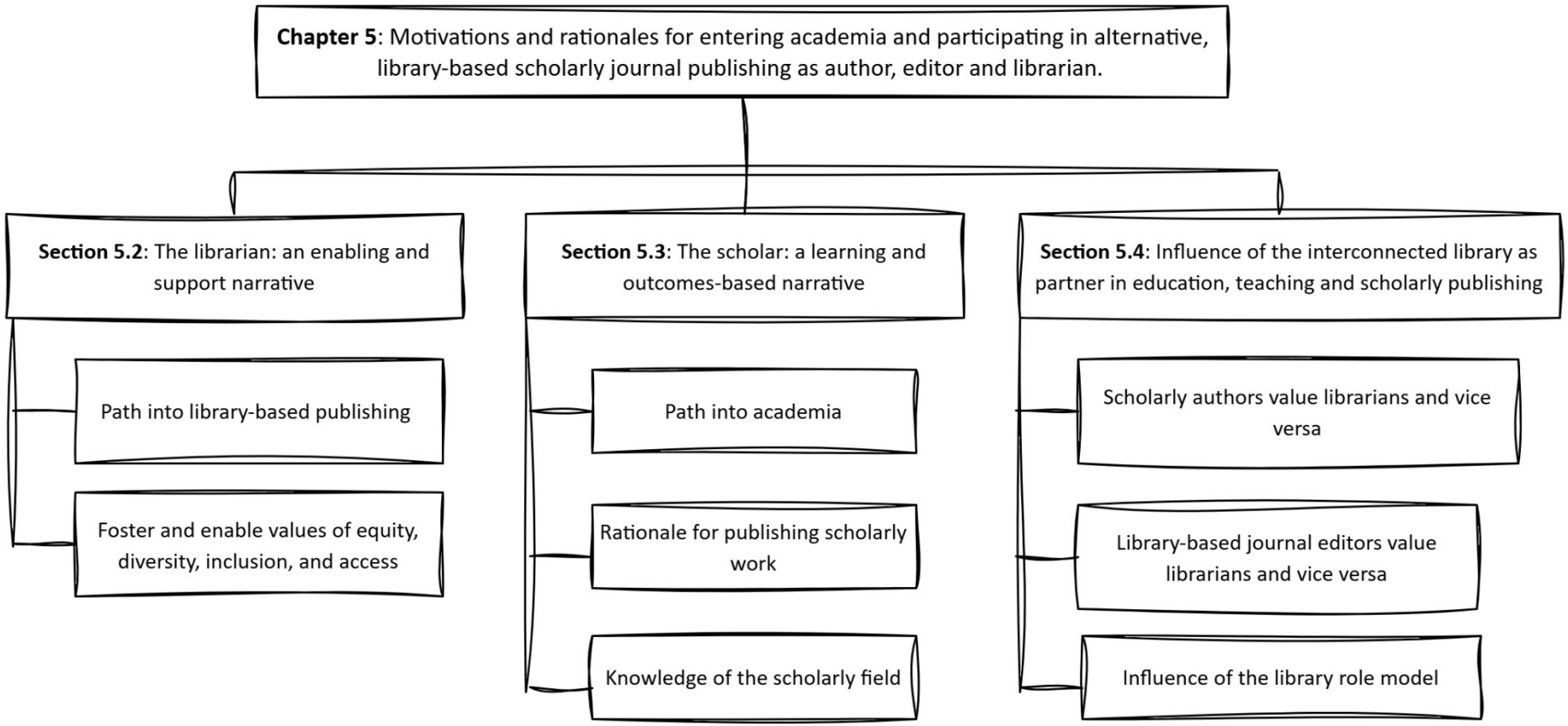


Figure 7: Guide to the structure and organisation of the data and analysis chapters.

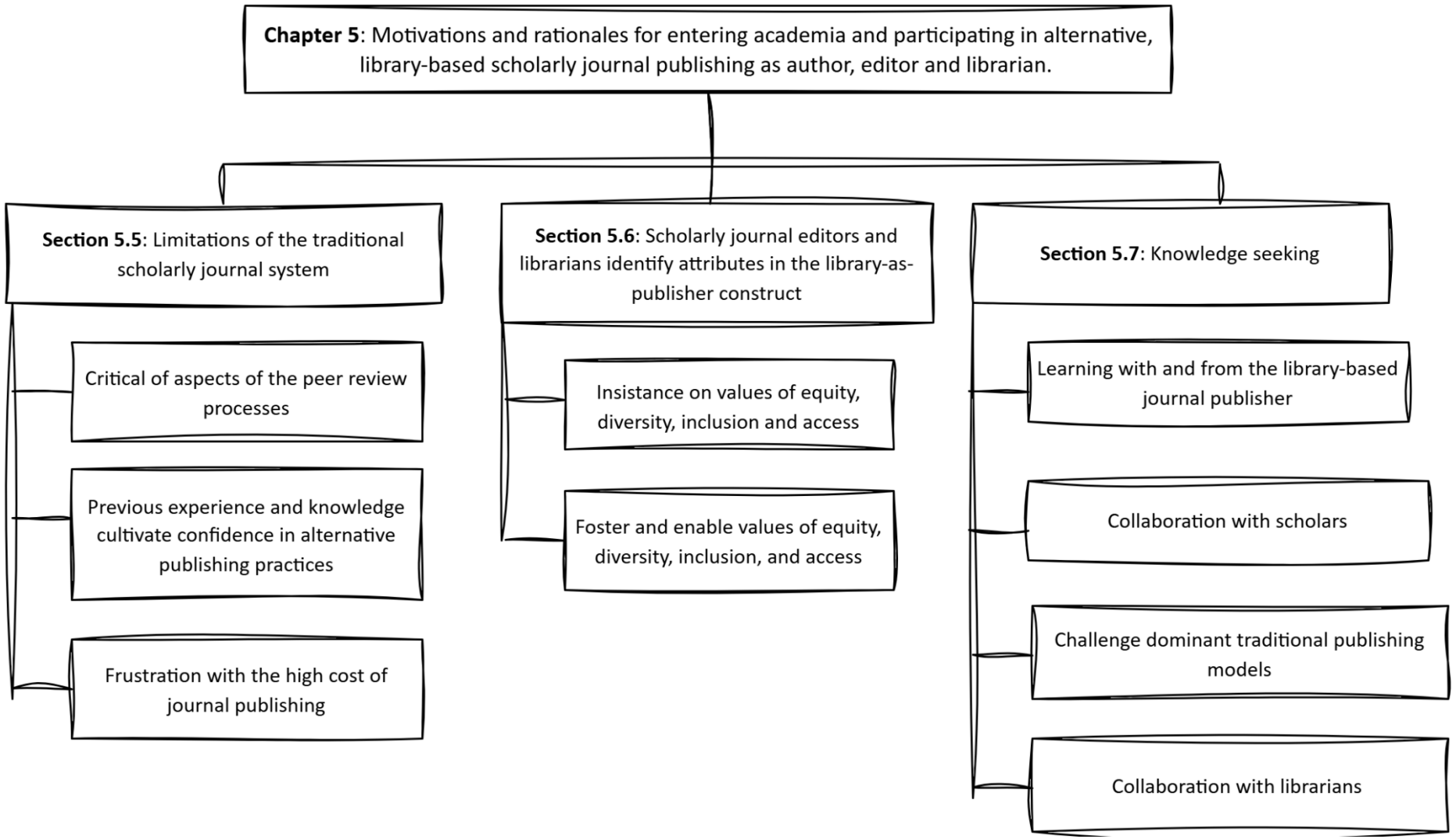


Figure 7: Guide to the structure and organisation of the data and analysis chapters.

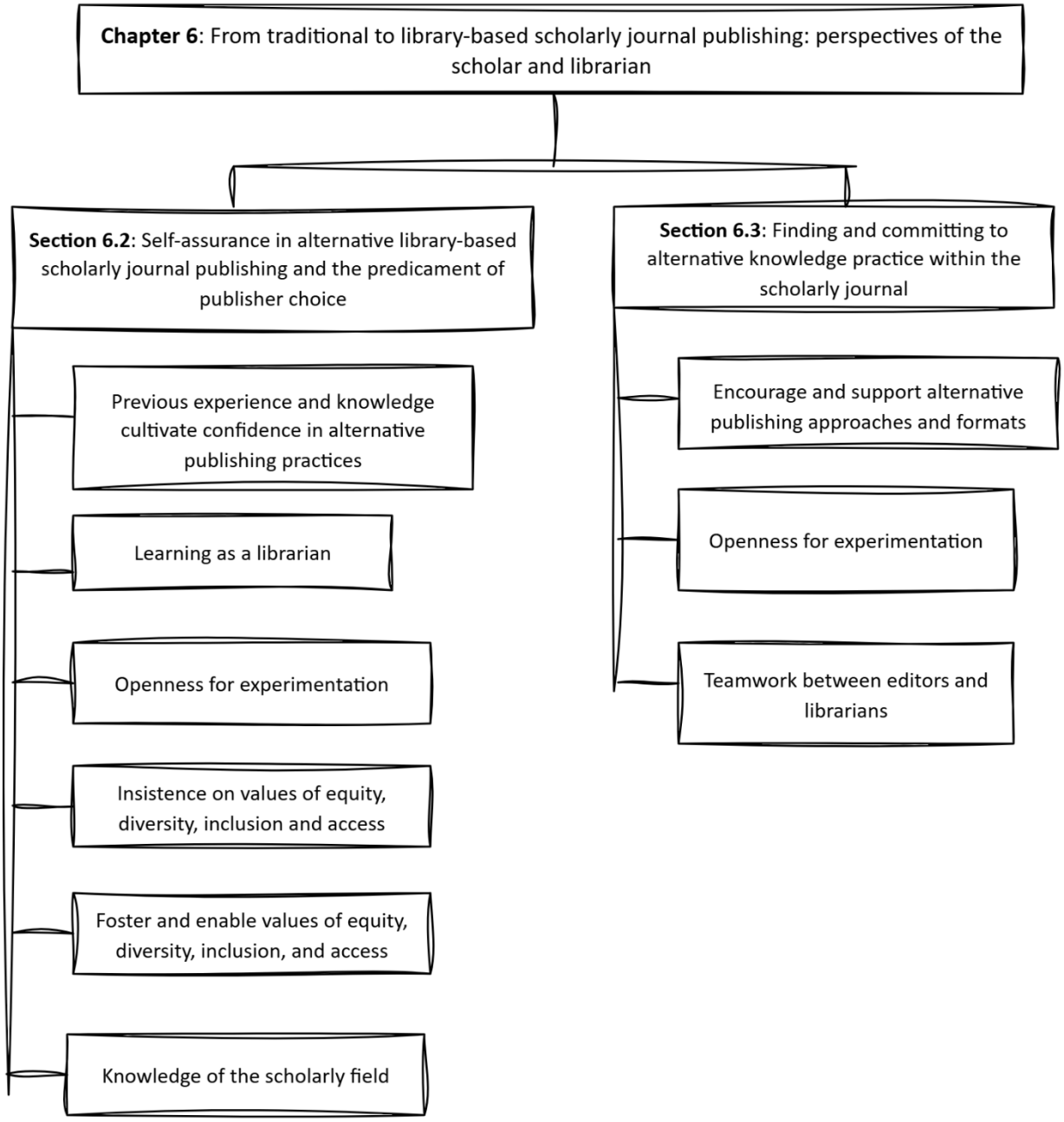


Figure 7: Guide to the structure and organisation of the data and analysis chapters.

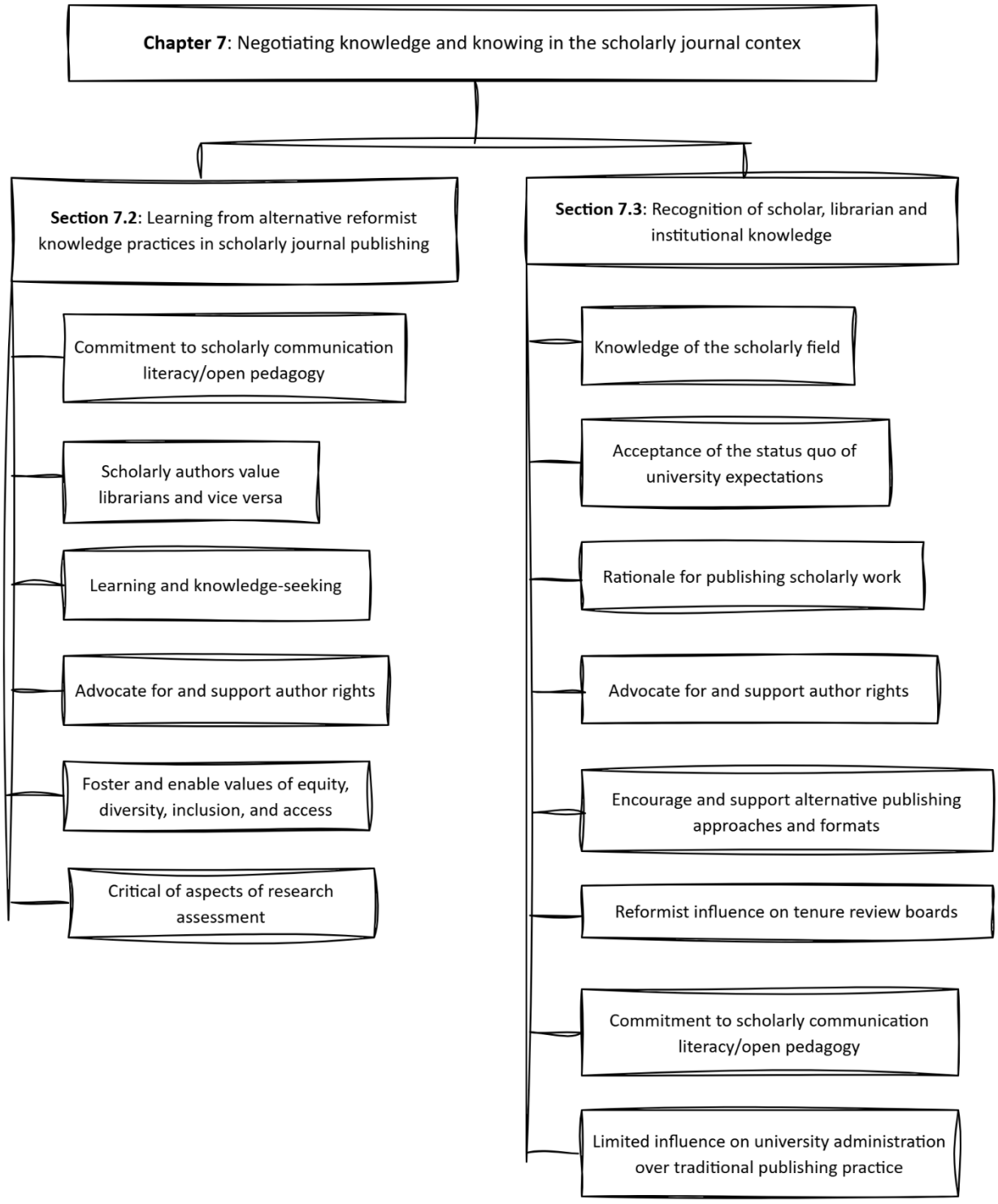


Figure 7: Guide to the structure and organisation of the data and analysis chapters.

Chapter 5 – Motivations and rationales for entering academia and participating in alternative, library-based scholarly journal publishing as author, editor and librarian.

5.1 Introduction.

Regardless of the factors involved, many scholars and librarians have, through individual practice and experience, crossed the boundary into the nascent and rapidly evolving library-based journal field to publish peer-reviewed research and other academic work. The findings documented in Section 5.2 of this chapter characterise how librarian participants in this study describe their motivations for taking up scholarly journal publishing as a fully integrated library service. Section 5.3 establishes how scholar participants understand their original rationale for entering academia, within which formal publishing is a central and career-defining activity. In other words, both sections explore the professional narratives of research participants as they find themselves in fields of practice saturated with symbolic capital.

The sections that follow are organised in reflection of the different themes obtained from the coding process. They concentrate on emerging issues concerning knowledge production as a form of capital and discuss the differential status of library-based and traditional journal publishing, including the importance of traditional library services. In particular, the themes 'influence of the interconnected library' (Section 5.4) and 'limitations of the traditional scholarly journal system' (Section 5.5) engage with the symbolic use of language to identify notions of knowledge as a form of capital held by participants, as well as concerns over collaborative publishing and journal focus and fit. The theme 'scholarly journal editors and librarians identify attributes in the library-based publisher' (Section 5.6) connects with the identification by actors of different forms of capital (attributes) in the library corresponding to journal publishing. The last Section, 5.7, 'Knowledge seeking', relates to participants' motivation to expand their scholarly publishing knowledge beyond the established boundaries of traditional practice. Questions and issues relating to symbolic capital and status, identity, knowledge, *habitus*, and field develop as agents enter and navigate the world of library-based publishing.

5.2 The librarian: an enabling and support narrative.

The selected and interpreted interview extracts in this Section identify and particularise the motives of five librarian participants to provide scholarly publishing as a core library service. The social construction of libraries as publishers and the role-modelling and cultivation of shared values in publishing play key roles. Without exception, all librarian participants expressed a desire to enable, support, and influence their library user communities' information behaviours and scholarly communication practices as the

motivation for working in scholarly journal publishing. Hence, the designation of an 'enabling and support' narrative reflects a key motivational rationale. The following five librarian extracts illustrate this narrative.

Phil's motive for being involved in library-based publishing reflects a general aspiration to transform published scholarly information into a common good that can be broadly shared and consumed. This goal also includes empowering scholars by offering alternative journals that publish mainstream and niche academic work, as Karl emphasises.

> *"I feel our primary motivations centre around shared values of service, education and access … I see library publishing as an excellent way to fulfil our mission, making information accessible and widely available. Traditional academic publishing often involves restrictive licenses and publication delays, while we strive to streamline the process and make scholarship freely available immediately upon publication"* (Phil, 2022, lines 5 and 13–16; sample interview text included in Appendix L)

> *"Ten years ago, when we started this* [library-based publishing] *it was me starting it … we wanted to provide venues for authors to share their work. So, add kind of a public-facing value or mission of sharing knowledge and then more specific, kind of, author-facing value. Providing opportunities for people to share things that may or may not always find a home in other venues"* (Karl, 2022, lines 6–7 and 12–16)

It is widely accepted that libraries are much more than repositories holding published information (Johnson, 2009b) and providers of information literacy skills (Carlock, 2020, pp. 5–7) for their users. The ways librarians and libraries reposition themselves in multiple new ways, such as developing alternative strategies for delivering and funding open-access publishing initiatives (Lewis, 2016, pp. 153–154) and offering scholars other routes to scholarly publishing (ACRL, 2024b), reflect the transforming roles and practices of libraries, leading to the development of new political and cultural capital. More specifically, the emphasis on values-led publishing represents the desire to serve the good of the library profession and its user communities (Budd, 2006), as well as change the conditions of scholarly publishing fields whose values can be measured based on specific characteristics and actions outlined in the FOREST framework (Lippincott and Skinner, 2022, p. 3). This framework proposes that an equitable and sustainable knowledge commons must account for (1) financial and organisational resilience, (2) openness, (3) responsible governance, (4) equity, accessibility and anti-oppression, (5) sharing knowledge, and (6) transparency. In a broader sense, Phil and Karl emphasise the imperative of moral action in applied librarianship (Labaree and Scimeca, 2008, p. 47) to create shared responsibility and

ethical action in scholarly publishing, thereby enhancing value creation in academic and research library practice and the scholarly disciplines.

The appearance of these characteristics in the librarian participants, as described and interpreted in their interview extracts, directly connects with the existence of epistemic knowledge gained from working in the academic and research library field, as well as social knowledge arising from exposure to scholars' behaviours in publishing and the practices of the traditional scholarly publishing field. Several librarian participants explained how a thorough understanding of the scholarly journal system emerged by critically examining their epistemic and social knowledge perspectives. The findings reveal how participants' field experiences and the attributes of traditional journal publishing provide the backdrop to their narratives.

Michelle's justification for involvement is found in her support for open access and experimenting with new approaches to publishing scholarly journals.

> *"So, in terms of reasons to continue being involved and values for my personal desire to be involved in this area sort of aligns with the things that I mentioned in terms of my institution … interest in open access and in supporting and testing out new publishing models."* (Michelle, 2022, lines 13–14 and 23–25)

For Michelle, wanting to realise open access and experimenting with alternative journal publishing models (economic, social and cultural practices) reflects the presence of knowledge acquired from up-close involvement with scholarly journals. Critical perceptions of existing practice are usually formed through direct engagement with, and regular exposure to, the scholarly journal system. For example, in his analysis of the place of the academic and research library at the intersection of scholarship practice and open access to published research, Willinsky (2018) provides a rational argument for libraries to be natural partners in collaborative and cooperative publishing with scholars. Although libraries increasingly assume the publisher role (Mangahis, 2020, pp. 30–44), publishing is firmly dominated by the traditional/commercial model (Scheufen, 2015, pp. 58–62). However, the experience of socialisation for Michelle and her library indicates the development of cultural capital and a social-epistemic knower perspective arising from experiential engagement with the publishing field.

Experiencing the inequities and imbalances of the traditional journal publishing system strongly influenced Maria and Jack, as well as their libraries. The extracts below show how both reflect on their close contact with traditional publishers.

> *"You know, some of it was when we saw commercial publishers start to think about open access publishing … it was really at that moment when we were also paying so much in subscription costs for closed-access journals that just things sort of didn't seem to add up as far as the money went … So, I think for me honestly some of it was, like, anger motivated me … I didn't understand why not take that next step and just become the publisher of some of the journals because nothing else was adding up. … I'm very interested in putting back the means of production into the hands of scholars themselves"* (Maria, 2022, lines 47–48; 52–54; 56–57; 67–68; 72–73)

> *"Primarily, it was a sense of service to our institution … But then, you know, also our attention to scholarly publishing issues more generally and having to break some big deals of our own and, you know, sort of reorienting ourselves toward more sustainable publishing in general. That helps also to kind of fill in some of that philosophical perspective"* (Jack, 2022, lines 4; 11–14)

Maria's and Jack's accounts portray disillusionment with journal publishers that follow the for-profit commercial model. They express their sense of duty to scholarship and scholars, combining this with a rationale for providing library-based publishing services. Both demonstrate a proactive initiative-taking attitude towards developing new socio-cultural knowledge practices to benefit their academic communities on campus and beyond. Both interview extracts contain the idea and wish for integrating innovative-transformative publishing practices, hinting at possibilities for alternative ways in the journal. Along with seeking to remedy the economic and cultural injustices of the commercial journal publishing proposal, there is also the drive to place power back into the hands of scholars through collaboratively developed knowledge practices based on shared value perspectives.

In this first Section, 5.2, individual librarian participants explained their motivations for taking on content creation in the form of library-based journal publishing. The following Section, 5.3, examines selected extracts to show how scholar participants explain their motivation for being involved in academia to improve people, practices and society.

5.3 The scholar: a learning and outcomes-based narrative.

To answer the research questions comprehensively and authentically, it is essential to understand the original rationale behind scholar participants' choice of professional academia as a career. The first reason to develop this understanding is that many people see being an academic as "a vocation and an identity … that embodies a certain sense of purpose beyond earning a salary" (Boden, Epstein and

Kenway, 2005, p. 9). The second reason is that institution and discipline-based justifications of "prescriptive" social practice, i.e. the written and unwritten policies, rules and key performance indicators on which to measure one's publishing behaviour, shape discourse on scholarly ethos relating to notions of 'oppression', 'freedom' and 'liberation' from management and ideology (Tesar, Peters and Jackson, 2022, p. 3). Witt (1995) observes in the publish-beyond-perish context that many problems associated with writing for publication could be solved if there were "a better understanding of the rationale for publishing scholarly work" (1995, p. 2). In other words, a scholar's ethos and vocational values drive and connect directly with the motivation, or non-motivation, to discover and engage with alternative socio-cultural knowledge practices in the scholarly journal. This section identifies the rationales and motives of four scholar participants to be scholars who, as an integral part of their activities, regularly publish in scholarly journals.

Outside the indispensable need to hold down a job, for most scholar participants, becoming and persisting in being a researcher and teacher originates from an intrinsic interest in fields of scholarly endeavour and the ability to contribute direct and indirect benefits to individuals and society.

Charlotte and Albert (both author participants) refer to questioning, wanting to make sense of, and the ability to contribute to *'real-world'* (Charlotte) constructs in the context of their academic work as drivers to work as scholar-practitioners (Wasserman and Kram, 2009, p. 13). A scholar-practitioner is someone who engages in the interplay between theory and practice.

> *"I guess it was my interest in learning about the world. Having a sense about real-world issues"* (Charlotte, 2022, lines 4–5)

> *"So, my goal in life has always been to do things that would help change the lives of individuals, of people. And in the social sciences we have the ability to do that"* (Albert, 2022, lines 6–8)

Charlotte and Albert state that the experience of being involved in the epistemic and ontological processes of their respective disciplines, and how they relate to and apply to social fields of practice outside the academy, forms a key part of their rationale for being scholar-practitioners. The ability to positively influence *'the lives of individuals'* (Albert) in a tangible way is an important reason to work in the social sciences. This is a significant finding in the sense that Albert is motivated by involvement in academic research and continuous learning, informed by the desire to communicate and apply knowledge in practical and applied settings, leading to demonstrable outcomes. While university systems

incorporate the characteristics of public good through the production, communication and application of knowledge to serve various agendas (e.g. social, economic, political, etc.) (Schwartz and Bowen, 2010, p. 318), they could also be interpreted as standard-bearers of developmental idealism (Gioia and Thomas, 1996, pp. 380–381). For Charlotte and Albert, the desire to learn about society and create new knowledge to effect social change requires acquiring different forms of capital to be effective and authentic in teaching, research and scholarly publishing. Whatever the scholarly communication context, gaining both social and epistemic knowledge about different forms of journal publishing leads to informed decision-making in publishing practice and publisher choice.

Luke (author participant) is drawn to scholarly work because of its ability to develop an understanding of cultures and social circumstances on their own terms.

> *"For me the attraction to understanding or to thinking about other cultures or other ways of knowing and being or whatever was just to scrutinise our norms and realise that what we consider, you know, how we define value and all that is basically largely a social construct. And looking at social alternatives in how other cultures define value and order is a useful way to reflect on taken-for-granted aspects of how we define the good"* (Luke, 2022, lines 35–40)

The opportunity to experience and learn about the socio-cultural norms, values and differences of social groups and their activities appeals to Luke. Luke confirms that he wants to be involved in his academic discipline as a means of understanding and critically questioning societal norms, moral values and cultural conventions (Spolander *et al.*, 2022). In contrast, Olivia (editor participant) asserts that being part of a community of creative scholars dedicated to their craft gives her fulfilment (Dawson, 2003). Her decision to become a scholar in the humanities did not coincide with a specific purpose or aspiration. Rather, it is the complementary nature of research and reciprocal learning that intrinsically stimulates Olivia to be a professional scholar who contributes to her field of practice and the scholarly record as a part of that.

> *"I had something to contribute and there are other people who are also contributing back in theses spaces … So, it's like a combination of kind of being rewarded from your work intellectually and socially, like having a community, doing your work in a community … That has lined up for me"* (Olivia, 2022, lines 12–13; 15–17)

There is a clear sense that both Luke and Olivia possess the required epistemic knowledge and cultural capital to navigate the doxa of their respective disciplinary fields. Having previously published research in

traditional and non-traditional scholarly journals suggests they are open to alternative ontologies and epistemologies in the publishing field, thereby expanding the body of published knowledge. In this sense, they are receptive to developing authority as social knowers of library-based journal publishing through collaborative practice in partnership with other scholars and librarians.

5.4 Influence of the interconnected library as partner in education, teaching and scholarly publishing.

The three extracts brought together here from three different scholar interviewees, commenting on librarians and libraries that leave an impactful, immersive impression, are examples of the individual practices, academic experience dimensions, skills, and knowledge that scholars bring to scholar-librarian interactions. The reality that the academic and research library, as an integral element of university structures and a partner in education, exercises influence in the broader realm of information resource acquisition, academic learning and research was pointed out by most responding participants. Three excerpts from three participants (two authors and one editor) are singled out and interpreted to demonstrate the effect that librarian expertise can have on scholars in the broader sense. The extracts portray the functional essence of the library's role in the university and offer insight into the relationship between manifestations of knowledge as capital and the status of social actors through library-based interactions in teaching, research and publishing.

The following three quotations from participants Sofie (author participant), Albert (author participant), and Finn (editor participant) demonstrate the narrative of the library-influence theme.

> *"I think of them as digital humanists, and I think of us as communicating as digital humanists, rather than us having a conversation as, like, faculty and librarian. Does that make sense? … So, it is less of a consulting them about how to do this and more we are peers in the same field"* (Sofie, 2022, lines 58 – 60; 64 – 65)

In the above interview extract, Sofie reveals her perception of librarians as colleagues or *'peers'* when consulting with them on library/information-related academic needs and working practices. By definition, the professional remit of the academic librarian differs from that of the academic historian. Although it is not immediately clear what competencies are referred to, particularly, and in what manner communications between Sofie and digital humanities librarians materialise, the conduct of librarians leaves a considerable impression. In this instance, Sofie thinks of librarians as professionally dependable equals, possessing both social and epistemic knowledge competence in equal measure. There is no additional substantive information to draw on besides Sofie's observation of librarians' perceived

behaviour in academic and research library consultations. However, it is realistic to infer that the status and conduct of librarians are commonly observed as knowledgeable and trustworthy when scholars seek advice and support.

In the next extract, Albert (author participant) provides a specific example of librarian expertise by referring to technical knowledge as part of his justification for engaging with the academic library.

> *"And the librarian was very helpful in trying to help* [me as a scholar] *understand this notion of systematic review and the kind of steps you need to follow … The presentation she gave and the follow-up that I had with her* [the librarian] *really gave me a good insight into how to do systematic reviews"* (Albert, 2022, lines 63–64 and 68–69; sample interview text included in Appendix L)

Albert (author participant) explains how the subject librarian of his university library delivered tailored training on the systematic review process in the social sciences to fulfil his own learning requirements and those of his students. He perceives the field manifestation of the librarian's attributes and expresses his motivation to obtain the necessary knowledge capital with similar characteristics. He refers to *'understanding'*, *'follow-up'* and *'insight'* as an embodied quality of librarians, who are imbued with powerful knowledge capital. The librarian's explicit deconstruction and instruction of the systematic review process as a particular method of literature reviewing reveals, in this case, their stronger epistemic relations to knowledge. Kogut, Ramirez and Foster (2022) attribute constructive scholar-librarian interactions to the art of client-focused collaborative librarianship practice. Albert acknowledges that he can use this newly acquired and collaboratively developed knowledge as a foundation for undertaking systemic reviews independently. He also implicitly suggests that ongoing professional support relationships with librarians (follow-ups) empower him as a university teacher and researcher.

In the final extract of this section, Finn (editor participant) makes a specific comment on the interconnected knowledge exhibited by librarians within the context of scholarly journal publishing.

> *"So, the library system has a law library, it has a biomedical library, it has the more traditional liberal arts libraries, it has the big-time science and engineering libraries, it has professional schools, I mean it has all of those. So, when I'm talking to people* [librarians] *in publishing services* [in the library]*, they are able to connect into a very big network of professionals who run the gamut of the range of knowledge bases that the university has"* (Finn, 2022, lines 468–472; sample interview text included in Appendix L)

There appears to be the creation of holistic wholeness – a Gestalt moment[18] – in Finn's description and interpretation of the library system. He emphasises the centrality of librarian knowledge and practice to the university's mission. Finn expresses confidence in his home library's interconnectedness within and across the disciplines, making it an attractive proposition as a knowledge partner in scholarly journal publishing. He believes librarians also hold strong social relations to knowledge, which is implicitly contained in the statement *'they are able to connect into a very big network of professionals'*. The epistemic quality of librarians' holistic and specific knowledge, which can be high in semantic density, is a form of professional capital contributing to librarianship status in traditional library work and scholarly publishing. Professional knowledge in scholarship and library practice plays a role in influencing habitus and informing agents' field positions and, consequently, their status.

Albert's and Finn's interview extracts demonstrate how knowledge as professional capital contributes to the structural habitus, boosting librarian and scholar confidence in the field. Confidence is built up through dispensing and acquiring knowledge. It develops to become a form of capital as it empowers the habitus of librarianship through its connection to scholarly practices, including publishing, and vice versa. Albert develops confidence and motivation to act for himself, arising from epistemic knowledge in the librarian, whereas Finn relies on the networked knowledge and expertise of the library.

Galbraith, Garrison and Hales (2016) found that librarians holding faculty status have better relationships and stronger influence on scholars and their field practices. This can be seen to have a motivating effect on collaborative projects in different fields of scholarly practice, which also connects with Mullins' (2012) findings that scholars expect librarians to be versatile and knowledgeable professionals who can be relied upon to support information and practical publishing-related needs. The capital that contributes to creating a thriving library-based publishing field comes from knowledge acquired in interconnected fields and epistemic relations developed from consultations between scholars and librarians. In evidencing context-specific and epistemic knowledge, the library-based publishing habitus (the disposition to practice that identifies scholars and librarians and by which scholars and librarians identify themselves) demonstrates a feel for the game (Thomson, 2012) in this subfield of knowledge production (scholarly journal publishing), which has the potential to influence other actors, including scholars and librarians, who may want to emulate this habitus.

[18] Gestalt is German for 'form', 'whole', or 'pattern'. It describes a figurative and simultaneous understanding of a particular experience within the individual (Schwinn, 2007).

However, the combined influence of librarian behaviour and knowledge may contribute to tension and frustration experienced by scholars who are caught between the desire to publish in library-based journals and the perceived requirement to publish in traditional journals.

This section has demonstrated how library habitus and knowledge capital can be observed across information literacy education, systematic review instruction, and scholarly publishing, drawing scholars towards library-based publishing. In interacting with librarians, scholars observe librarians and make inferences about their epistemic and social knowledge capabilities. In the next section, the role and responsibility of the scholar and librarian are referred to as both liberating and constraining in meeting the needs for autonomy and authority in the journal publishing field. Study participants reflect upon some of the limitations and opportunities of traditional and library-based publishing.

5.5 Limitations of the traditional scholarly journal system.

The interview extracts discussed in this section illustrate how scholar and librarian participants feel that prevalent social and structural field conditions influence their activities and opportunities in scholarly journal publishing. Each account reflects on a particular situational context or set of field-based circumstances. A common thread throughout all extracts is the explicit or implicit wish for more participatory influence and reformist innovation in the field, which participants feel would enhance individual actors' sense of autonomy, power, and control. The 'struggle for freedom', triggered by perceived limitations of the traditional publishing system, has created a counter-push-and-pull effect in many university institutions and the socially contextual habitus of individual scholars and librarians who accumulate knowledge and practice capital as field conditions shift and change.

This section begins with an interview extract from Paul (editor participant), who reflects on the sentiments voiced by himself and other scholar colleagues who have been, or were in the past, editors of library-published journals for several years and claim extensive experience as published authors in traditional-type scholarly journals. In the extracts that follow, a desire for more ethical and workable open access models (Charlotte, author participant), flexibility in cross-disciplinary and unorthodox forms of publishing (Samuel, author participant) and the challenge of supporting and sustaining journals in niche research fields (Jack, librarian participant) emerged as important prompts for engagement with library-published journals. While explanations of motivations and rationales differ, the underlying impulse to regain some form of control over social practice and expand constructive cooperative opportunities in publishing, generally, is widespread. The final extract (Daniel, librarian participant)

exemplifies the publishing knowledge that librarians engender in student employees, who are often essential in operationally sustaining library-based journal initiatives. Issues of perceived versus actual knowledge, power and status take centre stage.

Paul's response reflects the views held by many scholar participants (editors and authors) interviewed in this study, whereby certain rhetorical and procedural conditions of traditional scholarly journals have become principal motivators for engaging with independently innovative and alternative-type journals. Paul is a well-published senior scholar who maintains that without epistemological reform, achieving a notable shift from customary expectations and practices of the disciplines (or research areas) in journal publishing will be challenging.

> *"The literature has become hopelessly formulaic. And so, I haven't tried to publish in any journal for a while. I can't get past the referees because my work is not formulaic enough. It doesn't follow the template that they are looking for"* (Paul, 2022, lines 113–115)

A sense of academic unfulfillment resulting from perceptions of structural and performative rigidity in the routines of many traditional journals, coupled with a desire for more creative freedom and epistemic tolerance in the context of editorial practice, transpired as motivating factors to engage with the idea and practice of alternative and library-based journals. Many scholars wish for increased influence over processes in the journal regarding authority, status, and power. The understanding that emerges from the interpretation of this extract is a growing need for a sense of agency and autonomy in the knowledge practices of publishing. All editor participants, in particular, want to be more influential on the most basic and deciding patterns in social-professional life, i.e., to overcome the systemic regulatory constraints of relevant social, epistemic, prescriptive, and performative structures in the scholarly journal.

In the next extract, Charlotte (author participant) articulates a critical assessment of the economic limitations of the mainstream journal in relation to the practices and ethics of access to published journal content.

> *"Well, I think that the journal publishing system is really messed up. Like, I think loads of the ways in which open access works are really flawed. I find it upsetting how huge the profit margins of a lot of the journal companies are when it is built on so much unpaid labour, when the authors of the pieces are not paid, the editors of the journals are not paid, but these huge profits are creamed off*

> *either for open-access charges or through creating these enormous paywalls through subscriptions"* (Charlotte, 2022, lines 86–91)

Charlotte speaks of her awareness of the complex cost and access challenges posed by open-access, hybrid and closed-access journals. Depending on circumstances, for Charlotte, publishing in scholarly journals is both restricted and restricting. Her implicit perspective suggests that the economic conditions of traditional/commercial journals should be reformed so that a sense of fairness in corporatised publishing can be established, thereby restoring scholars' power of agency and choice. Moreover, Charlotte thematises the broader inequities of the for-profit commercialised approach in many scholarly journals (*built on so much unpaid labour*), albeit without providing specific referential examples to illustrate her point.

Samuel (author participant), despite being an early-career academic with relatively limited publishing experience and holder of successive precarious university employment contracts, wants to realise creative research opportunities through cross-disciplinary activities and publish partially heterodox outputs. In the below extract, Samuel recalls experiences where established discipline- or field-based approaches to publishing hindered his drive for experimentation and originality.

> *"Well, I mean, on several occasions I have aspired to be transdisciplinary or multidisciplinary in my writing, and one of the big challenges is that if you want natural sciences to read it, you have to somehow be able to say it in less than 6000 words. That just doesn't work with a lot of ethnographic research, for example"* (Samuel, 2022, lines 184–186; sample interview text included in Appendix L)

Samuel offers an interesting insight into his publishing experience as a scholar who seeks to be creative and innovative in his work by exploring the possibilities of alternative elementary structures and designs in scholarly articles. He provides the example of word-count (space) restrictions, required by many journals (traditional and otherwise), which, in turn, predetermine the question of ontological structure from the outset.

Although Samuel offers no information about how to address this challenge within the multi- and transdisciplinary research context, the researcher assumes he consults with other cross-disciplinary colleagues on how to overcome the problem of journal-imposed structural limitations. The experience of sometimes being limited by disciplinary and/or practical orthodoxies in publishing has had an impact on seeking journals that are nonconformist or flexible in their epistemological and ontological approaches

vis-à-vis the mainstream. The knowledge arising from the circumstances of conventionally prescriptive journals not only contributes to new ideas for rethinking ways of doing publishing but also enhances self-awareness of the processes of the scholarly journal among scholars. It is reasonable to suggest that Samuel's knowledge from the learning of his experience in research and publishing demands more influence on the developmental trajectory of the journal medium. Generating new epistemic knowledge through the lived experience of alternative practices in journal publishing allows for scholarly emancipation and creative autonomy, particularly for early-career scholars, many of whom will influence the socio-cultural future trajectory of scholarly journal publishing.

The following extract continues the discussion about the break in the dualism of traditional journal publishing and possible alternative approaches, such as the library-based journal. Jack, an experienced librarian with an extensive understanding of the library and publishing fields, frames his argument to change the nature of scholarly journal publishing from the perspective of safeguarding the topical diversity of existing and forthcoming journal-published output. Jack is keenly aware of the need for knowledge marketisation in commercial journals, which fuels the scholarly knowledge economy and can marginalise less-frequented research fields serving smaller populations.

> *"There is a really niche journal* [published by scholars in the university] *… it's very specific. And I think to myself, oh, well it would be really neat to get that and sort of include it in our stable of publications, because hopefully we can take care of it and keep it available, because that's the sort of thing that I think might otherwise be lost. … But I also need to be thinking about how can we help make sure this journal is preserved. So, there is some of the traditional* [library] *infrastructure that I don't want us to forget about"* (Jack, 2022, lines 146; 148–151; 119–120)

Jack speaks about the motivation of libraries involved in scholarly publishing to support and sustain niche research areas and associated journals. At the same time, the desire of his library to maintain and expand responsibility, status and power is implicitly evident. Jack provides three clues to this end: a declared obligation to service, an emphasis on the library's traditional role, and a determination to develop an enhanced library identity through the publishing function. Jack and his library embrace the opportunity for structural and social knowledge development by offering to host and support scholar-led publishing in cooperation with the library as publisher.

The collaborative endeavour of library-based publishing presents actors with experiences and learning opportunities to develop new professional capital. Professional capital, which here denotes new social

and practical knowledge and experience, cultivates the habitus of scholars and librarians as they engage with publishing in their respective scholarly fields and subject areas. To this end, the dynamics between habitus and the social field facilitate and regulate each other reciprocally. As we have seen, librarians collaboratively share and seek new knowledge to enhance and grow their stores of capital. Given the strong competitive power of the traditional publishing system, neither librarians nor scholars can always translate acquired new knowledge capital into alternative practice. Hence, manifestations of librarian and scholar habitus within the wider publishing field may not reflect the full spectrum of knowledge capital accumulated by both librarians and scholars over time.

Jack's next account below creates a narrative of professional sureness containing the markers of reliability, knowledge, honesty and respect. This illustrates a reflexively framed ambition towards achieving change in publishing practices.

> *"And one of the other parts is sort of an expertise that I think helps make us* [the library] *more trustworthy, is an awareness of the publishing landscape. You know, if we're able to talk to them* [scholars] *about, well, yes, I'm familiar with those journals and I'm familiar with these publishers and I know the interactions that have occurred over the last few years, so I think that helps as well. And I'm not trying to pretend any command of the subject matter"* (Jack, 2022, lines 78–83)

Jack qualifies the status of librarians in scholarly publishing. This insight provides us with another significant aspect of the library-based publisher. Creating the prospect of being perceived as a knowledgeable knower of the methods of journal publishing and their implications for the wider publishing system has the potential to assign greater status to the library and librarians from the perspective of scholars.

Scholars and librarians often draw comparisons between themselves and different publishers in the field. In this regard, possession of publishing knowledge (social and technical) is a critical form of capital used to confer status. At the same time, processes of comparison can produce group differences and frustration; for example, many university systems, due to systemic performance expectations and imposed functional role perceptions, struggle to account for the opportunities of habitus transformation in scholars and librarians arising from their increasing knowledge capital.

Bourdieu uses the term hysteresis (Hardy, 2012, pp. 127–131) to describe phenomena of disruptive change that dislocate habitus and restructure fields of practice, such as scholarly journal publishing. In

this, people will experience a disruption of relations between the field and habitus caused by new publishing experiences and the response to imposed field conditions differently. Yet, hysteresis can also be of value if new field conditions are introduced gradually and adopted voluntarily. In this case, scholars, regardless of academic seniority, can embrace new publishing opportunities, grow their knowledge capital, and critically evaluate the residual effects on habitus. Disruption between field and habitus offers individual agents – scholars and librarians – the opportunity to readjust or even elevate their status and position in the field.

In all this, the concept of agency transcends the limitations of a perceived environment or response to undesirable circumstances specific to a particular place and/or time. According to Emirbayer and Mische (1998, p. 964), agency has been insufficiently theorised and should be reconceived as a complex internal dynamic which offers a new perspective on the problem of free will and determinism. Biesta and Tedder (2007, p. 135) argue that agency is a three-dimensional product, taking in past events, the present and alternative possible futures. The ability for scholars to publish in alternative, library-based journals enables Jack (librarian participant) to engage with scholars on scholarly communication-related matters. For Samuel (author participant), it means opportunities to create personal scholarly value and professional capital. We can also detect a call for alternative publishing paths (based on existing economic limitations in many mainstream choices) in Charlotte's (author participant) declaration that many paths to open access are *'really flawed'* and, in Paul's (editor participant) reflection, a desire for editorial open-mindedness in the structures of the scholarly journal.

In the final extract of this section, Daniel (librarian participant) refers to the continuous build-up of scholarly publishing knowledge through collaborative, experiential learning with students whom the library employs to support library-based publishing projects.

> *"We also involve students in the work itself in support* [of library-based journals]*. So, we have X students now on our staff. And they are trained in everything from copyediting to layout and design to all these things they can support your* [scholar-led] *journal that you probably don't have expertise in those particular areas. And those students themselves are gaining skills and knowledge … I always feel like I'm the scholarly communications librarian, and I can teach until I'm blue in the face, but really the best way you're gonna learn it* [publishing] *is by doing it"* (Daniel, 2022, lines 255–259; 266–268)

Daniel focuses on developing professional capital by educating student employees in the practices of the scholarly journal. In addition, his approach entails disseminating socio-culturally related knowledge

among students, some of whom may become professional scholars with influence on future university strategic publishing decision-making. In this way, Daniel builds up powerful knowledge (professional capital) in individual scholars and, potentially, across and within the broader university system. The phrase, *'the best way you're gonna learn it is by doing it'*, is of primary importance in this extract. What does Daniel mean by this? Again, the issue of status springs into focus concerning knowledge acquisition and position in the field. Daniel insists that knowledge and expertise as a library-based publisher are best communicated and made visible to the scholarly community through cooperative learning and practice in the field (we can infer that the employment of students in support of library-based journals is transparently communicated to journal editors). One possible interpretation of this phrase is Daniel's recognition and acknowledgement that student employees are at the lowest rank in the library-based publishing infrastructure and, for that reason, relatively unknowing.

However, another interpretation could be an acknowledgement of the conceptual and practical knowledge that student employees themselves contribute and develop due to the active and collaborative learning practices engendered by librarians. Daniel states that *'they are trained in everything'*, which may express almost a reverse logic by which motivated junior scholars are also seen to bring new knowledge insights to the library-based journal. There is a realisation that the combination of 'teaching publishing' and 'learning-by-doing publishing' represents the essence of team-based journal publishing between student employees, professional scholars, and librarians. Working with university students in applied publishing facilitates new learning. It is a logical extension of existing practices already present in other service contexts of the traditional academic and research library.

The following section describes how the professional attributes that scholars and librarians perceive in the library-based publisher may be identified as an active yet emerging journal publishing habitus.

5.6 Scholarly journal editors and librarians identify attributes in the library-as-publisher construct.

The extracts in this section illustrate how some librarians and scholars cross the boundaries of traditional professional practice in the field by spotting different attributes deemed relevant to scholarly journal publishing. Scholar participants (journal editors) conveyed experiences with librarians (libraries) they work with in journal publishing, and librarians relayed self-observations about their publishing services propositions. Librarians identify unique qualities and characteristics in the library-based journal that they feel many scholars (authors and journal editors) perceive as desirable in the broader field of professional scholarly journal publishing.

While both interview extracts by Olivia (editor participant) and Karl (librarian participant) describe common attributes of recognition in journal publishing, of features commensurate with traditional journal publishing practice and an emerging library-based publishing habitus, there is a distinctive quality to the extract from Olivia relating to scholar-experience insights from moving from the primary traditional journal publishing field to the library-based publishing subfield.

Olivia (editor participant) gained experience with library-published journals through critical engagement with librarians and traditional publishers in the field.

> *"…working for a commercial journal publisher they have to think of the bottom line, right, and that can drive certain decision making … libraries are dedicated to information exchange, that is the driving of libraries … they are less invested in restricting you as a journal than they are in facilitating. So that I see as one of the major strengths. There is also ways that digital scholarship … they* [librarians] *are really good folks to be sharing that kind of expertise with folks like me, journal editors … they* [librarians] *can help not only trouble-shoot immediate things, but also looking forward to developments that are really happening ... Most for-profit publishers I don't think would be specialised enough or even be thinking about some of these principles of access"* (Olivia, 2022, lines 505–506; 510–511; 513–517; 521–523; 531–532)

Olivia describes empirically perceived attributes of the library-based publisher, centring on inclusive socio-cultural and technical knowledge creation and sharing as opposed to the instrumental logic of commercial publishing (*'they have to think of the bottom line'*). Olivia observes these qualities of library-based publishing as desirable assets of identity for the library as a publisher.

Karl (librarian participant) is an experienced dean of university libraries whose service portfolio includes traditional scholarly communication support and library-based publishing. Using a metaphorical analogy, he illustrates a related quality that a library-based publisher can offer to the scholarly research community. Although Karl emphasises the importance of his library's remit to support scholars' traditional publishing activities through conventional library services, it is equally essential for his library to deliver author-facing value through alternative, library-based journal titles.

> *"…an individual library can make a unique contribution … if you think about beer and you walk into any kind of bar in the States, every bar is gonna have a certain handful of beers on tap. And those are what I would liken to a kind of a library's commodity collections. Everyone can buy a book* [or journal/article] *that are in the marketplace, and everyone has the same bestsellers on their shelves. So, in that way a certain library isn't necessarily providing unique value as opposed to another one. But if say you have a regional craft or micro-distillery or brewery that is unique where you're*

> *creating something and maybe you can only get it on tap at that tap house or brewpub, it's the same kind of thing. The library is publishing things that no one else is publishing, whether that is from our faculty or students or other authors, and we are then providing unique content and knowledge in the same way you're providing access to commodity content, but everyone else has that commodity content too. Only we are able to provide access to the things we're publishing and we're explaining the knowledge ecosystem in that way"* (Karl, 2022, lines 141–155)

Karl metaphorically compares the creation of library-published scholarly work to something resembling the craft beer industry's conceptual condition and practical motivation. For libraries to enter the field of scholarly journal publishing on established (traditional/commercial) terms is not a novelty or a cognitively innovative approach. Instead, Karl explains that through their wide-ranging activities catering to the needs of research fields and scholars, academic libraries are uniquely positioned to enter into discourse with others about the conditions and structural frameworks underlying the scholarly publishing ecosystem (*'we're explaining the knowledge ecosystem in that way'*). In this fashion, libraries contribute to scholarly publishing from critical, ontological, and epistemological perspectives that seek to uncover – and rediscover – the different conditions of the publishing field and empower scholars.

Whereas scholars acknowledge libraries as social actors in the publishing field, librarians demonstrate their potential for publishing by displaying relevant capital accumulated in the field. The existing literature supports this effect, albeit in a limited way. Studies by Senseney et al. (2019) and Lovett and Rathemacher (2019a) give credence to the view that libraries with sufficient capital in an evolving habitus are identified by powerful members of the scholarly community, such as tenured senior scholars, who can help accelerate a library's evolution from content curator (traditional library work) to formal content creator (novelty library work).

Lovett and Rathemacher (2019b), in particular, examined the potential attributes that libraries require to fulfil the expectations of scholars who engage with library-based journal publishing. Journal editors find value in libraries that can offer technical support and expertise along each step of the publishing workflow, especially in the area of indexing, to attract potential authors. Skinner et al. (2015, pp. 130–136) confirm the perception of the need for moving-target competencies in the library-based publisher, including a comprehensive understanding of scholarly communication issues and academic publishing contexts, the ability to build relationships, business skills, knowledge of publishing technology and production processes and editorial functions.

There is no elaboration on the specific implications of the phrase “moving target” (2015, p. 130) in the context of Skinner et al.'s (2015) study. However, given the close involvement of libraries in campus academic life and the broader scholarly ecosystem, it can be inferred that there is a qualitative difference in the ways libraries contribute to the publishing field. Interestingly, Skinner and colleagues (2015, pp. 136–137) state that although the fast-paced changes in the scholarly publishing industry affect every publishing subfield (commercial, university, society and library-based), academic and research libraries are usually readily willing to move against established conventions, embracing innovation as “critical process … to thrive and survive in the 21st century” (Jantz, 2012, p. 7). However, this also means that the same libraries must keep pace with conceptual and applied knowledge as it develops. This also applies to Karl (librarian participant), who expresses confidence in the uniqueness of libraries-as-publishers based on their ability to create new forms of co-produced social knowledge informed by experiential knowing and learning. Social knowledge permits librarians to critically engage with scholars about the workings of the publishing *‘knowledge ecosystem’* (Karl), which in turn offers opportunities for librarians and library structures to elevate themselves to the status of epistemic knowers in the field.

In the next section, study participants reflect on the knowledge-seeking and learning components of library-based publishing. Some see publishing in the library as an opportunity to enhance their knowledge capital in journal publishing.

5.7 Knowledge seeking.

The five interview extracts in this section demonstrate how participants seek knowledge from their involvement in library-based publishing. To begin with, library-based journal editors Sebastian and Molly acknowledge the acquisition of new knowledge and improved practice by following the lead of librarians. Conversely, librarian participants Phil and Jenny speak about their needs and opportunities to develop knowledge in the library-based publishing setting as early- and mid-career librarians. The unifying feature of these participant insights is motivation for learning, a common desire to expand and grow socio-cultural and technical knowledge capital.

The first interview extract from Sebastian (editor participant) evidences a sense of constructive learning and social presence that librarians bring to publishing. This was separately identified earlier in this chapter, where Finn (editor participant) points to the familiar function of the library as an indispensable connector and integrator of the disciplines, knowledge and learning within the university. However, in contrast to Finn’s macro perspective on the library’s role therein, Sebastian emphasises specific

knowledge and skills that librarians contribute to the processes and constructs of scholarly journal publishing.

> *"Another valuable thing is the sort of more scholarly contribution that they make around best practices in terms of administering a journal. And I can't say that we've always followed them, you know, because, sadly, time is limited and resources are limited. But they* [librarians] *are very good and very knowledgeable in terms of the publication process, the editing process, how a journal should be structured, etc. etc."* (Sebastian, 2022, lines 128–132)

Similarly, Molly (editor participant) is keen to point out that her university's scholarly communication librarian is a widely recognised intermediary who helps academics fulfil their publishing-related knowledge needs.

> *"And then X's* [librarian] *role, or people like him, has long been to be the person who is sitting there helping. He usually lets people come to him with questions. So, he is not sitting there necessarily saying, I have an idea for a journal, but he is facilitating it, he is bringing it together and that makes sense for academics or scholars"* (Molly, 2022, lines 334–338)

The role of librarians in supporting the publishing ambitions of faculty is essential for Molly. Combining knowledge generation (research support and scholarly communication/publishing services) with knowledge reception (acquisition and collection services) under one institutional roof is attractive to many scholars and librarians alike, as both activities advance and broaden the knowledge and understanding of scholarly publishing within the academy.

There is a sense of appreciation with which some scholars regard librarians who meet social and technical competence expectations (Sebastian), alongside the demand and motivation for structural and procedural knowledge to realise and maintain scholar-led, library-based journal publications (Molly). The selected and interpreted extracts reveal how many library-based journal editors rely on librarians to steer publishing-related knowledge creation and sharing. Learning by scholars in partnership with librarians prepares and encourages scholars to think more deeply about the impact and consequences of scholarly publishing and the library's role in the field.

In the next extract, Phil, a newly qualified librarian, recognises the requirement for continuous learning to increase socio-cultural and technical knowledge and manifest professional capital for himself and on behalf of the library as a provider of professional publishing services.

> *"I think the main thing that I draw on is any of the training in metadata that I received* [in library school]*. Knowing Dublin Core* [metadata standard]*. Having some familiarity with XML* [Extensible Markup Language]*. That has been extremely useful to me … I started in this department* [library] *as a student worker. You know, I didn't really know what library publishing was when I took on the student worker position … And then meeting everybody and having that opportunity to work with them, you know, like it's a great department to be in. I love doing this work and I love working with the people in our department"* (Phil, 2022, lines 37–39; 46–47; 59–60)

From Phil's perspective, previously acquired learning in library school did not adequately equip him for his current role. He requires additional knowledge and stronger epistemic relations. Phil's drive for learning and knowledge-seeking appears to be partly self-generated, partly encouraged by the library, and partly influenced by his earlier educational experiences in library school, which involved social and technical knowledge in information studies. In realising this, Phil attempts to increase his accumulated store of knowledge capital by building specialist knowledge in the scholarly journal field.

Phil is also a critical observer of his library's actions in journal publishing.

> *"We publish a lot of education journals and, I don't know, I mean in my time here we haven't done any specific, like, departmental focussed outreach to the education department to say, hey, you know, here are these journals that we publish in education, we want to encourage you to submit to them and here are the advantages of doing that. You know, that's something that we would need to look into more to get a sense of, you know, what are our strengths and then who do we already have established relationships with, who is already aware of us, and who maybe isn't, and who we could reach out to more just to encourage more engagement … we could always do more of that. There's always more outreach to do"* (Phil, 2022, lines 183–191)

Phil reflects on his library's current modus operandi and urges more engagement with scholars to create opportunities for mutual learning and collaboration. Phil perceives a significant lack of proactive action from the library, which he believes could lead to a higher uptake of library-based journal submissions across the university and beyond. While he acknowledged in the interview the collaborative and mutually supportive learning environment among librarians in particular, Phil is critical of the library's lack of a stronger central voice and presence in educational, research and publishing settings involving direct communication with scholars.

In the following excerpt, Jenny (librarian participant) explains her motivation for new learning. There is an intrinsic desire for professional growth to enhance her own and the library's position and status in

scholarly publishing. Jenny recognises the need for knowledge expansion to stay ahead in a competitive publishing environment and effectively meet scholars' expectations.

> *"We want to do things differently and that's kind of the purpose. Otherwise, we would ask, you know, why do libraries need to be involved as publisher, we already have publishers that do that work. So, I think just having a really strong sense of what that model looks like now and what that model could look like in the future, and so keeping up to date with conversations and changes that are happening"* (Jenny, 2022, lines 37–41)

Jenny exemplifies the motivation of librarians to learn about existing publishing models while also contributing new knowledge to develop practices in the field. Jenny's primary motivation is, in part, to offer scholars a socio-cultural alternative to the dominance of mainstream publishing whilst following empirical best practices. Because library-based publishing operates on the margins of traditional publishing, Jenny realises the need to create knowledge-based links between librarians and scholars. Her perception of the library's worth in the world of scholarly journal publishing is guided by socio-cultural and technical knowledge, which affects the quality and outcomes of professional working relationships with scholars and others in the field.

Jenny engages in ongoing debates in the field of publishing (*keeping up to date with conversations and changes*), which are infused with symbolic capital and status. She aims to accumulate sufficient knowledge to effectively extend her conventional library subfield relationship with scholars as a social knower (emphasising social relations to knowledge) into the library-based publishing subfield relationship with scholars as epistemic knowers (emphasising epistemic relations to knowledge). Until recently, journal publishing largely belonged to traditional publishers (commercial, university and society publishers). For this reason, traditional journal publishing holds considerably more symbolic value within the field due to its more entrenched epistemic relationship to knowledge. Both Phil and Jenny cross a material boundary in the field by publishing scholarly journals and the boundary of legitimation by seeking new knowledge with significant epistemic relations.

As part of their knowledge-seeking and learning, Phil and Jenny come across as reflective and effective operators within the actual and potential confines of social structure and in expanding the social situation of scholarly publishing. Both participants demonstrate how agents can act by means of their social and structural environment to meet specific objectives (Biesta and Tedder, 2007, pp. 134–137). In

other words, purpose-driven agency stems from proactive agentic action practised within the contextual ecology of temporally constructed and continuously changing environments.

Possession of social and cultural knowledge capital positively affects the possibility of success in the scholarly publishing field. Therefore, it is no surprise that library-based journal editors and librarians reach for field-based learning opportunities to expand their store of capital for successful library-based journal publishing. It goes without saying (although this researcher will point this out anyway) that other players in the field observe these behaviours as evidence of scholars and librarians creating a viable alternative journal publishing habitus. To realise and maintain the library-based journal requires 1) a habitus beset by frustration (Biesta and Tedder, 2007, p. 137), 2) a context for cooperative and collaborative action and 3) opportunities for growing different forms of capital (knowledge, economic, professional, etc.). Phil acknowledged the positive experience of working in a supportive and empowering library environment. Still, he also critically reflects on areas for improvement (spreading knowledge and seeking input and responses through faculty outreach and engagement). In contrast, Jenny emphasises the need to keep up with the fluidity of knowledge capital to inform the production of differentiated knowledge and practices. Both look for epistemic knowledge as a rationale for library-based publishing.

5.8 Summary.

The first findings chapter included interview data on the original motivations and rationales of study participants for entering academia and participating in alternative, library-based scholarly journal publishing as scholarly authors, library-based journal editors, and academic librarians.

Within the range of explanations and interpretations put forward, reciprocal influences between habitus, capital, and field emerged. Developing socio-cultural and technical knowledge, engaging in cooperative and collaborative experimentation, and cultivating shared values and ethical practices in the scholarly journal were key motivators for librarians' involvement in realising scholarly publishing in academic and research library settings. Scholar participants articulated and emphasised a desire for continuous learning in their respective research fields, critical reflective assessment of established norms and beliefs of scholarly practice, academic self-realisation, and achieving tangibly measurable research outcomes. Disruption, or the potential for disruption, between field and habitus forms part of all participants' fundamental expectations of professional experience. Regarding the normative conditions of the

broader scholarly publishing habitus, the appearance of library-based publishing is perceived to create constructive tension in the fields of library and scholarly academic practice.
The presence of different approaches to scholarly journal publishing means that scholars and librarians are no longer solely reliant on traditional knowledge, attitudes and practices in publishing. As a result, both groups can learn together about publishing in an overlapping library and academic work environment, where mutually informed social and epistemic knowledge and understanding of the scholarly journal develop from cooperative and collaborative professional practice. Developing social and epistemic knowledge nurtures the alternative publishing habitus, thus creating confidence in scholars and librarians. That is, learning from and within the library-based publishing field initiates processes of social knowing for scholar participants across the disciplines, because librarian participants articulate a new position, partially heterodox vis-à-vis the traditional mainstream scholarly journal, encouraging individual dialectical thinking and critical reasoning.

Many librarians in formal content creation (publishing), such as Jenny, want to maintain empirical good practices that have and still serve scholars well, but, critically, want to introduce new social and cultural knowledge to innovate the broader journal field in the name of equity and sustainability. In taking this path, questions arise about the future development of the overall professional identity of traditional academic and research librarianship within the broader context of its systemically established and acknowledged role in content curation and information management. As librarians acquire extensive knowledge and expertise in the publisher role, their traditional habitus changes progressively. Conversely, while developing curiosity and engaging with knowledge of alternative paths to journal publishing is possible for many scholarly authors, such as Charlotte, all library-based journal editors, such as Molly, desire epistemic knowledge. Inter-epistemic experiences and knowledge practices between scholars and librarians in the scholarly journal will likely emerge more dynamically as conditions in the broader journal publishing field adjust, adapt and reform.

Chapter 6 – From traditional to library-based scholarly journal publishing: perspectives of the scholar and librarian.

6.1 Introduction.

In the previous chapter, we learned how scholar and librarian participants develop knowledge capital by creating and developing social and epistemic relations in the journal publishing field. For many participants, building constructive, cooperative relationships between librarians and scholars means disrupting and potentially dislocating hitherto stable relations between field and habitus (hysteresis), in contrast to the expected and taken-for-granted social practices (doxa) of traditional journal publishing and traditional librarianship. Participants realise that applied epistemic knowledge and its means of communication characterise powerful forms of cultural capital: it is of value to them and, consequently, to scholarly communication and publishing.

New socio-cultural capital derived from research participants' engagement with alternative, library-based publishing emerges as an essential element as participants return to traditional publishing. Much of this capital comes from the interactive, collaborative work between scholars and librarians, and a newly developed, critically reflective understanding of the doxa of the scholarly publishing field. Participants are now active in the mainstream scholarly journal field alongside the library-based journal subfield. They are visible in the field as social actors from alternative, library-based publishing, while possessing the capital and habitus of the scholar and librarian within. That is, study participants still perform and are expected to perform pre-established roles, responsibilities, and practices as scholars and librarians, using previously acquired knowledge as part of the contextual doxa of the mainstream journal field.

This findings chapter has two sections that speak to, 1) self-assurance in alternative, library-based publishing and the predicament of publisher choice and 2) finding and committing to alternative knowledge practice within the journal.

The first section describes, interprets, and discusses selected interview extracts that clarify the contribution of previous experience as a traditional scholar or librarian to participants' perception of confidence as they flexibly move between scholarly journal fields (i.e. traditional and library-based).

Selected interview extracts are similarly considered in the second section, although here, research participants describe their experiences of alternative publishing practices, adding value. Of particular interest is how participants reflect on their attitudes and behaviours and perceive learning opportunities.

6.2 Self-assurance in library-based scholarly journal publishing and the predicament of publisher choice.

Editor and librarian interviewees describe how previous experience of traditional scholarly journal publishing represents and offers social capital and practical cultural capital in the alternative, library-based journal publishing field. The social knower frame of reference of formerly traditional-type scholars and librarians integrates with the fast-developing doxa and habitus of alternative, library-based publishing. Social knowing helps diminish the intensity of hysteresis that participants experience, which may otherwise emerge without participants possessing this form of socio-cultural capital.

Nonetheless, there is a challenge for librarians and library structures as they adopt the role of formal scholarly content creators. One consequence of the activities of existing library-based publishers is that they decentralise (and potentially destabilise) established power structures between traditional publishers, institutional faculty and administrators, and academic and research libraries. Agents operating in the traditional, normative mainstream publishing system, including its supporters, frequently do not fully recognise developed epistemic knower capital in the habitus and behaviour of the academic librarian and, on occasion, undermine their efforts to be(come) authentic publishers. Trueblood *et al.* (2025, p. 7) suggest that scholarly journals' dependence on commercial for-profit publishers, the negative financial impact on learned societies relying on revenue from their journals, and the workings of the academic prestige economy obstruct genuine journal reform at the systemic level. Librarians are acutely aware of this reality and endeavour to manoeuvre accordingly.

Confidence in alternative, library-based publishing.

In the first part of this section, four participants talk about how their previous experience as librarians (Daniel and Betsy) and library-based journal editors (Finn and Sebastian) gave them the confidence to participate in library-based journals. The first two extracts from Daniel and Betsy recognise hysteresis arising from possessing capital resources and engaging in publishing-related social interaction.

Daniel sets the scene by observing a key difference between librarians who arrive at the job without prior professional publishing experience and training and his own experience.

> "*After they interviewed me for the Archives they were like, you know, you fit well with this because I worked in publishing in the 90s, my work was as an editor-in-chief at a small publishing house and also my background in librarianship, and so it worked well to come in here"* (Daniel, 2022, lines 5–8; sample interview text included in Appendix L)

The phrase *'you fit well with this'* shows the value, in terms of accumulated experience and knowledge, of having been practically involved in traditional publishing before joining a library-based journal publishing programme. Daniel provides the epistemic and social knowing perspectives as a former editor-in-chief at a commercial publishing firm and as an academic librarian. He recognises the challenges library-based publishers face in their struggle for authority and social-epistemic capital in the field.

In the next extract, Betsy (librarian participant) explains how she arrived at library-based publishing entirely by chance. She describes her unpreparedness at the prospect of providing professional journal publishing services.

> *"I was working at the university as a programmer and maintaining the journal publishing platform for that university was added to my portfolio. So, it wasn't by choice when I started in journal publishing. It was just that I was the right person for that job at the time. I didn't know anything about journal publishing or anything about the editorial workflows. So, I learnt about that as a programmer and having to support faculty members who were using the platform and answering their technical questions related to publishing"* (Betsy, 2022, lines 5–10)

In contrast, for Betsy, her technical programming background and expertise led her to join the library's publishing team. She acknowledges her initial lack of social, cultural and procedural publishing knowledge and experience in the field, but expresses confidence and a sense of optimism in learning without fear of failure. Betsy makes explicit the positive, can-do attitude of many librarians who take on the publishing role, either exclusively or in conjunction with traditional library work. Her use of language indicates hysteresis as she describes, matter-of-factly, what her move into the unfamiliar territory of journal publishing looked like.

The next extract from Finn (editor participant) identifies a fundamental challenge that many scholarly journal editors associate with traditional publishing.

> *"If you are writing for the journal of XYZ* [a traditional journal] *you know the audience, you know the arguments, you know the conversation, it's boxed in for you. Writing for us is not … there are a*

> *lot of people who just work comfortably with that kind of vertigo: "you mean I can say anything I want to without being bound by the constraints of scholarship, I can talk about an issue in a particular way? Yes!"* (Finn, 2022, lines 163–166; 168–170)

Finn reappraises the virtue of uncertainty in scholarship that non-traditional journal publishing can bring to knowledge exchange. Although scholars and librarians reported this sentiment in the previous chapter, Finn affirms the idea that departing from traditionally recognised publishing is, in fact, something that all scholars should aspire to because epistemological and ontological *'vertigo'* is considered essential to all forms and expressions of scholarly endeavour. The extract also implicitly suggests that many scholars effectively hide behind the normative expectations of discipline-based scholarship practices to avoid the difficulties, risks and stresses associated with publishing behaviours that can be perceived as risky, unorthodox or, to some extent, even dangerously oppositional. It is not unreasonable to suggest that Finn is mildly suspicious of strictly traditional-type scholars who will not contribute to flows of conceptual and practical change in the scholarly journal. Established senior academics with influence and power, such as heads of schools/academic departments, can feel that nonconforming junior colleagues may undermine their scholarly authority and established social and professional capital. The presence of alternative, cooperative scholarly journals, published by librarians and edited by scholars who collaborate purposefully, destabilises the current doxa, or taken-for-granted way, of traditional/commercial publishing.

In the next extract, Sebastian (editor participant) discusses the knowledge he acquired from publishing in traditional journals and contextualises this from both micro and structural macro perspectives. Through the processes of editing and publishing in an alternative, library-based journal, Sebastian came to realise the true nature and extent of this experience.

> *"What I would like to see is, I would like to see it* [the scholarly journal system] *to be democratised more, right. The problem is nobody who has the ability to make policy on this matter cares enough to actually create policy … And I actually jokingly made this very proposal. I said, why don't we look at all of the major privately held, owned journals and just replicate them and ask for a big grant from the X government, you know. And I calculated, I forget what it was, but it was not a lot of money"* (Sebastian, 2022, lines 184–186 and 202–204; sample interview text included in Appendix L)

Sebastian reflects on the value of his previous traditional publishing experience and his sureness in pushing for more democratic and stronger scholar-led control over how journals should be reorganised and maintained. In evidence of his sense of informed confidence, it is significant that Sebastian

articulates an alternative path forward and singles out the role powerful actors (senior academics and administrative policymakers) ought to play as transformative change agents. At the same time, he is acutely aware of his relative powerlessness, i.e. a lack of social-professional capital in the field to push for change at the systemic level.

Finn's and Sebastian's sense of hysteresis stems from their experience of the traditional scholarly journal field and the expectations of its prevailing doxa and existing habitus. While the descriptions of hysteresis by librarians Daniel and Betsy are reflective historical accounts of role switching, the interpretation of Finn's description of author hysteresis in journal publishing is based on continuous and ongoing interaction between himself as a library-based journal editor and scholarly-author peers. Both Finn's and Sebastian's accounts indicate weariness toward the confined world of traditional publishing. Both associate scholarly publishing in alternative, library-based journals with resisting the social and structural expectations of the mainstream journal, i.e. the dominant doxa of the journal publishing field. That is to say, hysteresis among scholars is encouraged and materialises as the conditions of journal publishing are challenged by library-based journal editors.

The predicament of publisher choice.

In the second part of this section, selected participants describe their responses to the situation of choosing between traditional and alternative, library-based journals. In contemporary journal publishing, scholars and librarians often find themselves switching between different publishers and journal types. The three interview extracts from two librarians (Daniel and Jenny) and one author (Samuel) reflect the emergent typology of individual responses and experiences regarding practical and ethical considerations when deciding between traditional versus alternative, library-based publishers.

The first extract from Daniel captures the lived experience of many librarians involved in library-based publishing regarding questions of publisher choice.

> *"We don't even try to compete with impact factors or anything like that. And when I meet with people who are interested in publishing, if they are tenure and their department is set up that they, and it frequently is, that they have to publish in high-impact journals, then that is what they have to do, really. And we don't try to actually compete or intervene. We encourage, so, I think it happens in a kind of backwards way with us. … So, they may be speaking not necessarily to an audience that are peers in their field, but they might more likely be speaking to the context of their work within this area. … The other reason you might publish with us is interdisciplinary, most of the*

high-impact journals are kind of discipline-specific. A lot of our journals are interdisciplinary journals, and they reach an audience outside your field" (Daniel, 2022, lines 96–100; 102–107)

Daniel is conscious of the significance of his knowledge as a library-based publisher and the accumulated cultural capital associated with it. He realises that he cannot force hysteresis in scholars' attitudes to action through the straitjacket of his epistemic knowledge of scholarly publishing alone. Daniel utilises prior lived experience from the vantage point of the social knower: he combines powerful knowledge drawn from the world of professional publishing with the benefits of his capital resources as an academic librarian embedded in the scholarly community. Daniel's approach to advocating for his library as a credible professional scholarly journal publisher revolves around inspiring scholarly authors to think about the idea and benefits of the choices alternative publishers offer, as opposed to energetically struggling against the values and practices espoused by traditional publishing. Intense competition from traditional publishers does not distract or deter him from pursuing and communicating the merits of the alternative, library-based publisher. Daniel is in his comfort zone as he provides journal publishing services to the scholarly community. However, he is aware that many academic departments in his university classify and treat scholars according to the nature and composition of their individual publication profiles. The challenge for Daniel is how best to compete and capitalise on his knowledge and awareness of the differences that exist between publisher types, as well as scholars' perceived needs and requirements as part of the doxa of scholarly journal publishing. Daniel's strategy relies on emphasising the rationales, ideals, values and goals of his library's publishing effort to achieve recognition as a valid and serious alternative player in the field.

The pragmatic employment of capital attributes from both traditional and library-based publishing fields may well be a possible solution to the predicament of choosing between different publisher types, while the resourceful combination of social and epistemic knowledge is a prerequisite for the sustained success of the alternative, library-based publisher. Daniel does precisely this, as he understands the doxa of the traditional journal publishing field through his interactions with scholars (*'we don't try to actually compete or intervene'*) at each stage of the publishing process. Daniel has acquired sufficient capital in both traditional and library-based journal fields. He adapts his behaviour to best meet the needs and fit the expectations of scholars in each field (traditional and library-based): his understanding of the rules of the publishing game allows him to play it for maximum benefit to the library (as publisher).

In the next extract, Jenny (librarian participant) explains how she situates the library as the publisher of choice for scholars within the field, whilst also reflecting on responses of resistance. Unlike Daniel's institution, Jenny's university operates a formal publishing policy that commits itself to, but does not mandate, open access as a matter of reformist ethical and practical principle. Consequently, many scholars are frequently caught up in justifying their choice of publisher based on perceived individual academic needs – or wants – vis-à-vis acquiescing to the university's preferences and ethical standards. Jenny also points out that some scholars can adopt a position of wilful disinterest or display a lack of attention towards alternative, library-based publishers, even if such publishers adhere to widely documented professional publishing standards and value transparency in process and practice. Is the experience of publishing with a library-based publisher an asset or a liability to scholars? Will scholars learn from the experience and critically question their ethical and practical rationale for publisher choice?

> *"At our institution, I feel like this programme* [library-based publishing] *is generally understood and appreciated. But I think it comes down to the fact we have an open access policy … So, I think there is maybe more awareness than there could be at other institutions about the purpose we're doing it. I certainly have communicated what the programme is and does. … Having said that, I have had interactions with faculty where they sort of, we were saying before about the impact factor, have been dismissive of journals hosted by the library without even considering the fact that these journals are in the DOAJ* [Directory of Open Access Journals]. *They are indexed in commercial indexes* [e.g. Scopus] *and so on. … But in terms of how I do explain this to folks who are curious or haven't heard about it before, really talking about how library publishing is an extension of the services that have always been offered, you know, that are traditionally offered by libraries. … So, I see library publishing as really completing that lifecycle of research"* (Jenny, 2022, lines 159–163; 167–170; 172–174; 178–179)

While employing an open-access policy in Jenny's university encourages entry to the library-based publishing field, it is fraught with challenges. Some scholars view the library-as-publisher construct with suspicion and struggle with not following the habitual attraction of a recognisable and shared traditional publishing habitus. The doxa of the traditional/conventional journal publishing field does not encourage reorientations of practice, and its pull and push factors can prove too powerful to resist (economies of prestige, institutional recognition, metricised research evaluation, etc.). Jenny knows that many scholars feel reassured by the dominant status quo – they feel like "fish in water" (Hardy, 2012, p. 127) – and will not actively pursue hysteresis. At the same time, she considers the novelty of the library-as-publisher role (content creation) to be a rationally argued proposition of the traditional academic and research library (content curation, information management, and access).

Yet, there is a sense that Jenny insists on co-positioning traditional library identity alongside transferring and validating librarian knowledge of scholarly journal publishing. For all intents and purposes, Jenny wants scholars and other agents in and beyond the university to treat alternative, library-based publishers like any other traditionally recognised academic publishing house. Jenny verbalises this challenge, confronting many academic and research libraries in the last part of the extract.

In the final extract of this section, we hear how Samuel (author participant) reveals his lack of knowledge about the cultural, structural, and operational context of the alternative library-based journal in which he was published.

> *"I was quite oblivious to the intricacies of journal X and XYZ Press. … The fact that it is library published was something that I was unaware of, I have not considered before. I just knew that it published lots of stuff that I like, that it is open access and has this high word count. … I don't think very much about who or why or where it is, yeah, if it is library or not"* (Samuel, 2022, lines 169–170; 173–176; 178–179)

On the one hand, Samuel describes an almost habitual inattentiveness towards the type and nature of the publisher organisation with which he publishes his scholarly work. On the other hand, he reveals (un)remarkable insight into what matters to him as a professional scholar: Samuel reads journals that publish content in his field of research; he identifies reading preferences and publishing choices with academic interests *('stuff that I like'*) and practical wants (*'open access'*).

While many scholars are openly sympathetic and supportive of initiatives that advocate for ethical progress and structural reform in scholarly publishing, such as calls to boycott Elsevier's business practices (Neylon, no date), 'Plan S'[19] (2025), COPE[20] (2025), or NORF[21] (no date), in practice, many others are often positively biased towards traditional/commercial publishers due to the prevailing doxa in their academic fields. It is, therefore, surprising and perhaps counterintuitive to learn that all but one

[19] Plan S is an initiative for Open Access publishing that was launched in September 2018. The plan is supported by cOAlition S, an international consortium of research funding and performing organisations. Plan S requires that, from 2021, scientific publications that result from research funded by public grants must be published in compliant Open Access journals or platforms.

[20] COPE provides leadership and an unbiased voice in publication ethics, offering education and support to all those involved in scholarly publishing.

[21] Established in 2017 to guide and progress Open Research in Ireland, the National Open Research Forum (NORF) has developed national objectives and priorities for this key policy agenda, most recently through the National Action Plan for Open Research 2022–2030 (NORF, 2022).

author-participant (Gabriel) in this study reported unawareness of having published their scholarly work with an alternative, library-based publisher.

This feeds into the idea that yet other scholars, like Samuel, may be agnostic on what is, or should be, the optimal choice in publisher selection. Their academic reading and publishing habitus reside in the broader doxa of their disciplines and the scholarly journal field, which is inclusive of non-mainstream alternative publishers such as libraries. Samuel prioritises following the natural inclination of the scholar inside, which is to seek and communicate new knowledge for the benefit of advancing fields of research, firstly, before pondering over publisher types and structures. However, the issue of the alternative library-based journal author within the traditional journal author trying to navigate the competitive scholarly journal field and its evaluative powers can be challenging. While alternative library-based publishers possess observable capital attributes in the wider journal field, their discovery represents a quandary. How will traditionally minded scholars, librarians and university administrators respond when presented with the alternative, library-based publishing experience and associated capital resources? Will this be perceived as an opportunity for alternative/transformative and sustainable action at individual, institutional or even wider system levels? Will the capital attributes of the library-based publisher be valued as bona fide knowledge for fundamental reform in journal publishing? Samuel cannot disguise or deny capital derived from the alternative, library-based publishing experience because he has been introduced to a new social world of alternative journal publishing, informing his habitus.

6.3 Finding and committing to alternative knowledge practices within the scholarly journal.

Section 6.2 investigated issues arising from the consequences of research participants being active agents in the scholarly journal field, including traditional and alternative library-based publishing. This section explores how participants describe their knowledge and attitude towards publishing practices where the library-based publisher adds value to the conventional text-based academic article. The interpretation of these extracts reveals how the experience of librarians and scholars concerning multimodal media use in journal publishing exposes patterns of epistemic and social knowledge in the formation of relationships, roles, and identities in the scholarly journal field. This section complements the earlier chapter five, which examined how scholars and librarians talk about their motivations and experiences in the scholarly journal field, whose knowledge is recognised, and how.

Three interview extracts from Henry (librarian participant), Finn (editor participant), and Gabriel (author participant) illustrate how interviewees reflect on learning new knowledge and applying alternative media in the journal, particularly within the library-based context. One librarian (Henry) and one journal editor (Finn) recall their experiences and perceptions of enhancing practice in the library-published journal to increase exposure and influence on social actors in the broader publishing field whose internalised doxa, or unquestioned beliefs, is based on the structural dispositions and norms of the traditional academic publishing system.

In contrast, Gabriel (author participant) reflects on the concerns and sentiments of many scholars regarding the use of alternative media alongside the predominantly text-based, classic journal experience. We learn that the dominant assumptions of the mainstream journal in this regard remain successful despite the influx and proliferation of alternative library-published journals in the field, with participating editors and librarians acting as their ambassadors. The interpretation of these interview extracts illuminates the role of social actors in contributing socio-technical knowledge and learning to journal publishing. As a result, the nature and value of different forms of publishing practices shift into focus. This researcher identified how study participants negotiate the library-based journal field from the perspective of reflective choice behaviour in the use of possible media formats, i.e. the ways scholars and librarians dwell within different alternative ontologies of the journal.

In the first extract, Henry (librarian participant) talks about how he and his colleagues perceive the idea of incorporating multiple media types into the same academic journal/article medium.

> *"So with us you can give us your audio, your video, your 3D models and datasets and maps and all this cool stuff that you're working on and they can be presented and preserved … if you're working on something that is more than just text and images, we can do that, we can publish work, and we can make it accessible to the entire world and part of the durable scholarly record. It doesn't just have to be posted on a website with a link and a reference"* (Henry, 2022, lines 302–303 and 306–308; sample interview text included in Appendix L)

Henry reports how he wants his library's publishing programme to be perceived as a credible alternative opportunity for scholars to engage in innovative forms of scholarly knowledge transfer through the scholarly journal. He is knowledgeable about the scholarly communication system and its practices, and librarians like him generate professional capital from their experience supporting scholars in the publishing field. Library-based journal authors are encouraged to employ several media techniques (such

as text, video, sound, etc.) to express empirical evidence and ideas in their articles as they reach beyond the established text-and-image approach. Henry's interview extract carries a sense of excitement from the possibility (and ability) of realising alternative media formats in the scholarly journal. However, he does not explain how the library supports scholars' learning in the practical preparation of alternative media for publication alongside traditional-type articles. The challenge for innovative library-based publishers is how to effectively contribute to creating, facilitating and maintaining knowledge support services as part of establishing alternative media types in journal publishing.

The same note of enthusiasm can be detected in Finn's response (editor participant), which affirms Henry's 'want-to' and 'can-do' expectations for innovative knowledge practices in the alternative library-based journal. He explains how his experience as editor of a library-based journal provides insight into understanding the possibilities of the scholarly journal. Finn uses a comparative approach in assessing his and his colleagues' knowledge practices in contrast with those coming from his traditional journal experience.

> *"We at Journal X, and again this is all part of this flexibility that the library offers us and gives us room for, we can work with editors or with authors in ways that some of them had never been worked with before. … So, we have heard over and over again about that business of being able to work with authors to illustrate, I mean, you work in a conventional journal, what are you given? … Hell man, we are doing digital open public video. You can put all matter of stuff into what we are doing and make it a completely different experience. It's just different work … It also allows for different kinds of learning"* (Finn, 2022, lines 408–410, 416–420 and 426; sample interview text included in Appendix L)

The expression that Finn uses in this extract, '*you can put all matter of stuff into what we are doing and make it a completely different experience'* (Finn), reflects a change in his awareness of other possible ontologies in the journal and the potential experiential difference between library-based journals and traditional journals regarding the application of alternative knowledge practices. The realisation of this recognition is immediately apparent to Finn, as the value of the *'flexibility that the library offers us'* (Finn) contrasts sharply with the epistemic rigidity of traditional publishing praxis and practice. This statement is the prelude to recognising the value and relevance of alternative expressions and communicative practices in the journal format. In this way, the difference between knowledge and learning resulting from practice in the *'conventional journal'* (Finn) and that resulting from library-based publishing emerges. Finn evaluates what he hears and sees in the traditional journal field and compares this to his experiences with library-based journals. His critical comparison of the traditional journal

setting with his embedded experience as a library-based journal editor encourages him and other scholars to engage in *'different kinds of learning'* (Finn) and practice in the journal.

Social knowing concerns the context of knowledge and its degree of abstraction (semantic gravity). If a particular social practice or symbolic idea is highly context-dependent, semantic gravity is stronger. In contrast, epistemic knowing concerns the object of knowledge and its degree of complexity (semantic density). If the meaning within a particular practice or idea is highly condensed, semantic density is stronger. Social knower relations and social capital may not generate significant change in the broader scholarly journal field (i.e., librarians' contributions of experience, knowledge and continuous learning to invoke change in the traditional journal), but they do provide the context for making sense of epistemic knowledge and semantic density in library-based publishing. Finn appreciates experimentation with additional socio-technical knowledge approaches in publishing and the ontological variety many library-based journal publishers can (and want to) offer. This also means that librarians contribute to creating shared knowledge by working collaboratively with library-based journal editors like Finn. It is both social and epistemic in nature, thus producing a joint social-epistemic perspective that turns editors and librarians into competent actors in alternative library-based journal practice. Consequently, Finn's extract partially recounts his path to becoming an 'elite knower' who develops elite knowledge and epistemic power through social and epistemic knowing practices in the journal.

From a theoretical standpoint, it is reasonable to suggest that scholarly authors in the alternative library-based journal field display hysteresis because library-based journal editors and librarians disrupt the relations between publishing fields and habitus. They cooperate to collaboratively challenge the still-too-often unquestioned social order (doxa) of the traditional journal field and act as 'change agents' from conceptual and empirically applied, practical perspectives. Scholarly authors ask questions grounded in their own experience of and exposure to librarians' epistemic and social knowledge of scholarly communication and publishing, whereas library-based journal editors tap into librarians' knowledge of journal publishing as they experience, practice and understand it.

While Gabriel (author participant) also thinks critically about the roles and functions of the library in the publishing field – *'what is the library for?*' (see Section 7.2), he offered a clear rationale about the limitations of possible additional socio-technical knowledge practices in the journal that many libraries wish to realise.

> *"I think about it, and I hope to do it* [using different media formats in publishing] *but often it is out of reach whether that is time wise or finances. And a lot of different means of communicating your research output it takes a lot more time and energy, and if you want to have some assistance it can often be very expensive. … It's like alternative means and modes of communicating research output. Like the kind of visual cartoon representations of your work where you have somebody sketch out and then make a cartoon about the narrative of an article or a book is becoming increasingly popular and it is a really powerful way of communicating your message, right. But to get a five-minute visual cartoon thing for one article, right, is like five grand. I could use that to facilitate workshops in the rural Philippines and help provide rice to a thousand households for that money. … I would rather feed them with rice or do something creative there, a theatre, a drama play"* (Gabriel, 2022, lines 246–258)

The relationship between learning about and embedding different communication modalities in the journal operates in opposite directions for Gabriel and Finn. While Gabriel is open-minded about the value and utility of these modalities in enhancing the experiential quality of *'your message'* (Gabriel), he is reluctant to develop new epistemic knowledge about combining alternative media use in the journal (*'it takes a lot more time and energy'*). In contrast, Finn's approach embraces opportunities for new epistemic knowledge and new ways of knowing in the field to establish different but authentic publishing experiences. The interpretation of Finn's and Gabriel's experience of library-based publishing illustrates how scholars can approach transformative change and comprehend competing forms of knowledge differently as part of learning from the publishing process.

In taking a broader view, this study reveals how all author participants, like Gabriel, have experienced epistemic publishing knowledge in library-based journal editors and librarians, while also being exposed to new doxa knowledge – the combination of both orthodox and heterodox know-how – of the alternative, library-based journal field. Equally, all author participants (re)turn to the familiar traditional journal field, with its established journal doxa and the perspective of social knowing, but now with an "adjusted" identity as library-published journal authors and a gradually developing awareness of the epistemic knowledge that library-based journal editors and librarians bring to the field. Gabriel's understanding shows how opportunities for experimental practice in the library-published journal will raise questions over conceptual and practical/material priorities (and possible limitations) and, at the same time, challenge the established socio-technical order of the traditional journal field.

The interpretation of Henry's, Finn's, and Gabriel's interview extracts illustrates the synergy of social and epistemic knowing perspectives. Henry's exclamation, *'we can do that'*, operates in multiple ways, as it connects with the scholarly journal's epistemic, social, and practical knowledge domains. As the field

conditions of journal publishing adjust and change, scholars will experience increasing exposure to academic and research libraries that publish scholarly journals. Growing numbers of otherwise differentiated agents will work together through collaborative epistemic and social knowledge building. The traditional doxa of the journal publishing field is already under pressure from other areas of transformative influence, such as open research (Ayris *et al.*, 2018) and institutional-ranking reform (Utrecht University, 2023). Librarians and scholars, including Gabriel, know this and will likely adjust some of their habitual knowledge practices to create new socio-cultural capital through new scholarly communication competencies.

6.4 Summary.

Chapter six described and analysed extracts that speak to the influence and role of socio-cultural and technical capital in scholars and librarians as they navigate the library-based scholarly journal field. The benefits to librarian participants emerge from the contextualised perspective as social knowers of the traditional journal within the professional-services dimension of traditionally applied academic librarianship. Their engagement with scholars' lived experience of traditional publishing and conscious awareness of the field's social structures and values provides a powerful resource for librarians to draw on.

However, the involvement of librarians in scholarly journal publishing as formal content creators (publishers) is not without challenges. It is tempting to exploit acquired and accumulated social capital to benefit library-based publishing, even if field conditions are not agreeable or conducive to scholars' and librarians' needs, wants and requirements. We have also seen how perceived constraints regarding professional habitus, knowledge capital and the doxa of the traditional journal field pull authors toward traditional practice, away from learning about and engaging in alternative library-based publishing.

Scholar participants described the characteristics of the process and the implications of their exposure to library-based journal publishing as they tapped into the experience of accumulated cultural capital from traditional journal publishing. Many scholars are familiar with the 'taken-for-granted' ways of the traditional publishing field, and some will adopt a critically reflective stance that questions practices and experiences arising from their contact with epistemic librarian knowledge as part of the fast-developing library-based publishing field.

Chapter 7 – Negotiating knowledge and knowing in the scholarly journal context.

7.1 Introduction.

The final findings chapter of this study investigates differences in acquiring and negotiating new and existing knowledge about journal publishing, regarding its socio-cultural nature and within the context of ongoing debates about adopting an alternative reformist stance in the scholarly journal field. In Section 7.2, five study participants (three librarians and two authors) talk about their ideas and perspectives about library- and publishing-related learning and how this can affect boundary relations between scholars and librarians; in Section 7.3, six study participants (two authors, one editor, and three librarians) describe how different actors recognise and influence constructions of value, knowledge, and status in publishing. It includes the perspectives of scholars, librarians, and the institutional university system. Interpretation of coded interview extracts and emerging issues is discussed and placed in the context of relevant literature.

7.2 Learning from alternative reformist knowledge practices in scholarly journal publishing.

Acquiring new knowledge is a continuous and ongoing process that builds on prior learning and lived experiences. Marsick (1988) explains that learning in the workplace refers to how individuals or groups of people obtain, interpret, apply, and change related clusters of information, skills, and feelings, and construct reflective meaning in their shared organisational lives. In all of this, learning through interactions with others in a learning community is an essential aspect of informal learning (Coffield, 2002). However, research into the conditions of informal learning and learning from experience at the individual level is scarce and focuses mainly on theory development. For example, the personality dimensions 'extraversion' (assertiveness and ambition) and 'openness to experience' (broadmindedness and creativity) have been used to study intrinsic learning motivation in individuals (Wahyu Ariani, 2013). Although both dimensions go some way to explaining motivation in learners who are embedded in formal learning situations involving externally specified outcomes (Woods *et al.*, 2016), the role of these dimensions as a condition for informal learning is considered negligible (Noe, Tews and Marand, 2013). However, Noe, Tews and Marand (2013, p. 332) report in their research that individual passion and enthusiasm are major predictors of informal learning, and Eraut (2004, p. 247) suggests that the social aspect of informal learning extends the scope of human agency, which the constraints of structural socialisation do not.

The preamble above implies that the processes involved in acquiring and actioning new knowledge in organisational learning contexts are socially complex and multilayered. Accepting newly acquired knowledge depends on the individual characteristics of the scholar and their level of embeddedness in the social structures of the institutional university system. However, while the selected and discussed extracts in this section reveal degrees of informal learning in publishing that is possible by scholars, closer examination of these extracts using Legitimation Code Theory (LCT) shows that knowledge practices relate to and affect power relations between scholars and librarians. These knowledge practices influence the management of boundaries between scholars and librarians and can obstruct new learning by scholars.

Michelle, a librarian participant, distinguishes between types of scholars based on variations and differences in motivation for learning and acquiring new knowledge about scholarly journal publishing in the first part of this section (some will, and some won't).

The second part (some will) includes the interview extracts from two author participants, Gabriel and Luke, who lend credibility to Michelle's view by providing insights into their motivation to learn from new influences and engage in new practices in journal publishing. The move toward an alternative reformist and heterodox stance relates here to a general sense of constructive socio-cultural change in the journal.

The third part (some won't) draws on extracts from two librarian participants, Maria and Oliver, who describe situations in which they experienced limited motivation for new learning and knowledge acquisition.

Some will, and some won't.

Michelle differentiates between scholars based on their motivation for learning, i.e., there are individual scholars who want to learn from alternative and reformist influences in scholarly publishing, and those who are less interested in doing so. Some people, irrespective of their experience with journals published by academic and research libraries, are more motivated to learn new knowledge practices than others.

> *"We can do training, we can do like answering questions and all of that. Then being willing to dive in and kind of learn is really important … I mean, people can conceptualise what a journal is very differently"* (Michelle, 2022, lines 336–338; 351–352)

Michelle asserts that some scholars engage in journal publishing without considering alternative or experimental reformist influences on established publishing practices. For these scholars, there is a lack of interest and/or awareness in the consequences and significance of the journal medium as a form of scholarly communication. However, she does not clarify whether the scholars exposed to library-based education on publishing are uncritical (they don't reflect on publishing practices) or are knowingly aware but, perhaps, hesitant to act on their newly acquired knowledge. This hesitancy can result from a scholar's self-assessment of their status and individual role-responsibility in the field. Acquiring knowledge from others is an inevitable aspect of any form of learning. However, some scholars choose not to realise and act on new publishing-related knowledge or investigate further for fear of creating additional work and responsibilities without substantial and measurable gain.

The following two parts include extracts that, on the surface, support the notion that some scholars are more motivated to explore alternative paths in journal publishing, whereas others lack interest or motivation.

Examining these demonstrative participant extracts supports the plausible view that scholars differ in their motivation to learn about the consequences and effects of publishing in different journal types. Yet, closer examination indicates that the knowledge practices of scholars are sociological exercises in boundary patrol that influence learning in terms of its nature, scope, and impact.

Although many librarians articulate the experience that scholars can display limited knowledge about socio-technical and economic matters in the scholarly journal (examples include author's rights, awareness of the serials crisis, alternative reformist approaches and experimental developments in models and practices of journal publishing, including peer review and research assessment, etc.), but observe that scholars frequently value the support, learning and knowledge opportunities that library-based scholarly communication services (see Section 1.3, including Figure 1) bring to scholars who aspire to change practice, or want to improve publishing outcomes, Michelle herself distinguishes between social knowledge ("*answering questions"*) and epistemic knowledge ("*do training"*). As discussed earlier in Section 3.4, Maton (2014a) differentiates between knowledge claims based on patterns of

legitimation pertaining to knowledge modes between practices and discrete ontological objects (epistemic relations) and between practices and their agents (social relations). Making this distinction qualifies the nature and value of what scholars and librarians can learn and know about scholarly journal publishing.

Some will.

Gabriel and Luke, both author participants, illustrate how librarians can shift social knowing in alternative and reformist paths to publishing by empowering agency in scholars as epistemic knowers. Librarians can help realise this objective by initiating notions and processes of relevant knowledge practices.

The first extract is an example of this. Gabriel's reflection on past experiences leads him to conclude that he would have benefited from a more self-assertive and open-minded reflexive stance as a scholarly author who regularly publishes in peer-reviewed academic journals. To help engender commitment to learning in this regard, he advocates that librarians should become more involved in facilitating formal education events and creating informal, self-directed learning opportunities to cultivate critical discourse about journal publishing. Although Gabriel self-observes that he feels unable to formulate what alternative and reformist practice means or should lead to, his proposition to engage with librarians about questions of scholarly publishing represents a turn toward and an emphasis on creating new knowledge with strong epistemic relations and strong semantic density.

> *"I don't really have a clear answer because it is something I struggle with … I wish that I had pursued alternative publishing outlets a lot more aggressively, assertively throughout my career … I think that libraries can play a much bigger role in facilitating critical thinking and open dialogue, hosting workshops, conversations that involve critical dialogue like the ethics of publishing … So, it's like, okay, what is the library for?"* (Gabriel, 2022, lines 52–53; 73–74; 132–134; 137–138)

While Gabriel struggles with the question about how to devise and implement an effective publishing strategy for himself or his discipline, he displays evident enthusiasm for learning about alternative publishing ontologies and engaging in experimental epistemic practice. Asking *'what is the library for?'* (Gabriel) represents an interesting revelation in that Gabriel perceives the library as a potential learning partner and source of information and knowledge on journal publishing. He acknowledge his motivation and curiosity to learn more, likely leading to situations where he feels obliged to act on his knowledge and deviate from established and traditionally accepted publishing models.

The desire to realise rigorous debate about the *'ethics of publishing'* (Gabriel), for example, contains significant semantic density due to its highly symbolic nature. Ethical behaviour in publishing is laden with many layers of practices, meanings and consequences, ranging from individual and systemic scholarship practices regarding peer review, collaborative/cooperative partnerships, research metrics, open access and open research, to the broader question of structural reform of the journal publishing field. Despite the socio-cultural complexities of engaging in collaborative, transformative scholarly practice, Gabriel has understood its meaning enough to recognise that libraries can play a critical part in the process. He has absorbed some aspects of the symbolic meaning of ethics and moral principles in publishing (semantic density), including the meaning for his own applied practice (semantic gravity) as a scholar.

A collaborative and values-led learning environment has the power to challenge the dominant epistemologies of the traditional/commercial publishing system, which is not always welcome from junior scholars or expected of senior scholars, i.e. agents with higher status and greater means of different forms of capital in the field. In addition, the knowledge and meanings imbued in the idea of ethical publishing – i.e., a publishing system that answers to criteria of "cost-efficiency, openness, transparency, and adaptiveness to the present requirements of scientific communication" (Racimo *et al.*, 2022, p. 2) – also represent valuable symbolic capital in the contemporary academy. Gabriel's wanting to build on his existing knowledge represents a change in professional ambition and a growing sense of agency and confidence in a changing field. Seeking out librarians for collaborative learning and new knowledge acquisition unveils his understanding of the power of personal agency in scholarly publishing.

This also suggests that many scholars question the arrangement of traditional/commercial publishing and want to pay attention to developing trends in the field. They already engage with librarians who speak and advise about open access, research discovery and other information management-related issues. These activities contribute to a changing academic research and scholarly communication environment, where scholars engage in new practices that were previously technically and socially out of reach. For example, outreach and liaison efforts by librarians to formally and informally share knowledge about developments in scholarly communication and publishing create learning situations that emphasise epistemic relations to knowledge (Wright, 2013). Indeed, that scholars accept, understand and act on information about altered or new forms of scholarly publishing with a stronger emphasis on epistemic relations to knowledge is critical to the success of library-based publishers.

The next extract provides an interesting case-in-point example of where scholars achieved the opportunity for acquiring epistemic knowledge through practical, informal learning experiences. Luke (author participant) shares his recollection of his own learning about an uncharacteristic approach to peer review in a library-based journal he contributed to as an author.

> *"So, the interesting thing is … as soon as I submitted to X Journal, pretty well within about two weeks, they send you a paper to review, right, another paper to review. So, there is a bit of like a moral economy of reciprocity at work. I mean, I have reviewed in quite a lot of different journals* [traditional journals]*, but it is the only journal where within two or three weeks of submitting an article they send a paper for you to review. It is kind of a moral understanding that, you know, okay if you want to publish in our journal then you have got to contribute by reviewing a paper, which was interesting. It is the only time that has happened to me. … It is a lot of work"* (Luke, 2022, lines 184, 186–192 and 195; sample interview text included in Appendix L)

We can see here that Luke takes on the task of reviewing a fellow scholar's academic work as part of submitting his own paper for peer review to a library-based journal. Furthermore, this is a unique first individual experience of implied collective responsibility, amounting to a form of active engagement in learning on the part of scholars in the social process of journal publishing.

There is evidence of high semantic density (the extent to which meaning is condensed in the participant extract) with respect to the unwritten moral contract ('*a kind of moral understanding*') (Luke), as its precise meaning is apparent only to individuals who have a share in the knowledge that the concept of reciprocity represents in peer-reviewed scholarly journal publishing. The operation of this semantically dense knowledge extends further because a range of different applications and thematic locations correspond to the phrase *'moral economy'* (Luke), including social, cultural, political and economic. However, there is also a strong degree of semantic gravity (the extent to which meaning relates to context) present, as Luke states, ' *you have got to contribute by reviewing a paper'*. He talks about a new learning opportunity for scholars in a particular journal context wherein one's own submission automatically triggers an invitation to review a paper in the same journal. Scholars are closely involved in their subject fields and have specialised knowledge. Consequently, the expectation mechanism of reciprocal peer review creates enhanced knowledge and experience for scholars, even if this results in extra labour.

Due to their conceptual exposure and publication in a library-based journal, Luke and Gabriel developed knowledge with strong epistemic relations and semantic density. In Gabriel's case, there was an

emphasis on the ethics of publishing, and in Luke's case, the moral economy of reciprocity. Although both aspects can be discursively assessed in publishing (Szomszor and Quaderi, 2020), their significance and interpretation in library-based publishing rely on contact with librarians; i.e., the emphasis is on social relations to knowledge. Consequently, the combination of ethics and moral practice with an emphasis on epistemic relations to knowledge, and librarian-contact knowledge with an emphasis on social relations, is critical for librarians and scholars to develop professional rapport, trust, and change in the practices of scholarly journal publishing.

From the perspective of Legitimation Code Theory (LCT), these processes elevate scholars to the status of becoming 'elite knowers' in library-based publishing, who possess both strong epistemic and social relations to knowledge. They attain specialist knowledge and a cultivated social position as agents in the broader journal publishing field, encompassing both traditional/commercial and alternative, library-based publishing.

Some won't.

Due to their proximity to scholars in terms of well-established traditional library services (e.g. information literacy and research support), librarians tend to occupy a position in the publishing field where a stronger emphasis on social relations to knowledge applies. Ever since some library systems have decided to strategically realign themselves as content creators (publishers) alongside content curation, there is potential for developing valid claims to specialised knowledge in the field (epistemic relations to knowledge).

The extracts from librarian participants Maria and Oliver illustrate the knowledge that arises from cultivated social relations revolving around the concept, scope and meaning of academic freedom – i.e. the freedom <u>from</u> interference in one's scholarly activities or the freedom <u>to</u> engage in appropriate scholarly activities (Åkerlind and Kayrooz, 2003, p. 328) – as it relates to matters of journal publishing. Although both participants describe the influence of feedback and the limitations on potential learning in this regard, analysis of the extracts suggests that certain knowledge practices in the journal setting can create barriers to understanding the significance of the work and the value that libraries contribute to the journal publishing field.

In the following extract, Maria (librarian participant) describes how academic librarians perceive the conditions of support for individual learning autonomy and enable engagement with new knowledge acquisition through cooperative learning and practice in publishing. Although Maria does not explicitly expand on the operational connections between academic freedom and the library's role, this passage imparts a sense of frustration.

> *"I think there is this weird thought process that happens from administrators* [the university system]*, especially where they say, well, if we told faculty members to look for other options, we would be trampling on their academic freedom to publish where they want. And to us in library publishing, that seems so ridiculous because here we are with something that will give you total academic freedom, like, come with us, publish something that looks different in a journal that pushes the boundaries of what a journal is"* (Maria, 2022, lines 233–238)

Some institutional practices regarding questions of informed choice represent a paradox of perceived reality – the idea that encouraging alternative paths to scholarly publishing would infringe upon academic freedom in scholars' lives. Maria questions the reasoning behind this politics of experience and criticises the rationale offered by her university's academic administration. Her assertion to *'come with us'* (instead of to us), which emphasises social interaction beyond the specialised domains of scholarly publishing interests and practices, signifies the difference in vision and approach that library-based publishers offer. Maria puts forward the view that there can be more to learning about academic freedom in scholarly journal publishing if only libraries were fully on par with academic administrators in the cross-institutional academy.

From the perspective of Legitimation Code Theory (LCT), regarding broader learning about the levels of self-constitution and levels of practice of scholars' academic freedom, Maria's situational context in her exchange with scholars is that of the social knower: social relations are stronger, and epistemic relations are weaker. Maria's disposition is primarily social because the intimate knowledge required for deconstructing and making sense of individual scholars' opportunities – and missed opportunities – to claim their academic freedom arises exclusively from the social and cultivated attributes of applied librarianship in the publishing field. That is, librarians frequently operate as and are perceived as social knowers within faculty-focused approaches to scholarly publishing. Although Maria and her library colleagues can, in part, identify, monitor and support scholars' publishing practices, the principles of epistemic knowledge that underpin the ideas and expressions of academic freedom within the context

of a scholar's accountability to the employing university are not coherently disclosed by the university, which thus results in weak framing of epistemic knowledge relations.

In the next interview extract from Oliver (librarian participant), we see how librarians can be excluded from procedural epistemic knowledge practices required for library-based publishing to take root effectively and successfully. In addition, Oliver highlights the role of socio-cultural knowledge in creating and maintaining professional boundaries between scholars and librarians.

> *"I think one of the problems at least on our campus is, that some of our departments have specific guidelines for the faculty member that they have to follow in order to get tenure. There is a list, for example, of ten journals, or twenty journals, I don't know the exact number, but there is a list of journals for specific departments that I've heard about. … that have memorandums of understanding with their faculty members that they have to publish in this list of journals. And if you don't then your candidacy is in grave trouble"* (Oliver, 2022, lines 183–189; sample interview text included in Appendix L)

Oliver similarly identifies what he considers to be challenges associated with established systemic practices related to perceived first-choice preferences and priorities in the journal. However, he also signals an understanding of their significance. Librarians are knowledgeable about the importance of university-level comparative assessment routines and associated benchmark metrics, including the tie-in of individual reward systems to promotion and tenure (Hyland, 2015, pp. 18–20). The existence of documented publishing requirements aims to discourage scholars, whether tenured, on tenure-track or otherwise, from putting much critical thought into normative publishing epistemologies and, consequently, from considering nonconforming journal publications. However, although scholars are expected to follow institutional guidelines to a certain degree in some academic departments, the very existence of Oliver's library-based journal publishing programme means that it has found a degree of acceptance in the broader sense within the local and wider university system.

Concerning publishing behaviours expected of scholars and possible influences on practice by librarians, the differentiation between social and epistemic relations to knowledge is evident again here. Oliver's experience as a librarian providing publishing services shows how university departmental activities and priorities are bounded from the library domain; that is, his knowledge in this is somewhat disparate and weakly framed. He displays limited awareness about frames of expected publishing behaviours in academic departments, which means he does not have specialised knowledge but instead depends on strong social relations with scholars. Moreover, the scope and value of acceptable publishing practices

are condensed into the semantically dense phrase ‘memorandums of understanding’, which creates meaning through obscurity from Oliver’s perspective. The epistemic value of the information contained within exclusive and department-centric memoranda will only become clear to Oliver if it is openly shared and strongly framed by academic administrators. Changing knowledge-code practices in the university system (and the academy generally) would enable Oliver, the librarian, to better determine and capitalise on the difference between journal publishing as a legitimate object (traditional publishing) and other possible objects (library-based publishing).

The above extract also implies regret at the limitations of his position, not being directly involved in formal academic department discussions about conceptual ideas, knowledge practices, and possible alternative trajectories in the scholarly journal. The question arises as to whether administrative department heads and other decision makers could do more to engage Oliver (the library) in the significance and consequences of journal publishing; that is, to provide the necessary framing for Oliver and his library colleagues to effectively determine semantic and ontological-practical differences, overlaps and collaborative/cooperative opportunities between the library and academic departmental systems in all areas of scholarly publishing.

It is not inconceivable that Oliver is knowingly excluded from learning more about the creation, meaning and significance of discrete journal and publisher lists or departmental memoranda of understanding due to perceptions of professional boundaries and traditional practices that still widely prevail in the university setting (Brophy, 2000, pp. 41–54), and particularly between librarians and scholars (Pham, 2019, p. 3). Scholars may instead informally share and discuss departmental policies and practices with librarians individually and/or as part of other, already existing, collaborative work. Indeed, as we will see, scholars frequently reach out to the library to inquire about technical publishing issues, such as copyright.

However, in their discussion on redefining social relations in academic publishing, Jandrić and Hayes (2019) argue that despite its contested nature, new practices of knowledge production create learning responsibilities for both librarians and scholars. Ideally, trans-, multi- and interdisciplinary learning leads to the sharing of specialist knowledge, which produces insight into the semantically dense knowledge associated with the social and political economy of the academic department, as well as the degree to which that knowledge is tied to publishing situations (semantic gravity), i.e. the meaning of publishing a

scholarly journal article in the context of individual scholars. Scholars may withhold the semantic density and gravity of this knowledge from librarians to differentiate and maintain their position in the field. There is a perceptible tension between Oliver's desire to effectively realise academic freedom and equity through library-based publishing and the perceived need of many scholars to maintain professional boundaries, specialist knowledge and, consequently, status.

Knowledge as capital is not commonly owned and is not always shared with others, including librarians. Some scholars use it as leverage in professional boundary work to secure and maintain their position in the field. Even with a stronger emphasis on epistemic relations to knowledge, this may not be differentiated for the librarian from research services, where a stronger emphasis on social relations to knowledge in publishing exists. We have also seen that scholars and academic departments often withhold appropriate framing of epistemic relations to knowledge. However, scholars subsequently provide it once they engage in library-based publishing.

Although all participants in this findings section reported on their experiences across the spectrum of traditional and library-based publishing, dominant knowledge practices in the journal create limitations on what actors – scholars and librarians – know and influence how they articulate and talk about their knowledge. The issues of power and status frequently overshadow knowledge practices in the field, affecting relationships between scholars and librarians. In addition, through interpreting and discussing the analysed interview extracts, we can see how legitimation practices contribute to accumulating capital in the field. Maton's (2014a) Legitimation Code Theory (LCT) is a valuable tool for revealing the differences in interpretations and the variations in different forms of knowledge capital (human, structural, and relational) operating within individuals' academic habitus and the wider publishing field. Specifically, the specialisation device (social relations to knowledge and epistemic relations to knowledge) and the semantic device (semantic gravity and density of knowledge) found application in scrutinising how participants speak about publishing practices and what they know about publishing practices. Languages of legitimation, which embody what should and should not be considered legitimate in fields of publishing, represent strategic responses to knowledge as capital, i.e. what can legitimately be known by whom and under whose authority.

7.3 Recognition of scholar, librarian and institutional knowledge.

In this last section of the findings report, participants reflect on how lived experience and epistemic and social relations to knowledge in journal publishing are differently recognised and valued according to

who holds them in the academy. The selected extracts of seven scholar and librarian participants connect to the coding categories relating to how participants describe their role in and experience of journal publishing, including their professional relationships with each other. They illustrate the constructs of knowledge held by scholars, librarians, and the institutional university system.

The section begins with two extracts from Charlotte (author participant). The first illustrates how some early-career scholars, like Charlotte, describe knowledge acquisition from experimental practice in publishing; the second illustrates how senior scholars perceived and valued this course of action. Next, drawing on extracts from six scholar and librarian participants examines in the main their responses and understandings relating to knowledge in journal publishing (Oliver, librarian participant), understandings of journal status and authority (Gabriel, author participant and Sebastian, editor participant), social and technical practices in library-based journal publishing (Maria, librarian participant), and traditional library use for information seeking in the research-for-publishing context (Molly, editor participant). Two contrasting perspectives emerge from these extracts: librarian and scholar knowledge and experience appear to be either overlooked or valued regarding questions of epistemic procedures and social practices in research and publishing.

However, analysis of these interview extracts indicates that these contrasting perspectives on existing knowledge practices share a common characteristic. To maintain professional boundaries, practices involving power and knowledge operate in traditional and library-based publishing situations, even where librarian knowledge is accepted and valued.

The section concludes with one interview extract from Henry (librarian participant) that illustrates how a university system recognises and values scholarly communication and publishing knowledge as acquired and practised by libraries.

In the first extract below, Charlotte (author participant) describes how she derives knowledge from engaging in experimental publishing practice.

> *"My personal publication strategy is to always publish in a different journal because I think it is more fun to have published in as many different journals as possible. So, that is what I am personally pursuing, is my strategy … thinking about what makes research* [and publishing] *reciprocal, what knowledge is deemed meaningful"* (Charlotte, 2022, lines 424–426; 438–439)

A first interesting inference to be drawn from this extract is that Charlotte, a young researcher with two years of research and publishing experience, values a pluralist publishing strategy based on notions of diversity and variety in the journal field. She considers it an enjoyable experience (*'fun'*) to spread her scholarly work across different journal venues and, consequently, contribute to reducing the dominance of some journals over others. While Charlotte values her discipline's socio-cultural knowledge conventions on publishing practice, she wants to see her research empowered and held in common with journals that may fall outside accepted frames of experience and reference.

However, senior academic colleagues regard her approach to publishing in scholarly journals as somewhat problematic.

> *"That is my mentor, who is a Professor in my department and one of the more senior figures in my field, and he has told me that I need to stop publishing in funny little journals … I need to publish in 'A Journal', 'B Journal' and the 'C Journal'. That's what I need to do. … And then if the papers I'm running are not going to get me published in there, I shouldn't be writing them. So, that is what I got told. … So, my plan is now to try and publish in these big journals at some point. Because otherwise, I probably won't get very far in my career. … I know that a lot of people who hold power value certain journals. And therefore, that puts limits on what I can do.* (Charlotte, 2022, lines 334–335, 340–343, 362–363 and 370–371; sample interview text included in Appendix L)

Upon receiving critical feedback on her previous publishing activities, Charlotte returns to recognising and accepting authoritative knowledge and experience from a senior scholar because it is considered risky behaviour in her academic department to explore and experiment with unrecognised scholarly journals. In doing so, despite being advised to the contrary, early-career scholars can potentially damage their prospects for a successful academic career. As can be deduced from this extract, for many established scholars, successful publishing of research depends on following commonly shared and dominant understandings and practices of scholarly communication in terms of what is considered an appropriate journal in the relevant discipline. As a result, Charlotte decided to change her approach to publishing in line with the expectations of her field and immediate senior academic peers.

In contemporary academic publishing, libraries increasingly and successfully take on the role of journal publisher, with consequences for traditional publishers in terms of competitive exposure to social relations of knowledge. As a direct result, librarians and scholars will develop different understandings of journal publishing depending on the nature of the publishing setting and the consequential proximity

and frequency of contact with library-based publishing. Despite this, many scholars continue to prioritise and maintain the conventions and values of traditional and commercialised approaches to publishing.

The question of selecting an 'appropriate' journal also connects with the essential value of author rights to scholars and librarians. This is demonstrated in the next extract, where Oliver, a librarian participant, explains that scholars' questions frequently focus on copyright-related concerns as part of their publishing experience: research and writing, alongside teaching, are the mainstays of work that scholars undertake, and these activities habitually result in contributions to and experiences of academic publishing. However, if knowledge practices are a method for agents to establish positional legitimacy in the field, we can see in the interview that Oliver utilises epistemic knowledge to carry out boundary work. Oliver's explicit legitimating of librarian knowledge, in the context of his reflection on the influence of librarians on scholarly journal publishing, offers a useful insight into the contribution of knowledge practices by librarians towards the knowledge and experience of scholarly authors. Oliver informs us that he has specialist knowledge, differentiating him and other librarians like him from the world of regular scholars and librarians.

> *"For us, I think, it always ends up coming back to the problems with copyright … that comes up fairly often … you know, when you need to talk about what the problems with the large publishers are, it really does come down to the problems of how the publishers lock down the copyright of the journal article authors. And I try to raise that awareness to faculty as well that you don't have to sign away your copyright all the time"* (Oliver, 2022, lines 117, 124, 131–134)

Oliver describes how scholars frequently reach out to him for practical publishing advice by illustrating his experience talking to scholars about the various challenges that coincide with traditional publishing, including the technical challenge of author copyright. There is an implicit suggestion that scholars appreciate the support and help of librarians as people not only seek out the library but also see the library seek out scholars.

While the essential takeaway from this extract is that many scholars attribute their impression of being supported professionally to services provided by librarians, Oliver also evidences his epistemic knowledge. This is significant because, beyond giving credit to scholars for reaching out to the library for support in copyright and other publishing-related matters, Oliver demonstrates in the interview that he has specialised technical knowledge. He points to the dynamics of the social relation dimension in

librarianship, which offers librarians recognition from scholars. At the same time, he also undertakes boundary work through using epistemic knowledge, which indicates his status and professional identity.

In referring to the complexity of copyright, Oliver legitimates librarian knowledge by creating strong epistemic relations (i.e., between practices and their object) and high semantic density (i.e., epistemological condensation of formal definitions and descriptions), where meaning is reduced to a symbol, in this case, the term copyright. Oliver signals that he has epistemic knowledge by virtue of his position as a librarian and epistemic power as the right kind of knower possessing legitimate knowledge and a legitimate disposition (Maton, 2014a, p. 31). Accordingly, this dispositional arrangement of legitimate knowledge in academic librarianship allows for professional separation and a clear boundary between librarians and scholars who would only have legitimation based on social relations (i.e. between practices and their subject) to copyright-related knowledge.

Although libraries provide access to curated information and offer publishing supports with a variable emphasis on social relations and epistemic relations to knowledge (e.g. scholarly communication literacy, research data management, bibliometrics, author rights education, research support, archival services, etc.), as an essential ancillary to library-based publishing, we have seen that there are opportunities to acquire more strongly codified epistemic knowledge. Librarians learn how to provide professional journal publishing services based on epistemic knowledge, and when librarians attempt to communicate their knowledge and understanding of journal publishing to scholars, this can either be suppressed or embraced.

In the following interview extracts, one participant (Gabriel, author participant) begins by describing his perception of the treatment of abstract knowledge in the contexts of journal status and authority in his discipline. Gabriel talks about how he and other scholars are pulled in by the idea and value of publishing in journals that are perceived as prestigious, in the traditional sense of the term, concerning the journal impact factor (JIF) (Smith, 2023). In contrast, later extracts illustrate how innovative technical knowledge practices in journal publishing can attract scholars to the library-based publisher (Maria, librarian participant) and how alternative socio-cultural knowledge structures and heuristics in journal publishing can be put into practice and valued in academic tenure and promotion processes (Sebastian, editor participant). However, this may be interpreted as an opportunistic use of knowledge based on contextual idealism and ambition rather than regular knowledge practice. In the final extract of this

section, one scholar (Molly, editor participant) describes how traditional library expertise is ordinarily tapped into and frequently appreciated by other scholars to benefit their own and students' academic research and publishing needs.

Gabriel (author participant) offers an example of how he perceives many scholars perceive their knowledge, experience, and associated behaviour in mainstream publishing practice. Gabriel provides a perspective on his experience as a mid-stage career academic. He refers to situations where he prioritises normatively recognised journals over alternative and reformist publications based on the rationale of individual academic career advancement.

> *"A lot of the critical journals, the higher-ranking ones, are with kind of corporate publishers. … once they get a funding base and they have an ISI* [Web of Science] *listing and their citation indices and the metrics go higher and higher, a lot of academics, including myself, are drawn to that in terms of reputation and, indeed, the esteem of publishing in what is assumed to be a higher quality journal. … And everybody's publishing orientation in career gaze is in that direction, in that sort of corporate direction, right"* (Gabriel, 2022, lines 59–60, 63–66 and 77–78, sample interview text included in Appendix L)

However, although Gabriel offers a contested socio-cultural knowledge perspective on the workings of scholarly journal publishing as an academic author in the social sciences, the implication is clear: alternative value propositions and knowledge practices in journal publishing put forward by library-based publishers (see figure 3, Section 1.3, for a snapshot overview) can create lower expectations of merit and authority due to a perceived lack of socio-cultural capital and resultant lower professional status. Gabriel's contribution to a library-based journal positions him against the boundary domain between corporatised publishing and library-based publishing, which (many) other scholars may perceive as an act of profound boundary transgression.

In contrast to this example of an author's experience in journal publishing, three participants (Maria, librarian participant; Sebastian, editor participant; and Molly, editor participant) describe different situations where their knowledge practices were valued by academic colleagues, librarians, and other university staff. The first extract from Maria, an experienced librarian working in library-based publishing, illustrates how libraries identify and live out knowledge practices in publishing that scholars are interested in.

> *"It is actually about the type of content that they are publishing now. So, I see this a lot in the humanities where the journals, the top journals in their field, you know, they are really traditional publishers. They are publishing the same type of thing that they did in print: words and images. And now we are having faculty members who are coming out of their graduate programmes with a lot more knowledge and insight about data, about data visualisations, about digital humanities and so end up with these really cool projects. And maybe they still have a traditional publication piece to them. So maybe it is like a digital project and a journal article. But then they are really looking for 'I want a publication home that can take everything'"* (Maria, 2022, lines 137–144)

Maria uses the example of innovative information formats that scholars bring to publishing alongside the long-established *'words and images*' (Maria) format. In principle, library-based publishers cater for multiple publishing formats in contrast to many traditional-type publishers. She points to her experience of encountering many scholars who want access to variously compatible and practical information structures that library-based publishers can provide. Although this knowledge is derivative of an academic practice-related knower-code (Maton, 2016, p. 12) with emphasis on social relations to knowledge, it is precisely this feature of librarian knowledge that makes it very valuable in the scholarly journal setting.

Even though Gabriel and Maria have a stake in library-based publishing as a scholarly author and academic librarian, respectively, their perception of the value of their knowledge deconstructs differently. Gabriel has published in library-based journals, but he critically questions their value from a socio-cultural systems perspective due to specific author requirements and/or concerns that many established traditional and corporatised publishers can address effectively (prestige, reputation, impact, reach, etc.). At the same time, authors and editors proactively seek out Maria's socio-cultural and technical publishing knowledge and realise it through editing or publishing in her library's publications. This may be explained, in part, by variations and incremental change in disciplinary publishing cultures and values or a sudden change in attitude and approach (calculated experimentation and risk-taking) towards alternative and library-based publishers. However, it is also likely that local differences in institutional policies and priorities play a role. If Gabriel's publishing in library-based journals had been acknowledged in the advancement of his academic career, this would have severed the implicit boundary that scholars use to maintain established knowledge practices. Ignoring Gabriel's publishing in library-based journals maintains power relations and professional boundaries for both scholars and librarians. In contrast, scholars who publish in both traditional and library-based journals approach Maria and other librarians like her elsewhere to help them reform their knowledge practices and attitudes in the journal.

In the next participant extract, Sebastian (editor participant) cites the value of his library-based publishing knowledge in the context of academic tenure and promotion settings. In other words, Sebastian introduces the library-as-publisher concept to a wider audience with influence on university academic staffing practices.

> *"When I have sat on our tenure promotion committee, I have been very vocal about supporting alternative means of publishing. And I know that my colleagues who participate in our journal and very interestingly, too, even more traditionally minded people who have published with us then defended open access journals later. So, part of my plan was to try to get as many of a diversity of senior people to publish with us as well"* (Sebastian, 2022, lines 285–290)

Sebastian acknowledge the knowledge practices that non-traditional journal publishing brings to the scholarly ecosystem. He explicitly mentions open-access publishing but effectively speaks in broader terms about his support for alternative publishing under the auspices of collaborative librarian involvement and knowledge. Sebastian has formally crossed the boundary from traditional and commercial to library-based publishing. He occupies a senior position in the academic hierarchy with knowledge informed by traditional and non-traditional scholarly publishing modes. Although there is no indication from the extract about how successful Sebastian was in his effort to influence the question of status in publishing in the tenure review process, his knowledge and experience would likely have been at least considered by other panel members. By drawing on the elementary role of the library in journal publishing, Sebastian engages in professional boundary work within the context of the academic promotion domain. However, his activities there do not approach the threshold level of epistemic knowledge-building, which only traditional publishers seem to be able to achieve due to the power of historically accumulated capital (knowledge, social, economic and political).

In the excerpt below, Molly (editor participant) shows how effective librarians can be in assisting academics and students with information searching, echoing the sentiments and thoughts of several other study participants. Many scholars value library knowledge in support of the research process. Although Molly expresses appreciation for the input and support of academic librarians, analysis of the extract shows that knowledge practices operate to maintain professional boundaries even when scholars and librarians cooperate for the purposes of collaborative learning and knowledge acquisition.

> *"We had a librarian who worked with our college specifically to create library guides where there would be search engines, different ways of searching for information within your field. And I found that very useful. And she created this whole series of guides that were disciplinary or topic-based,*

> *and that was really helpful. So, it is more about like she did this kind of collection of information, made it all available and then she would teach classes on them. So, that was mostly useful to students, but I found it useful too"* (Molly, 2022, lines 74–79)

This extract implies that Molly feels empowered by asking questions and learning from and with librarians. Her knowledge and experience of searching and finding information have improved due to utilising traditional librarian knowledge. However, in contrast to critical perspectives on librarians' roles and abilities as nontraditional actors in journal publishing, because of a perceived lack of social and professional capital, particularly within smaller institutions, such as Molly's, which are focused on teaching and community engagement (Cruz and Fleming, 2015, p. 197), the approach and demeanour of this scholar were different regarding traditional librarian expertise. Molly used language that conveyed a sense of certainty and professional regard for librarians. She crosses the boundary between scholars and librarians created otherwise by using knowledge practices at the publishing stage of the research and scholarly communication lifecycle. Molly's repeating of the sentiment '*I found it useful*' strengthens her assertion that librarians possess knowledge of value at important junctions in the research lifecycle.

When epistemic knowledge in librarians becomes essential in research and publishing beyond its immediate value and purpose, scholars gain access to it by seeking out librarians individually for advice and support. However, many scholars continue to describe librarians' contributions to journal publishing as predominantly based on social relations to knowledge. Separation from librarians is achieved by referencing privileged knowledge, i.e. scholars use established knowledge practices to claim and maintain status and dominance in the field. Librarians may receive credit for their efforts arising from their work as journal publishers, to the point where scholars successfully publish in library-based journals. However, the significance of librarians' knowledge practices in publishing is kept in check by scholars concerning its epistemic content and semantic density.

The final interview extract from Henry (librarian participant) illustrates a significant challenge identified by many librarians and scholars, specifically those who aspire to mainstream the library-based journal. Where does their accumulated knowledge and experience belong in a university system that valorises epistemic relations over social relations to knowledge? In other words, the basis of claims to knowledge in scholarly journal publishing is frequently grounded in principled knowledge and historically established procedures of traditional practice as opposed to developing ideal knowers with alternative reformist dispositions and relevant abilities associated with non-traditional knowledge practices.

> *"If I'm thinking about the high-up folks, the provost, the office of research, they are aware of what we are doing … Other than giving us money and resources to hire staff I don't know that they are incredibly engaged trying to change that piece of the journal publishing culture. Because the University of XYZ, the provost, I mean, those are the folks ultimately who are pushing things like the impact factor and publishing in the top journals, right, because they want that ranking for their faculty"* (Henry, 2022, lines 270–271; 274–278)

The institutional university system provides material support to enable and maintain library-based journal publishing in Henry's library. For Henry, this is tangible evidence that administrative decision-makers recognise the value of his library's publishing activities to scholars and the larger scholarly ecosystem. However, he reflects on the university's contribution to library-based publishing in a critically detached way. Henry argues that the library's journals and their contributors (authors, journal editors, librarians, peer reviewers, readers, etc.) are not valued for anything more than participating in the scholarly conversation, which traditionalists ultimately still dominate. Henry suggests that if the library's acquired publishing knowledge and material contributions were valued in the traditional mainstream sense, then its (and his) professional status and influence on publishing policy and practice within the university system would be different. Henry uses the phrase *'journal publishing culture'* to illustrate the limitations placed on his library's knowledge practices and the professional boundary enforcement at work in this context. Libraries that publish offer a valuable service to the scholarly community. However, the institutional system's epistemic and socio-cultural worldview does not yet allow for a fully raised status of the library-as-publisher construct. Specialisation modalities and semantic structures (see Section 3.10) represent two essential legitimation devices that many academic and administrative decision-makers in university systems use to stake their claims to knowledge on the basis of and reliance on greater power and status. This feature contributes to struggles over the relative importance of epistemic and social knowledge in scholarly journal publishing and how the discourse between scholars and librarians is understood and interpreted as a part of that.

7.4 Summary.

The presented and interpreted interview extracts in this chapter illustrate how the role and influence of knowledge and knowing affect the negotiation of relevance and status in the journal publishing system. The idea that scholars show differences in their motivation for new learning is overshadowed by the role of dominant knowledge practices in contemporary journal publishing and the influence of academic and administrative decision-makers. Close engagement with library-based publishing provides ample social knowing for scholars but also creates new learning opportunities and the acquisition of epistemic knowledge. Scholars learn substantially from publishing in library-based journals and can reconceive

publishing through fundamentally different epistemic knowledge paradigms, irrespective of whether the ontological status of agency and/or structure/context and existing field dynamics are amenable. However, practices of knowledge legitimation influence the accumulation of knowledge capital in the field, as well as determine its access and powers of dissemination.

While many scholars value scholarly publishing services that individual librarians and library systems provide, the knowledge arising from these activities is diversely constructed and described. Some scholars, based on the principle of continuous new learning in partnership with librarians, adopt a reformist stance on scholarly publishing with a stronger emphasis on epistemic relations to knowledge and attaining the status of elite knowers in the case of library-based publishing. However, while many scholars and others tap into knowledge held by librarians by virtue of their role without being openly acknowledged or valued in the field, both scholars and librarians also engage in collaborative professional boundary work to mask the significance of dominant practices and associated knowledge capital in traditional publishing.

Chapter 8 – Conclusion: summary, discussion, reflections and directions.

8.1 Introduction.

My curiosity and interest in the library-as-publisher construct, the nature of which is examined in Section 1.3, inspired this research study. In a nutshell, library-based publishing represents a reformist evolution (a conceptual and practical shift) of the academic and research library from primarily being a content curator to incorporating content creation in the form of peer-reviewed scholarly journals, among other formal publishing formats. Specifically, this study investigated the socio-cultural knowledge practices, experiences and understandings of authors, editors, and librarians active in traditional and library-based journal publishing, applying theoretical constructs to understand and explain their processes.

This final thesis chapter summarises the study's findings in Section 8.2, reconnecting with its purpose and scope (Section 1.6) and the research questions (Section 3.8). Section 8.3 expands on Section 8.2 to discuss the role of knowledge in the legitimation and status of library-published journals, linking with the concepts and practices of library-based publishing as part of the broader publishing system and its structural and socio-cultural dynamics. Section 8.4 describes the study's strengths and limitations, followed by suggestions for future research directions in Section 8.5. The critical reflection in Section 8.6 concludes this chapter and research study.

8.2 Summary of findings and significance of the research.

This research provided a cross-sectional in-depth exploration of the status of socio-cultural knowledge and its practices in library-based journal publishing through the analysis and interpretation of twenty-four semi-structured interviews with journal editors, scholarly authors, and academic librarians. By building on earlier studies that sought to learn about scholars' and librarians' experiences and perspectives of publishing in scholarly journals in and outside of the academic and research library, this research study described and analysed in some detail how the status of socio-cultural knowledge and its forms of production and presentation affect the context of library-based publishing. Furthermore, it fills a theory-to-practice gap in the literature, as it is the only empirical study to date to use a multi-theory approach to examine and develop a better understanding of the complex phenomenon of scholarly journal publishing with and by library systems as publishing houses. Specifically, the holistic use of Legitimation Code Theory (LCT) represents a constructive framework for empirical investigations into the social and cultural knowledge practices of academic publishing.

The findings from conversations with journal authors revealed an attitude of epistemic curiosity towards alternative publishing paths and heuristic openness to new learning and practice in scholarly journals with librarians. However, and interestingly, from the perspective of 'conscious' choice awareness in the type of publisher and/or journal, none of the author participants, bar one, self-reported that they had published in a library-based journal. Instead, explanations and reflections on publishing experiences and on the rationales for selecting a particular scholarly journal frequently revolved around matching academic reading interests with where relevant publications reside, whether library-published or not. The implication is that many scholars treat library-published journals indifferently; that is, they are just as valid as traditional publications. At the same time, motivations also found expression in authors' desire to reach a broad readership (open and equitable access across the disciplines), to minimise economic costs (author-facing article processing charges), and for thoughtful and supportive journal management (editorial and review policies and transparent decision-making processes). Notably, the ability to build recognisable professional capital accepted by academic peers (professional standing and prestige), institutions (recognition and influence), and scholarly fields (knowledge and career advancement) is of critical importance.

Regardless of how open-minded journal authors may seem to themselves, the research findings corroborate the idea that many are inherently influenced, yet also feel constrained, by established social, cultural, and structural ways of knowing and doing in their disciplines, subject areas, and socio-structural surroundings. The pervasive influence and ingrained practices of the dominant traditional publishing system make it challenging for library-based publishers to, at this point in time, inspire and support self-directed (enlightened) behavioural change among authors at scale. As participant experience accounts show, the normatively successful academic often conforms to disciplinary and institutional publishing norms and expectations, even if they disagree with their co-constructed and connected social practices, knowledge structures, understandings and consequences. This reality contributes to many authors' relative unawareness of alternative publishing proposals. While some authors who find themselves limited by imagined or real barriers to their academic freedom want stronger agency in how and where they publish, i.e., engaging in non-traditional publishing knowledge practices with non-traditional publishers (libraries), others accept and/or prioritise publishing in traditionally established and organised journals that dominate fields of research and scholarly publishing practices, as they represent significant reference points for recognition by academic peers, administrators and institutional employers.

Responses from journal-editor participants acknowledged the broad social and epistemic knowledge and experience librarians bring to scholarly publishing. The involvement of traditional scholars as editors of library-published journals contributes to legitimising and spreading, amongst academic peers and administrators across different fora, the knowledge they have developed from collaborative/cooperative transformative publishing in partnership with individual librarians and associated library systems. Interviewed editors stated that they frequently push for reform in how academic institutions engage in the structural dialectic of the scholarly journal and its social constructions involving the academic and research library. For example, editors and librarians, among other advocates, have well-articulated the rationale for building an open and inclusive journal-publishing system as both a concept and a practice. At this point in time, most traditional/commercial publishers, research agencies and funders, scholars, and university administrators accept it and participate in effecting it. However, the ongoing challenge for widening publishing ecologies usually pertains to modes and means of achieving structural economic stability and producing consensus-based social and cultural reform outcomes in fast-evolving and uncertain research, library and scholarly publishing environments. Remarkably, all editor- and author participants, when prompted during the interviews to reflect on their experience of traditional/commercial vis-à-vis alternative journal publishing and its reformist agenda, reflexively questioned the oft-taken-for-granted power/knowledge discourse and prevailing orthodoxies of the traditional-conventional publishing system. By critically interrogating publishing-related experiences, beliefs, values, and interpretive assumptions, scholars and librarians challenge previously established boundaries of knowledge and practice in the library, scholarly communication, and the disciplines.

Significantly, some library-based publishers seek and engage in strategic partnerships with established commercial/non-commercial university presses and/or integrate recognised journals from learned societies into their portfolios. Conversely, others underscore their distinct, reformist status within the publishing ecosystem, while many actively lobby university management to treat library-published journals on equal terms with traditional journals, structurally and socio-culturally.

Participating librarians identified possessing powerful knowledge of the concepts and practices of academic publishing as an essential reason for entering the scholarly journal field as a publisher. In addition, the interplay between traditional content curation, information management and legitimate disciplinary knowledge contributes to and benefits the attributes of the academic librarian (the library) being the right kind of knower. That is because academic and research libraries are predisposed to the

socio-cultural discourse of the scholarly journal and its processes. After all, existing publishing literacies are grounded in disciplinary values and practices on the one hand and informed by interepistemic dialogue[22] between scholars and librarians, on the other hand. Librarians' understanding of the ways of the traditional/commercial journal, while engaging in collaborative/cooperative library-based publishing, creates and promotes meaningful boundary work across distinct fields of social practice. Yet, the deeply entrenched determinants of the traditional scholarly publishing system, such as the dominant for-profit commercial model or the persistent emphasis on quantitative journal measures (social sciences) and/or prestige (humanities and social sciences) as a quality proxy for research, pose significant challenges to academic and research libraries keen on breaking through and mainstreaming alternative knowledge practices through library-based journals.

Librarians' extensive knowledge of scholarly publishing and its mechanisms often lacks visibility among many humanities and social sciences scholars. One common and popular socialisation strategy librarians deploy to counter this issue is to integrate and position library-published journals as a natural extension of existing library services that already facilitate and enable the academic research lifecycle. From a macro perspective, initiatives such as the recently launched Open Journal Collective (OJC) – an equitable, sustainable, and community-led alternative proposal to the [traditional/commercial] corporate academic publisher model (*Open Journals Collective*, no date; Edwards, 2025) – will constructively contribute to raising the profile of libraries as serious and authoritative formal content creators. Normalising journal publishing with, and in, academic and research libraries legitimises and elevates the library's knowledge of scholarly publishing beyond well-recognised and established library-based scholarly communication services, such as research support, bibliometrics, archival services (institutional repositories), and open research education.

By collaboratively and cooperatively encouraging change in the knowledge, practices and attitudes towards the scholarly journal, reformist and future-oriented scholarly disciplines and library systems can embody "ideas of risk-taking and release – of going forward in the acknowledgement of fear but also of faith" (Mahon, 2021, p. 4). In this spirit, cooperative and co-creative publishing between scholars and librarians (libraries) offers opportunities to cultivate and entrench alternative epistemic communities within the scholarly journal ecosystem.

[22] By interepistemic dialogue, I mean constructive engagement between scholars and librarians in and across multiple ways of understanding, viewing, and producing knowledge practices in the scholarly journal.

8.3 Whose knowledge? considering the status of socio-cultural knowledge in library-based journal publishing.

In their evolution to library-based journal publishing, librarians and scholars move from the hitherto separate domains of information curation/management/provision (librarians) and scholarship creation (scholars) into an integrated space of new practice and experience. Put another way, both groups shift from the somewhat disparate worlds of traditional library work and traditional scholarly publishing into a shared space of collaborative/cooperative journal publishing. On leaving their respective habitus and existing structures of established social practices, new professional relationships, learnings, knowledge, and interpretations take root and develop. Evolution encompasses movement, which consists of switching from established social knowledge practices to sharing and diversifying knowledge practices (Montgomery *et al.*, 2021, pp. 47–65).

Although many library systems and individual librarians have proactively developed publishing expertise through a combination of ongoing activities and measures (e.g., designing and providing repository-based ('green publishing') archival services, undertaking formal publishing training, recruiting publishing professionals into library-based publishing operations, etc.) before entering the journal publishing field, others are not always comprehensively prepared across the full spectrum of required knowledge and skills. A good example is Betsy (see p. 112), who declares up front that she entered the journal publishing field unintentionally and by circumstance. She has technical knowledge, which positions her well to maintain the publishing platform and support users in this context; yet she lacks the socio-cultural publishing knowledge to support scholars (authors and editors) authoritatively beyond system-based publishing workflow questions. It is for this reason that many library-based publishers recruit individuals like Daniel (see p. 111–112) who combine previously acquired professional publishing knowledge and expertise with professional librarianship knowledge (a merger of distinct field-based knowledges).

Practical engagement with library-based publishing also means that scholars and librarians keep returning to their pre-existing and traditional fields of social and cultural practice. Both groups draw upon existing stores of knowledge that stem from previous experiences and influences, whilst claiming new knowledge through engagement with the ontology and epistemology of the library as publisher. Inevitably, both librarians and scholars, now involved in the shared project of library-based publishing, will be viewed by traditional knowledge agents as representatives of this converging subfield of library and academic scholarly practice.

With the proliferation and growth of library-published journals, questions arise concerning how scholars and librarians deconstruct, make sense of, and engage with traditional knowledge, new knowledge and social authority in the broader field of scholarly journal publishing. It is essential to reiterate that this study perceives knowledge in publishing as a binary relation between two concepts, as the contrastive difference of social knowledge practices in collaborative library-based and traditional/commercial scholarly journal publishing.

The idea of investigating relations of social practices and phenomena traces back to Durkheim (2004 [1915], pp. 85–100; see also Lindberg, 1992, p. 8), who proposed that knowledge is variously both social (wherein, in our case, knowledge is generated by academic communities that are grounded in the particulars of their social and historical experience) and epistemic (wherein, in our case, knowledge emerges from academic communities as specialised knowledge that has its own structure). In building on the work of Durkheim, Vygotsky (Guile, 2010, pp. 82–95; Young, 2007) suggests that people invoke different concepts to mediate and communicate social practices. These can be distinguished as the difference between everyday concepts (context-bound experiences which are reflective of everyday/universal aspects of the social world), and theoretical concepts (context-independent experiences which are part of organised communities; they can expose aspects of the social world that are not necessarily apparent). Heath (2014, pp. 219–220; see also Gibbons *et al.*, 1994, pp. 23–45) later reappraised knowledge and its practices in the contemporary university by reconceptualising Vygotsky's socio-cultural knowledge theory as 'Mode-1 knowledge', which refers to homogenous discipline-based knowledge and 'Mode-2 knowledge', which refers to legitimate team-based and transdisciplinary knowledge in terms of socially distributed skills and experiences brought to it.

When applied to the binary context of the library-based and traditional publishing perspective, knowledge can be context-independent (abstract and generalised) or contextually bound and constructed within and through the social-realist frame of situated social communities and associated power relations. However, in the attempt to differentiate between forms of knowledge, there exists a contradiction in the idea that abstract and generalised knowledge has the potential to liberate agents from specific socio-structural constraints and their ideological justifications. In one sense, the essentialism of context-independent knowledge can empower individual agents who acquire it to extract themselves from the conditions of social production and develop the capacity to imagine alternatives relating to areas such as, for example, gender, class, religion, law and education (Rata, 2012, p. 136),

including scholarly communication and journal publishing. Yet, in another sense, that same knowledge also contains a relativist or multi-perspectival quality, which maintains the social and structural divisions of academic labour and its knowledge practices (Bourdieu, 1984b, pp. 101–114). In response to the 'powerful knowledge/knowledge of the powerful' conundrum (Beck, 2014, pp. 65–75), Maton (2000) makes the interesting observation that "knowledge comprises both sociological and epistemological forms of power" (2000, p. 149), meaning that knowledge and social power are essentially interconnected but irreducible to each other.

Bernstein's (2003) post-Durkheimian social realist perspective theorises that knowledge has its own internal structure and takes different forms open to analysis. Like Durkheim, Bernstein draws on the relationship between knowledge classifications and social order but focuses on the role of boundaries between different knowledge domains, such as those of the academic and research library, academic faculty (scholars) and disciplinary practices and ideologies. However, opportunities for acquiring new knowledge and associated social power(s) will emerge if scholars and librarians can successfully negotiate and navigate these domain boundaries. It is reasonable to suggest that Bourdieu would perceive 'relations ***to***' knowledge (i.e. how disciplinary, institutional and agentic identity influences knowledge) as just another form of social power that constructs and constrains a given field of social practices. In contrast, Bernstein's conceptual framework argues how 'relations ***within***' knowledge (i.e. knowledge itself) can configure identity and consciousness, which can be scrutinised (Maton, 2008, p. 87). Consequently, for Bernstein, learning and progress are not exclusively relational processes concerning 'relations *to'* knowledge, but ones that also involve 'relations *within*' knowledge. In the context of library-based journal publishing, librarians (libraries) possess epistemic knowledge of traditional and reformist publishing modes affecting relations to knowledge.

While Young (2007a) recognises the sociality of knowledge concerning the roles of epistemic power and subjectivist agency, he likewise rejects the notion that knowledge practices, such as the quantification of academic labour[23] or the dominance of traditional/commercial publishing, are purely the result of socio-cultural influence. If this were the case, any form of knowledge would become entirely rationalist, meaning dogmatic and random. It is for this reason that Young (2007a, p. 63), Moore (2013) and Maton

[23] The concept and practice of 'quantifying academic labour' stands for the oft-perceived primacy of quantitative evaluative metrics (citation-based data) over qualitative indicators (descriptive assessment of methods, findings, relevance and depth of the research's contribution) from the perspective of many administrative decision-makers (academic management) in universities (see Ma and Ladisch, 2019 and Kulczycki, 2023).

(2014) move away from purely relativist-rationalist trajectories regarding the question of the nature of knowledge and its practices, arguing instead that the challenge of "knowledge blindness"[24] (Maton, 2014b, pp. 3–8) can be constructively addressed (perhaps overcome?) by a social realist paradigm that does not attempt to distinguish between epistemological and sociological knowledge, but instead produces a "sociological [sic] model of rational objectivity" (Moore, 2013, p. 339) sandwiched between (knowledge) relativism and essentialism. This observation stipulates, in essence, a carefully 'balanced' approach to creating knowledge structures (and cultures), accounting for an impartial epistemology of the scholarly journal.

By emphasising the aspects of knowledge acquisition and socialisation of scholars and librarians in scholarly journal publishing, as observed in the six empirical studies that investigated and discussed the evolution from traditional journal publishing to library-based journal publishing (see Section 2.5), previous researchers of scholarly publishing have insufficiently considered, or not considered at all, the nature and role of knowledge specific to library-based publishing. For example, the six studies do not establish to what extent previous scholar and librarian experience, including accumulated knowledge and competencies, does or does not affect the successful evolution of journal publishing in academic and research libraries. In some sense, it is assumed that the collective effort of library-based publishing and its underlying knowledge practices represents a fait accompli as part of other, already existing collaborative library engagement programmes and services with proven positive outcomes for scholarly publishing and open science.

Instead, scholarly publishing in/with/by libraries is considered an evolving field of library and scholarly collaborative and cooperative practice. In many ways, it still occupies a liminal space in the world of professional scholarly journal publishing from the perspective of many scholars, librarians, and other members of the traditional publishing community. To what extent does library-based publishing require everyday practical and conceptual knowledge? Can any library engage in library-based publishing because publishing primarily involves and relies on the explicit and tacit knowledge of the everyday publishing experience, or do librarians and scholars require specific conceptual and principled

[24] I explain and situate the concept of knowledge-blindness in the sociology of scholarly journal publishing by paraphrasing and borrowing from Maton (2014b): Knowledge is the basis of scholarly journal publishing as a field of social practice – it is the creation, teaching and learning of knowledge which makes scholarly journal publishing a distinctive field. Yet a subjectivist *doxa* (unquestionably accepted norms, values and beliefs) in mainstream journal publishing reduces knowledge to knowing, and a deep-seated tendency towards constructivist relativism, based on a long-established but false dichotomy with positivist absolutism, reduces knowledge to power (2014b, pp. 3–4).

knowledge to influence and advance its success? The library publishing research agenda (Agate *et al.*, 2020)[25] raises multi-layered questions about the conceptual-theoretical and procedural-practical scope of library-based publishing as part of established normative library work and in contrast to traditional scholarly publishing (Lippincott, 2017, pp. 8–20). It explores areas such as the nature and categories of labour involved; assessment of library-based publishing services and programmes; peer review; best practice and equality for accessibility; types of publishable research outputs; and, critically, partnerships between library-based publishers and other players in the scholarly ecosystem. These research topics inform present-day and future dialectic debate about what library-based publishing encompasses and what it is and is not. They also resonate with the developmental history of traditional publishing and the reformist progression of academic disciplines, including library and information science.

Like communication studies, geography, legal studies, and other disciplines that experience status and recognition in the academy, library and information science (LIS) is a region (Bernstein, 2000, p. 52). A disciplinary region integrates distinct academic practices and particular intellectual discourses called disciplinary singulars. Put differently, regions are knowledge structures in which several singular composites synergise within an integrating framework (Young, 2007a, p. 154). Compared to the injunctive norm-based beliefs of institutionalised singulars, contemporary and reformist regions face outwards to benefit multi-, inter- and cross-disciplinary fields of knowledge and practice. They also serve the interests of broader society in socially equitable and economically feasible ways.

At the same time, many subject areas in the humanities and social sciences, such as politics, sociology, history, and anthropology, involve singulars that adhere to internally oriented publishing practices. These classic domains of knowledge are firmly attached to the discipline where identity must be protected and remain uncontaminated from interference from everyday practical knowledge circulating in the scholarly community and beyond. Until recently, applied librarianship experienced similar challenges because scholars in the context of open access (Park and Qin, 2007) and academic and research libraries themselves in the context of publishing (Walters, 2012, p. 438) struggled to support the ambitions of reformist-minded library systems wanting to expand existing library-based scholarly communication services by including scholarly publishing. This is because non-traditional publishers (libraries and others) are not always welcomed by individual scholars and by conventional academic social structures that are

[25] The second edition was published in June of 2025 by the Library Publishing Coalition (Bjork *et al.*, 2025).

culturally invested in traditional scholarly communication practices that have served and still serve their needs well.

However, library-based publishing is achieving growing importance and acceptance in the academy, first through cooperative collaboration and professionalisation, such as taking a consortium approach to journal publishing (Hight *et al.*, 2022, pp. 183–195), second, through the appropriation of the socio-epistemic power of new contributory singulars, such as equity, equality, diversity, inclusion and access (Skinner and Lippincott, 2020, pp. 8–9), and third, through the successful integration of its activities into existing university structures and systems (Li *et al.*, 2018, pp. 326–331). Although publishing by academic and research libraries already enjoys institutional and structural legitimacy and trust, students of library-based publishing do not (yet) benefit from widespread and well-integrated access to taught, competency-based modules in formal LIS education curricula and programmes ("Developing a curriculum to advance library-based publishing," no date, pp. 2–3)[26].

For both the scholar and the librarian, now invested in the idea and identity of library-published journals, the process of continuous movement between traditional library practice (librarian), traditional journal publishing (scholar) and back again to library-based publishing (librarians in cooperative and collaborative partnership with scholars), requires careful negotiation of these distinct social fields since each field is conceived of relevant knowledge and practices that are, to varying degrees, important to the study participants and many others out there who have not participated in this study.

This research allowed me and the reader to walk in the shoes of individual scholars (i.e., library-based journal authors and editors) and librarians, and to reveal their experiences, understandings, and interpretations of scholarly journal publishing in the humanities and social sciences. It also enabled a bird's-eye perspective on existing perceptions and knowledge practices of the emergent social phenomenon of the library-based publisher. How do librarians and scholars negotiate and understand movement between these fields of social practice where knowledge occupies different forms, values, and roles? How do they articulate their experiences and the significance of socio-cultural knowledge

[26] Based on interviews with academic publishing thought leaders, core scholarly publishing competencies include three skill areas: business (e.g., project management, product development, revenue management); technical (e.g., metadata, layout, usability testing, altimetric analysis); and soft (e.g., relationship building, communication) (Educopia Institute, 2018 and Library Publishing Coalition, 2025).

when engaging with library-based and traditional scholarly journal publishing? This study explored and offered answers to these questions.

8.4 Strengths and limitations.

While prior research explored the practices and experiences of scholars and librarians in library-based journal publishing, this study took a different approach by emphasising the intersubjective reality of lived experience from the viewpoints of authors, editors, and librarians. By employing social constructionist interviewing, I cultivated an information-rich setting that offered insightful first-person analyses, yielding in-depth deconstruction[27] and understanding of library-based journal publishing.

However, using qualitative interviews for empirical data gathering meant that a relatively small number of interviewees participated. Although for this reason, the research results cannot be extrapolated or broadly generalised to the larger author/editor/librarian population, some understanding of the interpretations will resonate with others who can imaginatively or realistically relate to the investigated phenomena; van Manen (1990) refers to this mechanism as the "phenomenological nod" (1990, p. 27). Most interview conversations stayed on topic and were marked by rich and relevant detail; others, at times, veered off-topic and included interesting but only marginally important information. On these occasions, follow-up interviews may have generated additional and perhaps more meaningful data for interpretive and explanatory analysis.

8.5 Directions for future research.

This study adopted a sociology of knowledge perspective – the study of how social structures and human interactions shape ideas, knowledge, and practice – on library-based publishing. Its findings suggest that much remains to be learned about how scholars and librarians engage with, perceive, and understand the processes and outcomes of scholarly journal publishing involving academic and research libraries, now incorporating formal content creation (publishing) alongside content curation and information management. While Legitimation Code Theory (LCT) serves as a useful theoretical framework for explaining social practices, more research is needed to understand the interplay of social agency and structure in the production and application of knowledge in library-based publishing, and what this means for traditional publishers, scholars, librarians, and other actors. Building on the results of this

[27] By 'deconstruction' I mean studying the different mechanisms, effects, and consequences of library-published journals.

exploratory study, I suggest three areas of research, listed below, to broaden and deepen knowledge and practices of library-based publishing.

- **Investigate the perceptions and understandings of library-based journal publishing from the viewpoint of university administrators and academic leaders.**
  This study suggests that academic and research libraries play a vital role in supporting, facilitating, and challenging scholarly communication through library-based journal publishing services. Participants' responses and interpretations provided insight into their beliefs, values, and practices in traditional and library-based journal publishing. However, limited formal research exists capturing the perspectives and understandings of decision-makers in universities. How does library-based publishing affect university-level scholarly publishing priorities? What role do library-based publishers play from a strategic viewpoint in future university planning? Answers to these questions will contribute to a better understanding of the relationship between libraries in publishing and administrative and academic university leadership.

- **Examine the perceptions and understandings of library-based journal publishing from the perspectives of organisations and movements that influence scholarly publishing strategies and practices in universities.**
  This study focused on scholars and librarians due to their direct involvement in the immediate processes of scholarly journal publishing. While they reported on their views, practices and experiences, little research exists on the perspective of third-party organisations that influence strategic decision-making in scholarly publishing at the university structural level. These include public and private research and infrastructure funders and coordinators (e.g., the Irish Research Council (Irish Research Council, no date) and the Irish Research eLibrary (IReL, 2025)), as well as other organisations that develop and recommend policy-based objectives, processes and priorities in scholarly publishing and open research (e.g., Ireland's National Open Research Forum (NORF, no date) and cOAlition S (ESF, 2025)). How does academic capitalism – the way public research universities adopt market-like behaviours in response to neoliberal tendencies in higher education and research policy, as a subset of economic and political policy (Slaughter and Leslie, 2001; Jessop, 2018) – impact library-based publishing?

- **Explore and employ different theoretical frameworks and approaches to explain the roles, functions, and practices of library-based journal publishing in both empirical and conceptual contexts.**

  To date, empirical and conceptual inquiry into the nature of library-based publishing is largely descriptive and under-theorised[28]. For example, Uba and Sanfilippo (2025, p. 551) point out that the FOREST framework developed by Lippincott and Skinner (2022) (see p. 86 in this report), which offers concrete parameters for values-driven library-based scholarly publishing, lacks sufficient theoretical grounding. This may be due to the absence of precedent (there are no well-developed sociological theories of library-based publishing), among other reasons (Shoemaker, Tankard and Lasorsa, 2004, p. 168). However, Shoemaker et al. (2004, pp. 168–169) assert that theory-based research is essential to advance a field: it guides the research process, summarises knowledge and has measurable practical implications. A key strength of this research study is the application and integration of three foundational theories to scholarly journal publishing: Bourdieu's theory of practices, Bernstein's theory of knowledge structures and Maton's Legitimation Code Theory. This researcher acknowledges that the application, testing and continuous development of theory in library-based publishing will positively contribute to understanding the changing social and structural conditions, as well as the strategic rationale, of the library-based publisher.

8.6 Researcher reflection.

This researcher believes that this research study contributes to developing a deeper understanding of the structural, cultural and social conditions of library-based journal publishing. Its findings will hopefully be thought-provoking to reform-minded and reform-oriented scholars, librarians, and other actors in the academic ecosystem. New librarians working in publishing will benefit from the experiences of their fellow librarians, scholarly authors, and journal editors reported on in this research. After all, the library-as-publisher role is a relatively recent phenomenon that is not yet firmly established or widely accepted as a core library-service model. For example, to date (Summer 2025), only one publicly funded university library in Ireland, Dublin City University, provides hands-on, library-managed scholarly publishing opportunities for scholars in collaboration with scholars and librarians.

[28] A notable exception is a conceptual study on library-based journal publishing in Africa by Raju *et al.* (2020), set within a critical pragmatist paradigm using critical and postcolonial theories (2020, pp. 370–371).

Many librarians have a conceptual understanding of formal content creation in the library, but more likely than not, they lack training and applied experience in scholarly journal publishing. My librarian activities allowed me to swim in the deep end of journal publishing. These were led by an intrinsic interest to learn about library-based content creation and a motivation in learning-by-doing in collaboration with scholars, students and librarian peers. Involvement in journal publishing made me realise the serious interest and intellectual curiosity among scholars to engage with librarians on publishing-related matters. I have experienced the same presence during the interview conversations in this study. Although many author participants kept asking about the nature and purpose of the library as a publisher, they often felt understood by me through a sense of shared knowing and experience. I was surprised to learn about the preponderance of negative over positive observations about corporatised commercial publishing, as well as the 'knowledge blindness' – the tendency to reduce knowledge to knowing and experience – authors and editors see, at times, in academic colleagues and line managers who claim critical understanding about scholarly publishing but do not engage with or pay little attention to knowledge that already exists on the 'inside' of the academy – the academic and research library. My research contributes to the idea that academic and research libraries can significantly impact the state of play of the journal, now and into the future, whether through existing and well-established research and publishing support services or as a nontraditional publisher in cooperative collaboration with scholars.

References

Abbott, A.D. (2001) “The Chaos of Disciplines,” *Chaos of disciplines*. Chicago: University of Chicago Press, pp. 3–33. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005467581007206.

Abdul-Rahman, S., Nelles, J. and Vorley, T. (2025) “Reimagining mechanisms of economic impact for knowledge valorisation of the arts, humanities & social science,” *Studies in Higher Education*, 0(0), pp. 1–20. Available at: https://doi.org/10.1080/03075079.2025.2582555.

Academia Stack Exchange (2022) *Academia Stack Exchange*, *Academia Stack Exchange*. Available at: https://academia.stackexchange.com/ (Accessed: August 2, 2022).

Acadia, S. (ed.) (2023) *Libraries as dysfunctional organizations and workplaces*. London: Routledge. Available at: https://www.routledge.com/Libraries-as-Dysfunctional-Organizations-and-Workplaces/Acadia/p/book/9780367747091.

ACRL (2010) *ACRL Research Planning and Review Committee*, *Association of College & Research Libraries (ACRL)*. Available at: http://www.ala.org/acrl/aboutacrl/directoryofleadership/committees/acr-reprc (Accessed: August 14, 2020).

ACRL (2016) *Framework for Information Literacy for Higher Education*, *Association of College and Research Libraries*. Available at: https://www.ala.org/acrl/standards/ilframework (Accessed: October 23, 2020).

ACRL (2024a) *Scholarly Communication Toolkit: Scholarly Communication Overview*, *ACRL - Association of College and Research Libraries*. Available at: https://acrl.libguides.com/scholcomm/toolkit/home (Accessed: January 3, 2023).

ACRL (2024b) *Scholarly Communication Toolkit: Scholarly Communication Scenarios - Suggested Responses*, *ACRL - Association of College and Research Libraries*. Available at: https://acrl.libguides.com/scholcomm/toolkit/conversations (Accessed: March 26, 2024).

Adema, J. and Moore, S.A. (2018) “Collectivity and collaboration: imagining new forms of communality to create resilience in scholar-led publishing,” *Insights the UKSG journal*, 31, pp. 1–10. Available at: https://doi.org/10.1629/uksg.399.

Adema, J. and Stone, G. (2017) “Changing publishing ecologies: A landscape study of new university presses and academic-led publishing.” JISC. Available at: http://repository.jisc.ac.uk/id/eprint/6666 (Accessed: May 28, 2019).

Agate, N. *et al.* (2020) “Library Publishing Research Agenda.” Educopia Institute. Available at: http://dx.doi.org/10.5703/1288284317124.

Åkerlind, G.S. and Kayrooz, C. (2003) “Understanding Academic Freedom: The views of social scientists,” *Higher Education Research & Development*, 22(3), pp. 327–344. Available at: https://doi.org/10.1080/0729436032000145176.

ALA (2025) *Core Values of Librarianship*, *Advocacy, Legislation & Issues*. Available at: https://www.ala.org/aboutala/governance/policymanual (Accessed: January 16, 2020).

ALA (2026) *ALA Joblist. A service of the American Library Association and the Association of College & Research Libraries*. Available at: https://joblist.ala.org/.

Alstete, J.W., Beutell, N.J. and Meyer, J.P. (2018) "Concerns and Problems," *Evaluating Scholarship and Research Impact*. 1st ed. Bingley, UK: Emerald (Great debates in higher education), pp. 67–86. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/alps2q/alma991005344246907206.

Anderson, R. (2018) "What is 'scholarly communication' and what forms does it take?," *Scholarly communication: what everyone needs to know*. New York: Oxford University Press, pp. 5–11. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004292619707206 (Accessed: February 8, 2019).

Archibald, M.M. *et al.* (2019) "Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants," *International Journal of Qualitative Methods*, 18, p. 1609406919874596. Available at: https://doi.org/10.1177/1609406919874596.

Armstrong, M. (2014) "Institutional repository management models that support faculty research dissemination," *OCLC Systems & Services*, 30(1), pp. 43–51. Available at: https://doi.org/10.1108/OCLC-07-2013-0028.

Ayeni, P. and Larivière, V. (2025) "Inequity, precarity, and disparity: Exploring systemic and institutional barriers in open access publishing," *Journal of Librarianship and Information Science*, p. 09610006251353385. Available at: https://doi.org/10.1177/09610006251353385.

Ayris, P. *et al.* (2018) *LIBER Open Science Roadmap*. Zenodo. Available at: https://doi.org/10.5281/zenodo.1303002.

Bailey, C.W. (1991) "Electronic (Online) Publishing in Action . . . The Public-Access Computer Systems Review and Other Electronic Serials," *Online*, 15(1), pp. 28–35. Available at: https://www.proquest.com/docview/199916040/abstract/B82CB51CA17E41C2PQ/2 (Accessed: December 21, 2022).

Bailey, D.R. (2017) "Creating digital knowledge: Library as open access digital publisher," *College & Undergraduate Libraries*, 24(2–4), pp. 216–225. Available at: https://doi.org/10.1080/10691316.2017.1323695.

Basco, B. (Ven), Avila, S. and Norris, S. (2019) "Falling Down the Rabbit Hole: Exploring the Unique Partnership Between Subject Librarians and Scholarly Communication," *Faculty Scholarship and Creative Works. 868* [Preprint]. Available at: https://stars.library.ucf.edu/ucfscholar/868.

Becher, T. and Trowler, P. (2001) "Academic Disciplines," *Academic tribes and territories: intellectual enquiry and the culture of disciplines*. 2nd ed. Philadelphia, PA: Open University Press, pp. 41–57. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005349928407206.

Beck, J. (2014) "Powerful knowledge, esoteric knowledge, curriculum knowledge," in B. Barrett and E. Rata (eds.) *Knowledge and the future of the curriculum: international studies in social realism*. New York: Palgrave Macmillan (Palgrave studies in excellence and equity in global education), pp. 65–75. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005496864707206.

Bentley, E. (no date) *oTranscribe*. Available at: https://otranscribe.com/ (Accessed: April 3, 2020).

Berg, S.A. and Jacobs, H.L. (eds.) (2016) "Valuing Librarianship: Core Values in Theory and Practice," *Library Trends*, 64(3). Available at: https://www.ideals.illinois.edu/handle/2142/89849.

Berger, M. (2021) "Bibliodiversity at the Centre: Decolonizing Open Access," *Development and Change*, 52(2), pp. 383–404. Available at: https://doi.org/10.1111/dech.12634.

Bernstein, B. (1999a) "Official knowledge and pedagogic identities," in F. Christie (ed.) *Pedagogy and the shaping of consciousness linguistic and social processes*. London: Cassell (Open linguistics series), pp. 246–261. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005460225707206.

Bernstein, B. (1999b) "Vertical and horizontal discourse: An essay," *British Journal of Sociology of Education*, 20(2), pp. 157–173. Available at: https://doi.org/10.1080/01425699995380.

Bernstein, B. (2000) *Pedagogy, symbolic control, and identity: theory, research, critique*. Rev. ed. Lanham, Md: Rowman & Littlefield Publishers (Critical perspectives series). Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991001361949707206.

Bernstein, B. (2003) *Theoretical studies towards a sociology of language*. 1st ed. London: Routledge (Class, codes and control ; Volume 1). Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005470527907206.

Berry, J.N. (2000) "Dumbed-down core values," *Library Journal*, 125(8), p. 6. Available at: https://www.proquest.com/trade-journals/dumbed-down-core-values/docview/196716718/se-2?accountid=15753.

Biesta, G. and Tedder, M. (2007) "Agency and learning in the lifecourse: Towards an ecological perspective," *Studies in the Education of Adults*, 39(2), pp. 132–149. Available at: https://doi.org/10.1080/02660830.2007.11661545.

Björk, B.-C. (2021) "Why Is Access to the Scholarly Journal Literature So Expensive?," *portal: Libraries and the Academy*, 21(2), pp. 177–192. Available at: https://muse.jhu.edu/pub/1/article/787862 (Accessed: March 20, 2026).

Bjork, K. *et al.* (2025) "Library Publishing Research Agenda (2nd ed.)." LPC Publications. Paper 5. Available at: https://doi.org/10.5703/1288284317889.

Blackmore, P. and Kandiko, C.B. (2011) "Motivation in academic life: a prestige economy," *Research in Post-Compulsory Education*, 16(4), pp. 399–411. Available at: https://doi.org/10.1080/13596748.2011.626971.

Bladek, M. (2014) "Bibilometrics Services and the Academic Library: Meeting the Emerging Needs of the Campus Community," *College & Undergraduate Libraries*, 21(3–4), pp. 330–344. Available at: https://doi.org/10.1080/10691316.2014.929066.

Blanche, M.T. and Durrheim, K. (2014) "Histories of the present: Social science research in context," in M.T. Blanche, K. Durrheim, and D. Painter (eds.) *Research in practice: applied methods for the social sciences*. 2nd ed. Cape Town: Juta, pp. 1–17. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005570965707206.

Blankstein, M. (2022) *Ithaka S+R US Faculty Survey 2021*. Ithaka S+R. Available at: https://doi.org/10.18665/sr.316896.

Blankstein, M. and Wolff-Eisenberg, C. (2019) *Ithaka S+R US Faculty Survey 2018*. Ithaka S+R. Available at: https://doi.org/10.18665/sr.311199.

Boczar, J. *et al.* (2018) *An Ethical Framework for Library Publishing*. Paper 1. LPC Publications. Available at: http://dx.doi.org/10.5703/1288284316777 (Accessed: November 22, 2019).

Boden, R., Epstein, D. and Kenway, J. (2005) *Building your academic career. Theory, Practice and Reform*. 1st ed. London: SAGE Publications. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005470297807206.

Boden, R. and Nedeva, M. (2010) "Employing discourse: universities and graduate 'employability,'" *Journal of Education Policy*, 25(1), pp. 37–54. Available at: https://doi.org/10.1080/02680930903349489.

Bolin, M.K. (2023) *Refocusing academic libraries through learning and discourse: the idea of a library*. Cambridge, MA: Kidlington (Chandos information professional series). Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005507165107206.

Bonn, M. (2014a) "Publishing, Libraries, Publishers and Librarians," *Against the Grain*, 26(6). Available at: https://doi.org/10.7771/2380-176X.6945.

Bonn, M. (2014b) "Tooling up Scholarly communication education and training," *College & Research Libraries News*, 75(3), pp. 132–135. Available at: http://crln.acrl.org/content/75/3/132 (Accessed: March 23, 2017).

Bonn, M. and Furlough, M. (2015) "The Roots and Branches of Library Publishing Programs," in M. Bonn and M. Furlough (eds.) *Getting the word out: academic libraries as scholarly publishers*. Chicago: Association of College and Research Libraries, pp. 1–13. Available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/9780838986981_getting_OA.pdf.

Boston, A.J. (2023) "If not a transformative agreement, then what? Nine questions and answers about an alternative," *College & Research Libraries News*, 84(1), pp. 22–26. Available at: https://doi.org/10.5860/crln.84.1.22.

Bourdieu, P. (1977a) *Outline of a theory of practice*. Translated by R. Nice. Cambridge: Cambridge University Press (Cambridge studies in social anthropology). Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005390193607206 (Accessed: September 12, 2020).

Bourdieu, P. (1977b) "STRUCTURES, HABITUS, POWER: BASIS FOR A THEORY OF SYMBOLIC POWER," *Outline of a Theory of Practice*. Cambridge: Cambridge University Press (Cambridge Studies in Social and Cultural Anthropology), pp. 159–197. Available at: https://doi.org/10.1017/CBO9780511812507.006.

Bourdieu, P. (1984a) *Distinction: a social critique of the judgement of taste*. London: Routledge & Kegan Paul, p. Available at:

https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991000267059707206 (Accessed: January 25, 2021).

Bourdieu, P. (1984b) “The Economy of Practices,” *Distinction: a social critique of the judgement of taste*. London: Routledge & Kegan Paul, pp. 97–256. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991000267059707206 (Accessed: January 25, 2021).

Bourdieu, P. (1985a) “The social space and the genesis of groups,” *Theory and Society*, 14(6), pp. 723–744. Available at: https://doi.org/10.1007/BF00174048.

Bourdieu, P. (1985b) “The Social Space and the Genesis of Groups,” *Theory and Society*, 14(6), pp. 723–744. Available at: http://www.jstor.org/stable/657373 (Accessed: July 2, 2020).

Bourdieu, P. (1986) “The Forms of Capital,” in J.G. Richardson (ed.) *Handbook of theory and research for the sociology of education*. Westport, Conn: Greenwood Press, pp. 241–260. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002202299707206 (Accessed: July 2, 2020).

Bourdieu, P. (1988) *Homo academicus*. Translated by P. Collier. Stanford, Calif: Stanford University Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991001211049707206 (Accessed: February 7, 2020).

Bourdieu, P. (1989) “Social Space and Symbolic Power,” *Sociological Theory*, 7(1), pp. 14–25. Available at: https://doi.org/10.2307/202060.

Bourdieu, P. (1990a) “Structure, habitus, practices,” *The logic of practice*. Stanford, Calif: Stanford University Press, pp. 52–65. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002552659707206 (Accessed: February 7, 2020).

Bourdieu, P. (1990b) *The logic of practice*. Cambridge: Polity, p. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002552659707206 (Accessed: June 12, 2020).

Bourdieu, P. and Wacquant, L.J.D. (1992) *An invitation to reflexive sociology*. Cambridge: Polity Press, p. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002742409707206 (Accessed: July 3, 2020).

Bradley, E.H., Curry, L.A. and Devers, K.J. (2007) “Qualitative Data Analysis for Health Services Research: Developing Taxonomy, Themes, and Theory,” *Health Services Research*, 42(4), pp. 1758–1772. Available at: https://doi.org/10.1111/j.1475-6773.2006.00684.x.

Branin, J., Groen, F. and Thorin, S. (2000) “The Changing Nature of Collection Management in Research Libraries,” *Library Resources & Technical Services*, 44(1), pp. 23–32. Available at: https://doi.org/10.5860/lrts.44n1.23.

Breier, M. and Ralphs, A. (2009) “In Search of Phronesis: Recognizing Practical Wisdom in the Recognition (Assessment) of Prior Learning,” *British Journal of Sociology of Education*, 30(4), pp. 479–493. Available at: https://www.jstor.org/stable/40375445 (Accessed: September 1, 2022).

Brinkmann, S. (2012) *Qualitative inquiry in everyday life*. London: SAGE. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005387942807206.

Brophy, P. (2000) *The academic library*. London: Library Association. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991001494999707206.

Brown, A.P. *et al.* (2013) *Library publishing toolkit*. Geneseo, NY: IDS Project Press, Milne Library, SUNY Geneseo. Available at: http://d-scholarship.pitt.edu/19528/1/LPT_Web.pdf (Accessed: December 3, 2019).

Brown, S. *et al.* (2018) “Evolution of Research Support Services at an Academic Library: Specialist Knowledge Linked by Core Infrastructure,” *New Review of Academic Librarianship*, 24(3–4), pp. 337–348. Available at: https://doi.org/10.1080/13614533.2018.1473259.

Bruner, J.S. (1990) *Acts of meaning*. Cambridge, Mass. ; Harvard University Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002541419707206.

Budd, J. (2008) *Self-examination: the present and future of librarianship*. Westport, Conn: Libraries Unlimited (Beta Phi Mu monograph series). Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005575656307206.

Budd, J.M. (2006) “Toward a Practical and Normative Ethics for Librarianship,” *The Library Quarterly*, 76(3), pp. 251–269. Available at: https://doi.org/10.1086/511140.

Burpee, K. and Fernandez, L. (2014) “Scholarly Communication at Canadian Research Libraries: Conversations with Librarians,” *Journal of Librarianship and Scholarly Communication*, 2(2), pp. 1–21. Available at: https://doi.org/10.7710/2162-3309.1121.

Butcher, J. (2026) “How did the largest publishing companies perform in 2025?,” *journalology*, 4 January. Available at: https://newsletter.journalology.com/p/how-did-the-largest-academic-publishing (Accessed: April 2, 2026).

Butler, L.-A. *et al.* (2023) “The oligopoly’s shift to open access: How the big five academic publishers profit from article processing charges,” *Quantitative Science Studies*, 4(4), pp. 778–799. Available at: https://doi.org/10.1162/qss_a_00272.

Byrd, D. (2019) “Uncovering Hegemony in Higher Education: A Critical Appraisal of the Use of ‘Institutional Habitus’ in Empirical Scholarship,” *Review of Educational Research*, 89(2), pp. 171–210. Available at: https://doi.org/10.3102/0034654318812915.

California Digital Library (2017) *eScholarship Publishing*, *Open Access Publications from the University of California*. Available at: https://escholarship.org (Accessed: September 14, 2020).

Campos, P.H.F. and Lima, R. de C.P. (2017) “Social positions and groups: New approximations between Pierre Bourdieu’s sociology and social representation theory,” *Culture & Psychology*, 23(1), pp. 38–51. Available at: https://doi.org/10.1177/1354067X16652133.

Canty, N. and Watkinson, A. (2012) “Career development in academic and professional publishing,” in R. Campbell, E. Pentz, and I. Borthwick (eds.) *Academic and Professional Publishing*. Oxford: Chandos Publishing, pp. 457–470. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005347860807206.

CARLA (2022) *What is Culture?* Available at: https://carla.umn.edu/culture/definitions.html (Accessed: August 17, 2021).

Carlock, J. (2020) *Developing information literacy skills: a guide to finding, evaluating, and citing sources*. Ann Arbor: University of Michigan Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005499826507206.

Carpenter, T.A., Lagace, N. and Bahnmaier, S. (2016) “Developing Standards for Emerging Forms of Assessment: The NISO Altmetrics Initiative,” *The Serials Librarian*, 70(1–4), pp. 85–88. Available at: https://doi.org/10.1080/0361526X.2016.1157737.

Case, M.M. (2008) “Partners in Knowledge Creation: An Expanded Role for Research Libraries in the Digital Future,” *Journal of Library Administration*, 48(2), pp. 141–156. Available at: https://doi.org/10.1080/01930820802231336.

Castells, M. (2000) *The rise of the network society: The Information Age, Volume 1*. 2nd ed. Oxford ; Blackwell Publishers. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002183919707206.

Chen, S. (2014) “Balancing knowing and not-knowing: an exploration of doctoral candidates’ performance of researcher selves in the dissertation defence,” *Assessment & Evaluation in Higher Education*, 39(3), pp. 364–379. Available at: https://doi.org/10.1080/02602938.2013.834876.

Claasen, J. and Soper, D. (2023) “Partners in Library Publishing,” *Library Publishing Through the IFLA Global Lens*, 17 February. Available at: https://www.ifla.org/news/partners-in-library-publishing/ (Accessed: February 23, 2023).

Clark, T. *et al.* (2021) *Bryman’s social research methods*. 6th ed. Oxford: University Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005397360507206.

Coffey, A., Beverley, H. and Paul, A. (1996) “Qualitative Data Analysis: Technologies and Representations,” *Sociological Research Online*, 1(1), pp. 80–91. Available at: https://doi.org/10.5153/sro.1.

Coffield, F. (2002) “Breaking the consensus: lifelong learning as social control,” in R. Edwards et al. (eds.) *Supporting lifelong learning*. London: Routledge Falmer (making policy work), pp. 174–200. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002200479707206.

COPE (2025) *About COPE*, *COPE: Committee on Publication Ethics*. Available at: https://publicationethics.org/about/our-organisation (Accessed: February 2, 2025).

Corbin, J. and Morse, J.M. (2003) “The Unstructured Interactive Interview: Issues of Reciprocity and Risks when Dealing with Sensitive Topics,” *Qualitative Inquiry*, 9(3), pp. 335–354. Available at: https://doi.org/10.1177/1077800403009003001.

Cossette, A. (2009) *Humanism and libraries: an essay on the philosophy of librarianship*. Edited by R. Litwin. Duluth, Minn: Library Juice Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005456289607206.

Costa, C. (2016) "Double gamers: academics between fields," *British Journal of Sociology of Education*, 37(7), pp. 993–1013. Available at: https://doi.org/10.1080/01425692.2014.982861.

Crane, D. (1972) *Invisible colleges; diffusion of knowledge in scientific communities*. Chicago, Illinois: University of Chicago Press. Available at: https://archive.org/details/invisiblecollege0000cran/page/n231/mode/2up.

Creswell, J.W. and Poth, C.N. (2018) *Qualitative inquiry and research design: choosing among five approaches*. 4th ed. Los Angeles: SAGE. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991004561269707206.

Cruickshank, J. (2004) "The Role of Scientific Literature in Electronic Scholarly Communication," in W. Wei (ed.) *Scholarly communication in science and engineering research in higher education*. Binghamton, NY: Haworth Information Press, pp. 71–100. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005469386907206.

Cruz, L. and Fleming, R. (2015) "Partnerships: the engaged university and library publishing," *OCLC Systems & Services: International digital library perspectives*, 31(4), pp. 196–203. Available at: https://doi.org/10.1108/OCLC-02-2014-0017.

Davis, M. (2015) "Foreword," in R.P. Holley (ed.) *Self-Publishing and Collection Development Opportunities and Challenges for Libraries*. 1st ed. USA: Purdue University Press (Charleston Insights in Library, Archival, and Information Sciences), pp. i–vi. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005472854007206.

Dawson, P. (2003) "What is a Literary Intellectual? Creative Writing and the New Humanities," *Cultural Studies Review*, 9(1), pp. 161–179. Available at: https://doi.org/10.5130/csr.v9i1.3590.

DCU (no date) *Research Committee | OVPAA*, *DCU*. Available at: https://www.dcu.ie/ovpaa/research-committee-ovpaa (Accessed: January 22, 2024).

Dempsey, L., Malpas, C. and Lavoie, B. (2014) "Collection Directions: The Evolution of Library Collections and Collecting," *portal: Libraries and the Academy*, 14(3), pp. 393–423. Available at: https://doi.org/10.1353/pla.2014.0013.

Deng, S., Tong, J. and Fu, S. (2018) "Interaction on An Academic Social Networking Sites: A Study of ResearchGate Q&A on Library and Information Science," *Proceedings of the 18th ACM/IEEE on Joint Conference on Digital Libraries*. *JCDL '18: The 18th ACM/IEEE Joint Conference on Digital Libraries*, Fort Worth Texas USA: ACM, pp. 25–28. Available at: https://doi.org/10.1145/3197026.3197062.

Denney, A.S. and Tewksbury, R. (2013) "How to Write a Literature Review," *Journal of Criminal Justice Education*, 24(2), pp. 218–234. Available at: https://doi.org/10.1080/10511253.2012.730617.

Dent, N. (2005) "value," *The Oxford Companion to Philosophy*. Oxford University Press. Available at: http://www.oxfordreference.com/view/10.1093/acref/9780199264797.001.0001/acref-9780199264797-e-2618 (Accessed: March 6, 2022).

Denzin, N., K. and Lincoln, Y.S. (2000) “Introduction: The Discipline and Practice of Qualitative Research,” in N.K. Denzin and Y.S. Lincoln (eds.) *Handbook of qualitative research*. 2nd ed. Thousand Oaks, CA: Sage, pp. 1–28. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991001528239707206.

“Developing a curriculum to advance library-based publishing” (no date). Educopia Institute. Available at: https://educopia.org/wp-content/uploads/2024/10/lp_curriculum_narrative.pdf (Accessed: October 10, 2023).

Deville, J. *et al.* (2019) “Rebels with a Cause? Supporting Library and Academic-led Open Access Publishing,” *LIBER Quarterly*, 29(1), pp. 1–28. Available at: https://doi.org/10.18352/lq.10277.

Downie, R.S. (2005) “reform,” in T. Honderich (ed.) *The Oxford Companion to Philosophy*. Oxford University Press. Available at: https://www.oxfordreference.com/display/10.1093/acref/9780199264797.001.0001/acref-9780199264797-e-2167 (Accessed: October 19, 2023).

Drake, T., Gulliver, S. and Harle, J. (2023) *Research Publishing Is an Under-Recognised Global Challenge*. CGD Policy Paper 306. Washington, DC: Center for Global Development. Available at: http://www.cgdev.org/publication/research-publishing-under-recognised-global-challenge-opportunities-g20-act.

Ducas, A., Michaud-Oystryk, N. and Speare, M. (2020) “Reinventing Ourselves: New and Emerging Roles of Academic Librarians in Canadian Research-Intensive Universities,” *College & Research Libraries*, 81(1), pp. 43–65. Available at: https://doi.org/10.5860/crl.81.1.43.

Durdella, N. (2019) “Articulating data analysis procedures,” *Qualitative Dissertation Methodology: A Guide for Research Design and Methods*. Thousand Oaks, CA: SAGE, pp. 261–294. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005581360907206 (Accessed: March 17, 2025).

Durkheim, E. (2004) “Religion and Knowledge,” in K. Thompson (ed.) *Readings from Emile Durkheim*. 2nd ed. London: Routledge, pp. 85–100. Available at: https://doi.org/10.4324/9780203337141.

EBSCO (2021) *What is the difference between Academic Journals and Scholarly (Peer-Reviewed) Journals?* Available at: https://connect.ebsco.com/s/article/What-is-the-difference-between-Academic-Journals-and-Scholarly-Peer-Reviewed-Journals?language=en_US (Accessed: March 1, 2021).

EBSCO (2023) *EBSCO Five Year Journal Price Increase History (2020-2024)*. Available at: https://about.ebsco.com/resources/ebsco-five-year-journal-price-increase-history-2020-2024 (Accessed: March 20, 2026).

Eddy, M.A. and Solomon, D. (2017) “Leveraging Librarian Liaison Expertise in a New Consultancy Role,” *The Journal of Academic Librarianship*, 43(2), pp. 121–127. Available at: https://doi.org/10.1016/j.acalib.2017.01.001.

Educopia Institute (2018a) *Library Publishing Curriculum*, *Educopia Institute*. Available at: https://educopia.org/research-project/library-publishing-curriculum/ (Accessed: January 18, 2020).

Educopia Institute (2018b) *LPForum 2018*, *Library Publishing Coalition*. Available at: https://librarypublishing.org/lp-forum-2018/ (Accessed: January 13, 2023).

Educopia Institute (2022a) *History*, *Library Publishing Coalition*. Available at: https://librarypublishing.org/about/#history (Accessed: December 21, 2022).

Educopia Institute (2022b) *Library Publishing Directory 2022*, *Library Publishing Coalition*. Available at: https://librarypublishing.org/wp-content/uploads/2022/01/Library-Publishing-Directory_2022_web.pdf (Accessed: December 23, 2022).

Edwards, C. (2025) "Academic libraries cannot afford to carry on with transformative agreements - Impact of Social Sciences," *LSE Impact Blog*, 31 March. Available at: https://blogs.lse.ac.uk/impactofsocialsciences/2025/03/31/academic-libraries-cannot-afford-to-carry-on-with-transformative-agreements/ (Accessed: April 7, 2025).

Emirbayer, M. and Mische, A. (1998) "What Is Agency?," *American Journal of Sociology*, 103(4), pp. 962–1023. Available at: https://doi.org/10.1086/231294.

Eraut, M. (2004) "Informal learning in the workplace," *Studies in Continuing Education*, 26(2), pp. 247–273. Available at: https://doi.org/10.1080/158037042000225245.

ESAC (no date) "TRANSFORMATIVE AGREEMENTS." Available at: https://esac-initiative.org/about/transformative-agreements/ (Accessed: March 18, 2026).

ESF (2025) *"Plan S" and "cOAlition S" – Accelerating the transition to full and immediate Open Access to scientific publications*. Available at: https://www.coalition-s.org/ (Accessed: January 19, 2025).

Espiosa, A.A. (2025) "Who owns knowledge? The fight for open educational research," *Issues in Educational Research*, 35(1), pp. viii–xi. Available at: https://www.iier.org.au/iier35/espinosa.html (Accessed: March 19, 2026).

Etikan, I., Musa, S.A. and Alkassim, R.S. (2016) "Comparison of Convenience Sampling and Purposive Sampling," *American Journal of Theoretical and Applied Statistics*, 5(1), pp. 1–4. Available at: https://doi.org/10.11648/j.ajtas.20160501.11.

Eve, M. (2012) "Tear it down, build it up: the Research Output Team, or the library-as publisher," *Insights*, 25(2). Available at: https://doi.org/10.1629/2048-7754.25.2.158.

Eve, M.P. (2014) *Open Access and the Humanities: Contexts, Controversies And The Future*. Cambridge: Cambridge University Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005389279507206.

Eve, M.P. (2022) "What is 'the scholarly record'?," *Front Matter*, 26 July. Available at: https://doi.org/10.59348/kv1zh-wn208.

Eve, M.P. and Gray, J. (eds.) (2020) *Reassembling Scholarly Communications: Histories, Infrastructures, and Global Politics of Open Access*. Cambridge, MA: MIT Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005440767807206 (Accessed: December 17, 2022).

Fairclough, N. *et al.* (2004) “Introduction,” *Critical Discourse Studies*, 1(1), pp. 1–7. Available at: https://doi.org/10.1080/17405900410001674489.

Ferrari, R. (2015) “Writing narrative style literature reviews,” *Medical Writing*, 24(4), pp. 230–235. Available at: https://doi.org/10.1179/2047480615Z.000000000329.

Finlay, C., Tsou, A. and Sugimoto, C. (2015) “Scholarly Communication as a Core Competency: Prevalence, Activities, and Concepts of Scholarly Communication Librarianship as Shown Through Job Advertisements,” *Journal of Librarianship and Scholarly Communication*, 3(1). Available at: https://doi.org/10.7710/2162-3309.1236.

Fletcher, C. (2020) “A case for scholarly making in the library: Makerspaces, innovation labs, and the evolution of scholarly communications,” *College & Undergraduate Libraries*, 27(2–4), pp. 339–353. Available at: https://doi.org/10.1080/10691316.2021.1899881.

Foshay, A.W. (1962) “Education and the Nature of a Discipline,” in A. Frazer (ed.) *New Dimensions in Learning: A Multidisciplinary Approach. Papers and Reports from the Third ASCD Research Institute*. Washington, D.C.: Association for Supervision and Curriculum Development, pp. 1–8.

Friedman, R., Whitworth, B. and Brownstein, M. (2010) “Realizing the Power of Extelligence: A New Business Model for Academic Publishing,” *The International Journal of Technology, Knowledge, and Society*, 6(2), pp. 105–118. Available at: https://doi.org/10.18848/1832-3669/CGP/v06i02/56079.

FSU (no date) *Florida State Open Publishing*. Available at: https://publishing.lib.fsu.edu/ (Accessed: February 23, 2023).

Fyfe, A. *et al.* (2017) *Untangling academic publishing : a history of the relationship between commercial interests, academic prestige and the circulation of research*. Report. University of St Andrews. Available at: https://doi.org/https://doi.org/10.5281/zenodo.546100.

Gadd, E., Fry, J. and Creaser, C. (2018) “The influence of journal publisher characteristics on open access policy trends,” *Scientometrics*, 115(3), pp. 1371–1393. Available at: https://doi.org/10.1007/s11192-018-2716-8.

Galbraith, Q., Garrison, M. and Hales, W. (2016) “Perceptions of Faculty Status among Academic Librarians,” *College & Research Libraries*, 77(5), pp. 582–594. Available at: https://doi.org/10.5860/crl.77.5.582.

Gale, N.K. *et al.* (2013) “Using the framework method for the analysis of qualitative data in multi-disciplinary health research: BMC Medical Research Methodology,” *BMC Medical Research Methodology*, 13(1), pp. 1–8. Available at: https://doi.org/10.1186/1471-2288-13-117.

Garfield, E. (1996) “What is the Primordial Reference for the phrase ‘Publish or Perish’?,” 10(12), p. 11. Available at: https://www.the-scientist.com/what-is-the-primordial-reference-for-the-phrase-publish-or-perish-57976.

Gerber, K. (2017) “Conversation as a model to build the relationship among libraries, digital humanities, and campus leadership,” *College & Undergraduate Libraries*, 24(2–4), pp. 418–433. Available at: https://doi.org/10.1080/10691316.2017.1328296.

Ghamandi, D. (2018) “Liberation through Cooperation: How Library Publishing Can Save Scholarly Journals from Neoliberalism,” *Journal of Librarianship and Scholarly Communication*, 6(2), pp. 1–16. Available at: https://doi.org/10.7710/2162-3309.2223.

Gibbons, M. *et al.* (1994) “Evolution of Knowledge Production,” *The New Production of Knowledge : The Dynamics of Science and Research in Contemporary Societies*. London: SAGE, pp. 23–45. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005467551607206.

Giddens, A. and Sutton, P.W. (2021) *Essential concepts in sociology*. Third Edition. Medford: Polity Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005477564107206.

Gilman, I. (2015) “Adjunct no more: Promoting scholarly publishing as a core service of academic libraries,” *Against the Grain*, 26(6), pp. 30–34. Available at: https://core.ac.uk/download/pdf/48853339.pdf (Accessed: July 12, 2020).

Gioia, D.A. and Thomas, J.B. (1996) “Identity, Image, and Issue Interpretation: Sensemaking During Strategic Change in Academia,” *Administrative Science Quarterly*, 41(3), pp. 370–403. Available at: https://doi.org/10.2307/2393936.

Gordon Conyers, D. (2019) “Rethinking Print Periodicals Holdings Retention Policy in Small Academic Libraries,” *Serials Review*, 45(1–2), pp. 1–6. Available at: https://doi.org/10.1080/00987913.2019.1610143.

Grant, M.J. and Booth, A. (2009) “A typology of reviews: an analysis of 14 review types and associated methodologies,” *Health Information & Libraries Journal*, 26(2), pp. 91–108. Available at: https://doi.org/https://doi.org/10.1111/j.1471-1842.2009.00848.x.

Guba, E.G. (1981) “Criteria for assessing the trustworthiness of naturalistic inquiries,” *ECTJ*, 29(2), pp. 75–91. Available at: https://doi.org/10.1007/BF02766777.

Guest, G., Bunce, A. and Johnson, L. (2006) “How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability,” *Field Methods*, 18(1), pp. 59–82. Available at: https://doi.org/10.1177/1525822X05279903.

Guile, D. (2010) “Thinking Differently about the Two Worlds View of Knowledge,” *The Learning Challenge of the Knowledge Economy*. Brill, pp. 77–99. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005489965707206 (Accessed: November 18, 2022).

Gulledge, E.A. (2011) *Understanding the publishing field : the contributions of Bourdieu*. Thesis. University of St Andrews. Available at: https://research-repository.st-andrews.ac.uk/handle/10023/3132 (Accessed: April 26, 2023).

Gulley, N. (2014) “Metrics and evaluation in publishing,” in W. Blockmans, L. Engwall, and D. Weaire (eds.) *Bibliometrics: Use and Abuse in the Review of Research Performance*. London: Portland Press (Wenner - Gren International Series), pp. 77–83. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/alps2q/alma991005761931407206.

Habermas, J. (1988a) “Some Constituents of Social Systems,” in T. McCarthy (trans.) *Legitimation crisis*. Cambridge, UK: Polity Press, pp. 8–17. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000728669707206.

Habermas, J. (1988b) “The Relation of Practical Questions to Truth,” in T. McCarthy (trans.) *Legitimation crisis*. Cambridge, UK: Polity Press, pp. 102–111. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000728669707206.

Hahn, K.L. (2008) *Research Library Publishing Services: New Options for University Publishing*, *Association of Research Libraries*. Association of Research Libraries. Available at: https://eric.ed.gov/?id=ED500889 (Accessed: July 23, 2020).

Hans Joas (1987) “Giddens’ Theory of Structuration: Introductory Remarks on a Sociological Transformation of the Philosophy of Praxis,” *International Sociology*, 2(1), pp. 13–26. Available at: https://doi.org/10.1177/026858098700200102.

Hansson, J. and Johannesson, K. (2013) “Librarians’ Views of Academic Library Support for Scholarly Publishing: An Every-day Perspective,” *The Journal of Academic Librarianship*, 39(3), pp. 232–240. Available at: https://doi.org/10.1016/j.acalib.2013.02.002.

Hardy, C. (2012) “Hysteresis,” in M. Grenfell (ed.) *Pierre Bourdieu: key concepts*. Second edition. Durham, England: Acumen (Key concepts), pp. 126–131. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004249859707206.

Harker, R. and May, S.A. (1993) “Code and Habitus: Comparing the Accounts of Bernstein and Bourdieu,” *British Journal of Sociology of Education*, 14(2), pp. 169–178. Available at: https://www.jstor.org/stable/1393025 (Accessed: June 4, 2021).

Harnad, S. (1991) “Post-Gutenberg Galaxy: The Fourth Revolution in the Means of Production of Knowledge,” *Public-Access Computer Systems Review*, 2(1), pp. 39–53. Available at: https://philpapers.org/rec/HARPGT.

Harnad, S. (1995) “Scholarly Journals at the Crossroads; A Subversive Proposal for Electronic Publishing, 1995-01-01,” in A. Okerson and J. O’Donnell (eds.). Association of Research Libraries. Available at: http://eprints.soton.ac.uk/id/eprint/253351 (Accessed: May 8, 2025).

Harrington, C. and Haggarty, K. (2022) “Publications Oversight Board for Open Access Journals at the University of Memphis: A Case Study,” in C. Forbes (ed.) *Academic libraries and collaborative research services*. Lanham: Rowman & Littlefield, pp. 197–213. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005509965707206.

Hart, C. (1998) *Doing a literature review: releasing the social science research imagination*. London: Sage Publications. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000794409707206.

Harvie, D. *et al.* (2013) “Publisher, be damned! From price gouging to the open road,” *Prometheus*, 31(3), pp. 229–239. Available at: https://doi.org/10.1080/08109028.2014.891710.

Hatch, J.A. (2023) *Doing qualitative research in education settings*. 2nd ed. Albany, NY: State University of New York Press. Available at: https://doi.org/10.1515/9781438494623.

Hazen, D.C. (2010) “Rethinking Research Library Collections: A Policy Framework for Straitened Times, and Beyond,” *Library Resources and Technical Services*, 54(2), pp. 1–16. Available at: http://nrs.harvard.edu/urn-3:HUL.InstRepos:4111039 (Accessed: August 25, 2020).

Heath, G. (2014) “The Scholarship of Knowledge in the Modernised University,” in T. Fitzgerald (ed.) *Advancing Knowledge in Higher Education: Universities in Turbulent Times*. IGI Global (Advances in Higher Education and Professional Development), pp. 218–234. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005683801307206 (Accessed: April 28, 2023).

Heery, E. and Noon, M. (2017) “new public management (NPM),” *A Dictionary of Human Resource Management*. Oxford University Press. Available at: https://www.oxfordreference.com/display/10.1093/acref/9780191827822.001.0001/acref-9780191827822-e-2150 (Accessed: March 18, 2026).

Herb, U. (2025) *Scholarly Publishing in Transition : Open Access, Peer Review, Quality, Research Evaluation, Standards*. Universität des Saarlandes. Available at: https://doi.org/10.22028/D291-46556.

Hight, A. *et al.* (2022) “A Consortium Approach to Library Publishing Via Open Journals Systems and the Texas Digital Library,” in C. Forbes (ed.) *Academic libraries and collaborative research services*. Lanham, Maryland: Rowman & Littlefield, pp. 183–195. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005509965707206.

Hill, S.A. (2016) “Making the future of scholarly communications,” *Learned Publishing*, 29, pp. 366–370. Available at: https://doi.org/10.1002/leap.1052.

Holbrook, J.B. (2015) “We Scholars: How Libraries Could Help Us with Scholarly Publishing, if Only We’d Let Them,” in M. Bonn and M. Furlough (eds.) *Getting the word out: academic libraries as scholarly publishers*. Chicago: Association of College and Research Libraries, pp. 43–54. Available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/9780838986981_getting_OA.pdf.

Holstein, J.A. and Gubrium, J.F. (2003) “Inside Interviewing: New Lenses, New Concerns,” in J.A. Holstein and J.F. Gubrium (eds.) *Inside interviewing: new lenses, new concerns*. Thousand Oaks: Sage Publications, pp. 2–30. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002810499707206.

Holzman, A. and Lippincott, S.K. (2019) “Libraries,” in M. Bhaskar and A. Phillips (eds.) *The Oxford handbook of publishing*. Oxford: Oxford University Press (Oxford handbooks), pp. 379–397. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004598029707206 (Accessed: December 29, 2019).

Hoover, J. (2022) *Journal Hosting Service: Introduction*, *ECU Libraries*. Available at: https://libguides.ecu.edu/OJS/Intro (Accessed: February 27, 2023).

Howard, J. (2013) *For New Ideas in Scholarly Publishing, Look to the Library*, *CHE*. Available at: https://www.chronicle.com/article/for-new-ideas-in-scholarly-publishing-look-to-the-library/ (Accessed: August 26, 2020).

Hu, G. (2018) “Disciplinary knowledge making and academic discourse,” in J. Leung et al. (eds.) *Reconceptualizing English language teaching and learning in the 21st century*. Taipei, Republic of China: Crane Publishing, pp. 553–573.

Hulbert, I.G. (2023) *Ithaka S+R US Library Survey 2022. Navigating the New Normal*, p. 47. Available at: https://doi.org/10.18665/sr.312977.

Hunter, M.E. *et al.* (2022) “Ask the Editors: Assessing the Publishing Needs of Faculty Editors,” *Journal of Librarianship and Scholarly Communication*, 10(1). Available at: https://doi.org/10.31274/jlsc.12912.

Hyland, J., Kouker, A. and Zaitsev, D. (2020) “Open Access eXchange (OAeX): an economic model and platform for fundraising open scholarship services,” *Insights*, 33(1), p. 8. Available at: https://doi.org/10.1629/uksg.500.

Hyland, K. (2015) “Impetus: the imperatives of publication,” *Academic publishing: issues and challenges in the construction of knowledge*. Oxford, United Kingdom: Oxford University Press (Oxford applied linguistics), pp. 1–22. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004648689707206.

IFLA (2019) “IFLA Strategy 2019-2024.” Available at: https://repository.ifla.org/bitstream/123456789/25/1/ifla-strategy-2019-2024-en.pdf (Accessed: October 9, 2022).

IPA (no date) *Compact, SDG Publishers Compact Launching @ FB*, *IPA SDG Dashboard*. Available at: https://sdg.internationalpublishers.org/sdg-publishers-compact/ (Accessed: May 9, 2023).

IReL (2025) *Irish Research eLibrary*. Available at: https://irel.ie/ (Accessed: November 25, 2018).

Irish Research Council (no date) *Irish Research Council*. Available at: http://research.ie/ (Accessed: May 15, 2019).

Jacobson, T.E. and Mackey, T.P. (2016) “Preface,” in T.E. Jacobson and T.P. Mackey (eds.) *Metaliteracy in practice*. Chicago: Neal-Schuman, An imprint of the American Library Association, pp. xv–xxiv. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005518365807206.

Jandrić, P. and Hayes, S. (2019) “The postdigital challenge of redefining academic publishing from the margins,” *Learning, Media and Technology*, 44(3), pp. 381–393. Available at: https://doi.org/10.1080/17439884.2019.1585874.

Jantz, R.C. (2012) “Innovation in academic libraries: An analysis of university librarians’ perspectives,” *Library & Information Science Research*, 34(1), pp. 3–12. Available at: https://doi.org/10.1016/j.lisr.2011.07.008.

Jaschik, S. (2010) *“Commodification of Academic Research,” Inside Higher Ed*. Available at: https://www.insidehighered.com/news/2010/10/25/commodification-academic-research (Accessed: March 19, 2026).

Jenkins, F.W. (2012) “Purposes and Challenges of Digitized Collections for the Humanities in Academic Libraries,” *Library Student Journal*, 7(0). Available at: https://www.librarystudentjournal.org/index-php/lsj/article/view/310/ (Accessed: August 23, 2021).

Jesson, J., Matheson, L. and Lacey, F.M. (2011) *Doing your literature review: traditional and systematic techniques*. London: SAGE. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002807919707206.

Jessop, B. (2018) "On academic capitalism," *Critical Policy Studies*, 12(1), pp. 104–109. Available at: https://doi.org/10.1080/19460171.2017.1403342.

Johnson, P. (2009a) *Fundamentals of collection development and management*. 2nd ed. Chicago: American Library Association. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005456258407206.

Johnson, P. (2009b) "Introduction to Collection Management and Development," *Fundamentals of collection development and management*. 2nd ed. Chicago: American Library Association, pp. 1–32. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005456258407206.

Johnston, C. and Boczar, J. (2019) "Scholarly Publishing Literacy at the University of South Florida Libraries: From Advising to Active Involvement," *Journal of Librarianship and Scholarly Communication*, 7(1). Available at: https://doi.org/10.7710/2162-3309.2310.

Joo, S. and Schmidt, G.M. (2021) "Research data services from the perspective of academic librarians," *Digital Library Perspectives*, 37(3), pp. 242–256. Available at: https://doi.org/10.1108/DLP-10-2020-0106.

Junco, R., Elavsky, C.M. and Heiberger, G. (2013) "Putting twitter to the test: Assessing outcomes for student collaboration, engagement and success," *British Journal of Educational Technology*, 44(2), pp. 273–287. Available at: https://doi.org/10.1111/j.1467-8535.2012.01284.x.

Keene, C. *et al.* (2016) "The Rise of the New University Press: the current landscape and future directions." *LIBER Annual Conference*, Helsinki, Finland. Available at: http://eprints.hud.ac.uk/id/eprint/28989/ (Accessed: August 27, 2020).

Keener, A. (2014) "Library (Publishing) School: Training and Competencies for the New Publishing Professional," *Journal of Electronic Publishing*, 17(2). Available at: https://doi.org/https://doi.org/10.3998/3336451.0017.206.

Kennan, M.A., Corrall, S. and Afzal, W. (2014) "'Making space' in practice and education: research support services in academic libraries," *Library Management*, 35(8/9), pp. 666–683. Available at: https://doi.org/10.1108/LM-03-2014-0037.

Kenney, A.R. (2014) *Leveraging the liaison model: From defining 21st century research libraries to implementing 21st century research universities*. Ithaka S+R, pp. 1–11. Available at: https://sr.ithaka.org/wp-content/uploads/2014/03/SR_BriefingPaper_Kenney_20140322.pdf.

Ketchum, D.H. (2020) "Introduction: Critical Librarianship," in S.S. Hines and D.H. Ketchum (eds.) *Advances in Library Administration and Organization*. Bingley, UK: Emerald Publishing Limited (Advances in Library Administration and Organization), pp. 1–3. Available at: https://www.emerald.com/insight/content/doi/10.1108/S0732-067120200000041001/full/html (Accessed: August 16, 2020).

King, N. and Hugh-Jones, S. (2019) “The interview in qualitative research,” in C. Sullivan and M.A. Forrester (eds.) *Doing qualitative research in psychology: a practical guide*. 2nd ed. Los Angeles: SAGE, pp. 121–144. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991004306379707206.

Klain-Gabbay, L. and Shoham, S. (2019) “Scholarly Communication and the Academic Library: Perceptions and Recent Developments,” in A. Berea (ed.) *A Complex Systems Perspective of Communication from Cells to Societies*. IntechOpen. Available at: https://www.intechopen.com/books/a-complex-systems-perspective-of-communication-from-cells-to-societies/scholarly-communication-and-the-academic-library-perceptions-and-recent-developments (Accessed: March 13, 2020).

Klamer, A. (2017) *Doing the right thing. A value based economy*. Second edition. London, England: Ubiquity Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005525325207206.

Knöchelmann, M. (2024) “Formal authorship in the wake of uncertain futures: the narrative of publish or perish in the humanities,” *Research Evaluation*, 33, pp. 1–13. Available at: https://doi.org/10.1093/reseval/rvae044.

Kogut, A., Ramirez, D. and Foster, M.J. (2022) “Systematic Review Training Model for Education Librarians: A Case Study,” *New Review of Academic Librarianship*, 28(2), pp. 205–226. Available at: https://doi.org/10.1080/13614533.2020.1784761.

Koro-Ljungberg, K. (2008) “A Social Constructionist Framing of the Research Interview,” in J.A. Holstein and J.F. Gubrium (eds.) *Handbook of constructionist research / edited by James A. Holstein, Jaber F. Gubrium.* 2nd ed. New York: Guilford Press, pp. 429–444. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005664004907206.

Kouker, A. (2026) “Tracing and locating the scholarly journal,” *Libfocus*, 18 April. Available at: https://www.libfocus.com/2026/04/tracing-and-locating-scholarly-journal.html (Accessed: April 19, 2026).

Kulczycki, E. (2023) “Playing the Evaluation Game,” *The evaluation game: how publication metrics shape scholarly communication*. 1st ed. Cambridge, England: Cambridge University Press, pp. 157–181. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005511557207206.

Kvale, S. (2006) “Dominance Through Interviews and Dialogues,” *Qualitative Inquiry*, 12(3), pp. 480–500. Available at: https://doi.org/10.1177/1077800406286235.

Kvale, S. and Brinkmann, S. (2009) *InterViews: learning the craft of qualitative research interviewing*. 2nd ed. Thousand Oaks: Sage. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002522669707206.

Laakso, M. (2022) “Open Science and Open Access Publishing in Social Sciences (Accepted/In press),” in T.C. Engels and A. Mickiewicz (eds.) *Handbook on Research Assessment in the Social Sciences*. S.l.: Edward Elgar Publishing. Available at: https://helda.helsinki.fi/server/api/core/bitstreams/ceb7171c-92a3-4a96-8c37-b3d0d98cf42b/content.

Labaree, R.V. and Scimeca, R. (2008) “The Philosophical Problem of Truth in Librarianship,” *The Library Quarterly*, 78(1), pp. 43–70. Available at: https://doi.org/10.1086/523909.

Lamont, M. and Molnár, V. (2002) “The Study of Boundaries in the Social Sciences,” *Annual Review of Sociology*, 28(Volume 28, 2002), pp. 167–195. Available at: https://doi.org/10.1146/annurev.soc.28.110601.141107.

Larivière, V., Haustein, S. and Mongeon, P. (2015) “The Oligopoly of Academic Publishers in the Digital Era,” *PLOS ONE*, 10(6), p. e0127502. Available at: https://doi.org/10.1371/journal.pone.0127502.

Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge (England), New York: Cambridge University Press, p. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005450112707206 (Accessed: February 25, 2021).

Lawson, S., Sanders, K. and Smith, L. (2015) “Commodification of the Information Profession: A Critique of Higher Education Under Neoliberalism,” *Journal of Librarianship & Scholarly Communication*, 3(1), pp. 1–24. Available at: https://doi.org/10.7710/2162-3309.1182.

Legge, M. (2023) “The ‘OA market’ - what is healthy? Part 1,” *OASPA*, 24 January. Available at: https://oaspa.org/the-oa-market-what-is-healthy-part-1/ (Accessed: February 6, 2023).

Lemke, J., Kelly, G. and Roth, W.-M. (2006) “FORUM: Toward a Phenomenology of Interviews: Lessons from the phenomenology of interviews,” *Cultural Studies of Science Education*, 1(1), pp. 83–106. Available at: https://doi.org/10.1007/s11422-005-9001-x.

Lewis, D.W. (2016) “Conclusion: Ten Things to Do Now,” *Reimagining the academic library*. Lanham, Maryland: Rowman & Littlefield, pp. 151–156. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005469779807206.

Li, L. (2014) “Discovering academic and scholarly information in our networked academic world,” *Scholarly information discovery in the networked academic learning environment*. Waltham, MA: Elsevier (Chandos information professional series), pp. 123–276. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005354976307206.

Li, Y. *et al.* (2018) “The Library-Press Partnership: An Overview and Two Case Studies,” *Library Trends*, 67(2), pp. 319–334. Available at: https://doi.org/10.1353/lib.2018.0039.

Library Publishing Coalition (2025) *Library Publishing Curriculum*. Available at: https://librarypublishing.org/resources/library-publishing-curriculum/ (Accessed: August 12, 2025).

Library Publishing Coalition (2026) *Job Board*. Available at: https://librarypublishing.org/category/resources/job-board/ (Accessed: February 20, 2026).

Lindberg, D.C. (1992) *The beginnings of western science: the European scientific tradition in philosophical, religious, and institutional context, prehistory to A.D. 1450*. 2nd ed. Chicago: University of Chicago Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000391489707206.

Lippincott, S. (2020) *Mapping the current landscape of research library engagement with emerging technologies in research and learning: executive summary*. Report. Association of Research Libraries. Available at: https://apo.org.au/node/302990 (Accessed: August 28, 2022).

Lippincott, S. and Skinner, K. (2022) "Accountability in the knowledge commons: lessons from Next Generation Library Publishing and the 2022 Values and Principles Summit," *Insights: the UKSG journal*, 35(0), p. 20. Available at: https://doi.org/10.1629/uksg.588.

Lippincott, S.K. (2016) "The Library Publishing Coalition: organizing libraries to enhance scholarly publishing," *Insights*, 29(2), pp. 186–191. Available at: https://doi.org/10.1629/uksg.296.

Lippincott, S.K. (2017) *Library as Publisher: New Models of Scholarly Communication for a New Era*. Michigan Publishing, University of Michigan Library. Available at: https://doi.org/10.3998/mpub.9944345 (Accessed: January 9, 2020).

Lovett, J. and Rathemacher, A. (2019a) "Bridging the Gaps: Finding Creative Solutions to Unmet Needs in a Growing Library Publishing Program." *2019 Library Publishing Forum*, 10 May. Available at: https://digitalcommons.uri.edu/lib_ts_presentations/64.

Lovett, J. and Rathemacher, A. (2019b) "What Do Editors Want?: Assessing a Growing Library Publishing Program and Finding Creative Solutions to Unmet Needs," *The Time Has Come . . . to Talk of Many Things*. *Charleston Library Conference*, Purdue University, pp. 282–285. Available at: https://doi.org/10.5703/1288284317181.

LPC (2020) "What is Library Publishing?," *Library Publishing Coalition*. Available at: https://librarypublishing.org/ (Accessed: April 14, 2020).

LPC and Educopia Institute (2025) *Library Publishing Directory*. Available at: https://librarypublishing.org/lp-directory/ (Accessed: November 26, 2020).

LSE Public Policy Group (2008) *Maximizing the social, policy and economic impacts of research in the humanities and social sciences*. Report to British Academy from LSE Public Policy Group (PPG). London, UK: LSE Public Policy Group, p. 77. Available at: http://eprints.lse.ac.uk/45345/.

Luey, B. (1996) "The librarian's role in teaching academic authors about publishing procedures and ethics," *Serials Review*, 22(1), pp. 39–46. Available at: https://doi.org/10.1080/00987913.1996.10764293.

Ma, L. (2023) *The Scholarly Communication Handbook: From Research Dissemination to Societal Impact*. London, England: Facet Publishing. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005568563207206.

Ma, L. and Ladisch, M. (2019) "Evaluation complacency or evaluation inertia? A study of evaluative metrics and research practices in Irish universities," *Research Evaluation*, 28(3), pp. 209–217. Available at: https://doi.org/10.1093/reseval/rvz008.

Mackenzie, A. (2016) "Digital scholarship: scanning library services and spaces," in A. Mackenzie and L. Martin (eds.) *Developing Digital Scholarship: Emerging practices in academic libraries*. London: Facet Publishing, pp. 23–40. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005352691807206.

Mackey, T.P. and Jacobson, T.E. (2011) “Reframing Information Literacy as a Metaliteracy,” *College & Research Libraries*, 72(1), pp. 62–78. Available at: https://doi.org/10.5860/crl-76r1.

Mahon, Á. (2021) “The Gift of the Interval? Revisiting the Promises of Higher Education,” in Á. Mahon (ed.) *The Promise of the University Reclaiming Humanity, Humility, and Hope*. 1st ed. Singapore: Springer (Debating Higher Education: Philosophical Perspectives, 10), pp. 1–13. Available at: https://doi.org/10.1007/978-981-16-5277-6.

Malik, A. (2026) “Fostering an entrepreneurial mindset in university administration and governance.” *ACE - International Conference, 265*, pp. 265–268. Available at: https://conferaces.com/index.php/journal/article/view/770 (Accessed: March 18, 2026).

van Manen, M. (1990) *Researching lived experience: human science for an action sensitive pedagogy*. 2nd ed. New York: Routledge. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991004625819707206.

van Manen, M. (2016) “Hermeneutic Phenomenological Reflection,” *Researching lived experience: human science for an action sensitive pedagogy*. 2nd ed. New York: Routledge, pp. 77–109. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991004625819707206.

Mangahis, P. (2020) *The growth of library publishing in North America and the role of the Open Journal System*. Master of Publishing (M.Pub.). Simon Fraser University. Available at: https://summit.sfu.ca/item/34384 (Accessed: October 28, 2023).

Mantai, L. and Marrone, M. (2023) “Academic career progression from early career researcher to professor: what can we learn from job ads,” *Studies in Higher Education*, 48(6), pp. 797–812. Available at: https://doi.org/10.1080/03075079.2023.2167974.

Marsick, V.J. (1988) “Learning in the Workplace: The Case for Reflectivity and Critical Reflectivity,” *Adult Education Quarterly*, 38(4), pp. 187–198. Available at: https://doi.org/10.1177/0001848188038004001.

Marxhausen, T. and Locascio, A. (2026) “Fetish Character of the Commodity,” *Historical-Critical Dictionary of Marxism*. Brill, pp. 203–214. Available at: https://doi.org/10.1163/9789004754966_017.

Maton, K. (2000) “Languages of Legitimation: The structuring significance for intellectual fields of strategic knowledge claims,” *British Journal of Sociology of Education*, 21(2), pp. 147–167. Available at: https://doi.org/10.1080/713655351.

Maton, K. (2006) “On knowledge structures and knower structures,” in R. Moore et al. (eds.) *Knowledge, Power and Educational Reform: Applying the Sociology of Basil Bernstein.* Hoboken: Taylor and Francis, pp. 44–59. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005269149707206 (Accessed: June 2, 2021).

Maton, K. (2008) “Knowledge-knower structures in intellectual and educational fields,” in F. Christie and J.R. Martin (eds.) *Language, knowledge and pedagogy: functional linguistic and sociological perspectives*. London: Continuum, pp. 87–108. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005471460007206.

Maton, K. (2012) “Habitus,” in M. Grenfell (ed.) *Pierre Bourdieu: key concepts*. Second edition. Durham, England: Acumen (Key concepts), pp. 48–64. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004249859707206.

Maton, K. (2013) “Making semantic waves: A key to cumulative knowledge-building,” *Linguistics and Education*, 24(1), pp. 8–22. Available at: https://doi.org/10.1016/j.linged.2012.11.005.

Maton, K. (2014a) *Knowledge and Knowers: Towards a realist sociology of education*. 1st ed. Routledge. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005353368807206.

Maton, K. (2014b) “Seeing knowledge and knowers: Social Realism and Legitimation Code Theory,” *Knowledge and Knowers: Towards a realist sociology of education*. 1st ed. Routledge, pp. 1–22. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005353368807206.

Maton, K. *et al.* (2016) *Knowledge-building: educational studies in legitimation code theory*. London, England: Routledge. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005344834007206.

Maton, K. (2016) “Legitimation Code Theory: building knowledge about knowledge-building,” in K. Maton, S. Hood, and S. Shay (eds.) *Knowledge-building: educational studies in legitimation code theory*. London, England: Routledge, pp. 1–23. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005344834007206.

Maton, K. (2018) “Thinking like Bourdieu: Completing the Mental Revolution with Legitimation Code Theory,” in J. Albright, D. Hartman, and J. Widin (eds.) *Bourdieu’s Field Theory and the Social Sciences*. Singapore: Springer, pp. 249–268. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005353657307206 (Accessed: June 4, 2021).

Maxim, G.E. (1965) *A history of library publishing: 1600 to the present day*. Available at: https://www.worldcat.org/title/history-of-library-publishing-1600-to-the-present-day/oclc/4996493.

McKenzie, L. (2019) *Editorial Mutiny at Elsevier Journal*, *Inside Higher Ed*. Available at: https://www.insidehighered.com/news/2019/01/14/elsevier-journal-editors-resign-start-rival-open-access-journal (Accessed: January 15, 2019).

Meadows, A.J. (1998) *Communicating research*. San Diego: Academic Press (Library and information science (New York, N.Y.)), p. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000746609707206 (Accessed: August 10, 2021).

Merriam, S.B. and Grenier, R.S. (2019) *Qualitative research in practice: examples for discussion and analysis*. 2nd ed. San Francisco, California: Jossey-Bass. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005461445307206.

Meyer, J.H.F. and Land, R. (2003) “Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines,” *ISL10 Improving Student Learning: Theory and Practice Ten Years On*. Oxford Brookes University, pp. 412–424. Available at:

https://www.research.ed.ac.uk/en/publications/threshold-concepts-and-troublesome-knowledge-linkages-to-ways-of- (Accessed: October 23, 2023).

Michigan Publishing (no date) *Journal of Muslim Mental Health*, *About*. Available at: https://www.journalofmuslimmentalhealth.org/about.html (Accessed: September 14, 2021).

Mills, D. (2025) "A divided republic of letters? Infrastructural coloniality and the commercialisation of academic publishing," in F. Collyer (ed.) *Research handbook on the sociology of knowledge*. Cheltenham: Elgar (Research Handbooks on the Sociology of Knowledge), pp. 394–415. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/alps2q/alma991005687899707206.

Moher, D. *et al.* (2009) "Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement," *Annals of Internal Medicine*, 151(4), pp. 264–269. Available at: https://doi.org/10.7326/0003-4819-151-4-200908180-00135.

Montgomery, L. *et al.* (2021) *Open Knowledge Institutions: Reinventing Universities*. Cambridge, Massachusetts: MIT Press. Available at: https://doi.org/10.7551/mitpress/13614.001.0001.

Moore, R. (2013) "Social Realism and the problem of the problem of knowledge in the sociology of education," *British Journal of Sociology of Education*, 34(3), pp. 333–353. Available at: https://doi.org/10.1080/01425692.2012.714251.

Moosa, I.A. (2018) "The way forward," *Publish or perish: perceived benefits versus unintended consequences*. Cheltenham, UK: Elgar, pp. 172–182. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/alps2q/alma991005526665207206.

Moulaison-Sandy, H. and Bially-Mattern, J. (2018) "Academic Library-Based Publishing: A State of the Evolving Art," *Library Trends*, 67(2), pp. 337–357. Available at: https://doi.org/10.1353/lib.2018.0040.

Moulaison-Sandy, H. and Le Beau, C. (2015) "Survey -- library publishing." University of Missouri--Columbia. College of Education. School of Information Science and Learning Technologies. Available at: https://hdl.handle.net/10355/45886 (Accessed: March 15, 2020).

Mullins, J.L. *et al.* (2012) *Library Publishing Services: Strategies for Success: Final Research Report*. Washington, DC: SPARC, p. 24. Available at: https://docs.lib.purdue.edu/purduepress_ebooks/24.

Münch, R. (2014a) "Constructing Excellence by Evaluation," *Academic Capitalism: Universities in the Global Struggle for Excellence*. 1st ed. Routledge, pp. 67–92. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005482664807206 (Accessed: June 24, 2022).

Münch, R. (2014b) "The Allocation of Funds and Reputation among Departments: Publication Performance versus Accumulated Capital," *Academic Capitalism: Universities in the Global Struggle for Excellence*. 1st ed. Routledge, pp. 221–244. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005482664807206 (Accessed: June 24, 2022).

Neal, J.G. (2006) "The Research and Development Imperative in the Academic Library: Path to the Future," *portal: Libraries and the Academy*, 6(1), pp. 1–3. Available at: https://doi.org/10.1353/pla.2006.0007.

Neylon, T. (no date) *The Cost of Knowledge*. Available at: http://thecostofknowledge.com/.

Noe, R.A., Tews, M.J. and Marand, A.D. (2013) "Individual differences and informal learning in the workplace," *Journal of Vocational Behavior*, 83(3), pp. 327–335. Available at: https://doi.org/10.1016/j.jvb.2013.06.009.

NORF (2022) "National Action Plan for Open Research." Department of Further and Higher Education, Research, Innovation and Science. Available at: https://doi.org/10.7486/DRI.ff36jz222 (Accessed: December 16, 2022).

NORF (no date) *National Open Research Forum*. Available at: https://norf.ie/ (Accessed: November 7, 2018).

OJC (no date) *Open Journals Collective*. Available at: https://www.openjournalscollective.org/ (Accessed: April 7, 2025).

Onwuegbuzie, A.J. and Frels, R. (2016) *7 steps to a comprehensive literature review: a multimodal and cultural approach*. 1st ed. Los Angeles: Sage. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004614579707206.

Onwuegbuzie, A.J., Leech, N.L. and Collins, K.M.T. (2012) "Qualitative Analysis Techniques for the Review of the Literature," *Qualitative Report*, 17, p. 28. Available at: http://www.proquest.com/docview/1140136132/93372B974E2C432FPQ/1 (Accessed: March 2, 2021).

Orwell, G. (1946) "Politics and the English Language." Available at: https://bioinfo.uib.es/~joemiro/RecEscr/PoliticsandEngLang.pdf.

OSU (no date a) *Journal Publishing Partnerships*, *The Ohio State University. University Libraries*. Available at: http://library.osu.edu/publishing/publications (Accessed: December 26, 2022).

OSU (no date b) *The International Journal of Screendance*. Available at: https://screendancejournal.org/ (Accessed: December 26, 2022).

Paisley, W. (1972) "The Role of Invisible Colleges in Scientific Information Transfer," *Educational Researcher*, 1(4), pp. 5–19. Available at: https://doi.org/10.2307/1175165.

Palsdottir, A. (2021) "Data literacy and management of research data – a prerequisite for the sharing of research data," *Aslib Journal of Information Management*, 73(2), pp. 322–341. Available at: https://doi.org/10.1108/AJIM-04-2020-0110.

Park, J.-H. and Qin, J. (2007) "Exploring the Willingness of Scholars to Accept Open Access: A Grounded Theory Approach," *Journal of Scholarly Publishing*, 38(2), pp. 55–84. Available at: https://doi.org/10.1353/scp.2007.0009.

Patton, M.Q. (1990) *Qualitative evaluation and research methods*. 2nd ed. Newbury Park: Sage. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000468709707206.

Patton, M.Q. (2015) *Qualitative research & evaluation methods: integrating theory and practice*. 4th ed. Thousand Oaks, California: SAGE. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991003142449707206.

Peekhaus, W. (2012) “The Enclosure and Alienation of Academic Publishing: Lessons for the Professoriate,” *tripleC: Communication, Capitalism & Critique. Open Access Journal for a Global Sustainable Information Society*, 10(2), pp. 577–599. Available at: https://doi.org/10.31269/triplec.v10i2.395.

Pham, H.T. (2019) “The Application of Structuration Theory in Studying Collaboration between Librarians and Academic Staff in Universities in Australia and Vietnam,” *Information Research: An International Electronic Journal*, 24(3), p. 25. Available at: https://eric.ed.gov/?id=EJ1229378 (Accessed: August 30, 2023).

Phelps, R., Fisher, K. and Ellis, A. (2007) “Effective Literature Searching,” *Organizing and Managing Your Research: A Practical Guide for Postgraduates*. 1st ed. London: SAGE, pp. 128–149. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991005223859707206.

Pinfield, S. (2015) “Making Open Access work: The ‘state-of-the-art’ in providing Open Access to scholarly literature,” *Online Information Review*. Edited by P. G.E. Gorman and Professor Jennifer Rowley, 39(5), pp. 604–636. Available at: https://doi.org/10.1108/OIR-05-2015-0167.

Pinheiro, D., Melkers, J. and Youtie, J. (2014) “Learning to play the game: Student publishing as an indicator of future scholarly success,” *Technological Forecasting and Social Change*, 81, pp. 56–66. Available at: https://doi.org/10.1016/j.techfore.2012.09.008.

Popper, K.R. (1973) *The Open Society and Its Enemies ; Volume II: The High Tide of Prophecy: Hegel, Marx and The Aftermath*. 5th edition revised 1966. London: Routledge & Kegan Paul. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004459819707206.

Potter, J. and Hepburn, A. (2005) “Qualitative interviews in psychology: problems and possibilities,” *Qualitative Research in Psychology*, 2(4), pp. 281–307. Available at: https://doi.org/10.1191/1478088705qp045oa.

Potvin, S. (2017) “And Who Will Review the Review(er)s?,” *College & Research Libraries*, 78(6). Available at: https://doi.org/10.5860/crl.78.6.734.

Pradt Lougee, W. (2007) “Scholarly Communication and Libraries Unbound: The Opportunity of the Commons,” in C. Hess and E. Ostrom (eds.) *Understanding knowledge as a commons: from theory to practice*. Cambridge, Mass: MIT Press, pp. 311–332. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991005472235507206.

Puehringer, S., Rath, J. and Griesebner, T. (2021) “The political economy of academic publishing: On the commodification of a public good,” *PLOS ONE*, 16(6), p. e0253226. Available at: https://doi.org/10.1371/journal.pone.0253226.

PWW Research Team (2017) “Understanding the needs of scholars in a contemporary publishing environment: Survey results.” Publishing Without Walls. Available at: https://hdl.handle.net/2142/98576 (Accessed: March 7, 2023).

Racimo, F. *et al.* (2022) “Ethical Publishing: How Do We Get There?,” *Philosophy, Theory, and Practice in Biology*, 14(0), pp. 1–22. Available at: https://doi.org/10.3998/ptpbio.3363.

Raju, J. (2019) “Embracing New Trends in Scholarly Communication: From Competency Requirements in the Workplace to LIS Curriculum Presence,” *Journal of Librarianship and Scholarly Communication*, 7(1), pp. 1–25. Available at: https://doi.org/10.7710/2162-3309.2291.

Raju, R. *et al.* (2020) “An authentic flip subscription model for Africa: library as publisher service,” *Library Management*, 41(6/7), pp. 369–381. Available at: https://doi.org/10.1108/LM-03-2020-0054.

Rata, E. (2012) *The politics of knowledge in education*. 1st ed. New York: Routledge. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005463454907206.

Rayner, S.J. (2019) “Academic Publishing,” in M. Bhaskar and A. Phillips (eds.) *The Oxford handbook of publishing*. Oxford: Oxford University Press (Oxford handbooks), pp. 259–273. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004598029707206 (Accessed: January 29, 2020).

Reed, M. (2023) *Resources for Editors of Scholarly Journals: Getting Started*, *KU Libraries*. Available at: https://guides.lib.ku.edu/journal_editors/home (Accessed: February 27, 2023).

Reichman, H. (2016) “Academic Freedom and the Common Good: A Review Essay,” *Journal of Academic Freedom*, 7, pp. 1–19. Available at: https://www.aaup.org/JAF7/academic-freedom-and-common-good-review-essay (Accessed: June 18, 2022).

Reinharz, S. and Chase, S. (2003) “Interviewing women,” in J.A. Holstein and J.F. Gubrium (eds.) *Inside interviewing: new lenses, new concerns*. Thousand Oaks: Sage Publications, pp. 72–90. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002810499707206.

Ren, L.Y. (2017) “A Paradigm Shift in Scientific Scholarly Communication: Toward Public Access and Use of Research.” *International and local development that enhance scholarly communication in the biomedical and social sciences*, Athens, Greece. Available at: http://library.ifla.org/id/eprint/2772/ (Accessed: August 20, 2022).

Research Planning and Review Committee, ACRL (2018) “2018 top trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education,” *College & Research Libraries News*, 79(6), pp. 286–300. Available at: https://doi.org/10.5860/crln.79.6.286.

Research Planning and Review Committee, ACRL (2020) “2020 top trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education,” *College & Research Libraries News*, 81(6), pp. 270–278. Available at: https://doi.org/10.5860/crln.81.6.270.

Rider, F. (1944) *The Scholar and the Future of the Research Library. A Problem and Its Solution.* New York: Hadham Press.

Ridley, D. (2012) *The literature review: a step-by-step guide for students*. 2nd ed. London: SAGE. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991003767619707206 (Accessed: November 3, 2020).

Riley, P. (2006) “Self-expression and the negotiation of identity in a foreign language,” *International Journal of Applied Linguistics*, 16(3), pp. 295–318. Available at: https://doi.org/10.1111/j.1473-4192.2006.00120.x.

Roberts, K.A. and Wilson, R.W. (2002) “ICT and the Research Process: Issues Around the Compatibility of Technology with Qualitative Data Analysis,” *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 3(2). Available at: https://doi.org/10.17169/fqs-3.2.862.

Roinila, M. and Ala-Kyyny, J. (2022) “Library Hosted Open Access Journals as Tools for Teaching Publishing Practices,” *Journal of EAHIL*, 18(2), pp. 3–6. Available at: https://doi.org/10.32384/jeahil18515.

Rowland, F. (1995) “Electronic journals: Neither free nor easy,” *The Information Society*, 11(4), pp. 273–274. Available at: https://doi.org/10.1080/01972243.1995.9960201.

Rudestam, K.E. and Newton, R.R. (2015) *Surviving your dissertation: a comprehensive guide to content and process*. 4th ed. Thousand Oaks, California: SAGE. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991005593765807206.

Rusu, V.D., Mocanu, M. and Bibiri, A.-D. (2022) “Determining factors of participation and success rates in research funding competitions: Case study,” *PLOS ONE*, 17(7), p. e0272292. Available at: https://doi.org/10.1371/journal.pone.0272292.

Sabharwal, A. (2021) “Institutional repository engagement framework: Harnessing resources, structure, and process for strategic plan support in higher education,” *Journal of Electronic Resources Librarianship*, 33(3), pp. 137–155. Available at: https://doi.org/10.1080/1941126X.2021.1949150.

Sacks, H. (1995) *Lectures on conversation*. Edited by G. Jefferson. Oxford, UK: Blackwell. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000587999707206.

Sager, D. (2001) “The Search for Librarianship’s Core Values,” *Public Libraries*, 40(3), pp. 149–153. Available at: https://eric.ed.gov/?id=EJ633103 (Accessed: November 13, 2021).

Saldaña, J. (2021) *The coding manual for qualitative researchers*. 4th ed. London: SAGE. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991005445365507206.

Scheufen, M. (2015) “Academic Journal Publishing and the Open Access Movement,” *Copyright Versus Open Access: On the Organisation and International Political Economy of Access to Scientific Knowledge*. Cham: Springer (International Law and Economics), pp. 53–82. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005355970107206.

Schlosser, M. (2018) “Building Capacity for Academy-Owned Publishing through the Library Publishing Coalition,” *Library Trends*, 67(2), pp. 359–375. Available at: https://doi.org/10.1353/lib.2018.0041.

Schlosser, M. (2019) “Academy-owned? Academic-led? Community-led? What’s at stake in the words we use to describe new publishing paradigms,” *LPC Blog*, 2 June. Available at: https://librarypublishing.org/alpd19-academy-owned-academic-led-community-led/ (Accessed: January 9, 2020).

Schmidt, L. (2019) “Copyright Educational Services and Information in Academic Libraries,” *Public Services Quarterly*, 15(4), pp. 283–299. Available at: https://doi.org/10.1080/15228959.2019.1644267.

Schreier, M. (2014) “Qualitative Content Analysis,” in U. Flick (ed.) *The SAGE handbook of qualitative data analysis*. Los Angeles: SAGE, pp. 170–183. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005575293907206.

Schwandt, T.A. (2007) “Interpretivism,” *The SAGE Dictionary of Qualitative Inquiry*. 3rd ed. London: SAGE, pp. 161–161. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991005388432807206 (Accessed: February 21, 2024).

Schwartz, M. and Bowen, W.M. (2010) “The University in a Knowledge Economy,” *The Chief Purpose of Universities: Academic Discourse and Diversity of Ideas*. (Scholarship Collection, 1), pp. 291–326. Available at: https://engagedscholarship.csuohio.edu/scholbks/1.

Schwinn, T. (2007) “Individual and Collective Agency,” in W. Outhwaite and S.P. Turner (eds.) *The SAGE Handbook of Social Science Methodology*. 1st ed. London: SAGE Publications. Available at: https://doi.org/10.4135/9781848607958.

Senseney, M. *et al.* (2019) “Informing library-based digital publishing: Selected findings from a survey of scholars’ needs in a contemporary publishing environment,” *Digital Scholarship in the Humanities*, 34(Supplement_1), pp. i172–i178. Available at: https://doi.org/10.1093/llc/fqy052.

SFU Library (2021) *What is a scholarly (or peer-reviewed) journal*, *Simon Fraser University*. Available at: https://www.lib.sfu.ca/help/research-assistance/format-type/scholarly-journals#scholarly-academic-and-peer-reviewed-journals (Accessed: April 15, 2021).

Shahjahan, R.A. and Hill, R.L. (2020) “Neoliberalism and Higher Education,” in M.E. David and M.J. Amey (eds.) *The SAGE Encyclopedia of Higher Education*. Thousand Oaks, California: SAGE. Available at: https://doi.org/10.4135/9781529714395.n402.

Shoemaker, P.J., Tankard, J.W. and Lasorsa, D.L. (2004) *How to build social science theories*. 1st ed. Thousand Oaks, CA: Sage. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005469293407206.

Shuttleworth, K., Stranack, K. and Moore, A. (2019) “Course Journals: Leveraging Library Publishing to Engage Students at the Intersection of Open Pedagogy, Scholarly Communications, and Information Literacy,” *Partnership: The Canadian Journal of Library and Information Practice and Research*, 14(2). Available at: https://doi.org/10.21083/partnership.v14i2.5339.

Skinner, K. *et al.* (2014) “Library-as-Publisher: Capacity Building for the Library Publishing Subfield,” *Journal of Electronic Publishing*, 17(2). Available at: https://doi.org/10.3998/3336451.0017.207.

Skinner, K. *et al.* (2015) “Library-as-Publisher. Capacity Building for the Library Publishing Subfield,” in M. Bonn and M. Furlough (eds.) *Getting the word out: academic libraries as scholarly publishers*. Chicago: Association of College and Research Libraries, pp. 119–139. Available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/9780838986981_getting_OA.pdf.

Skinner, K. (2015) “Taking Action in a Critical Moment: From Innovation to Impact,” *Serials Review*, 41(3), pp. 135–142. Available at: https://doi.org/10.1080/00987913.2015.1069779.

Skinner, K. and Lippincott, S. (2020) “Values and Principles Framework and Assessment Checklist,” *Commonplace* [Preprint]. Available at: https://doi.org/10.21428/6ffd8432.5175bab1.

Slaughter, S. and Leslie, L.L. (2001) “Expanding and Elaborating the Concept of Academic Capitalism,” *Organization*, 8(2), pp. 154–161. Available at: https://doi.org/10.1177/1350508401082003.

Slaughter, S. and Rhoades, G. (2004) *Academic capitalism and the new economy: markets, state, and higher education*. Baltimore: Johns Hopkins University Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/alps2q/alma991005758833207206.

Smith, H. (2023) *Citation and Journal Measures: Journal Prestige Measures*, *Penn State University Libraries*. Available at: https://guides.libraries.psu.edu/bibliometrics/journalmeasures (Accessed: August 15, 2023).

Smith, J.A., Hollway, W. and Mishler, E.G. (2005) “Commentaries on Potter and Hepburn, ‘Qualitative interviews in psychology: problems and possibilities,’” *Qualitative Research in Psychology*, 2(4), pp. 309–325. Available at: https://doi.org/10.1191/1478088705qp046cm.

Smits, R.-J. and Pells, R. (2022) *Plan S for Shock: Science. Shock. Solution. Speed.* Ubiquity Press. Available at: https://doi.org/10.5334/bcq.

Snyder, H. (2019) “Literature review as a research methodology: An overview and guidelines,” *Journal of Business Research*, 104, pp. 333–339. Available at: https://doi.org/10.1016/j.jbusres.2019.07.039.

Speer, S.A. (2008) “Natural and Contrived Data,” in P. Alasuutari, L. Bickman, and J. Brannen (eds.) *The SAGE handbook of social research methods*. Los Angeles: SAGE, pp. 290–312. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002519829707206.

Spolander, G. *et al.* (2022) “3. Academic Activism in Higher Education: A Dialectic of Resistance and Surrender in a Time of Neoliberalism,” *Philosophy and Theory in Higher Education*, 4(2), pp. 61–86. Available at: https://doi.org/10.3726/PTIHE.022022.0006.

Stratton, S.J. (2019) “Literature Reviews: Methods and Applications,” *Prehospital and Disaster Medicine*, 34(04), pp. 347–349. Available at: https://doi.org/10.1017/S1049023X19004588.

Suber, P. (2012) *Open Access*. Cambridge, MA : MIT Press. Available at: https://doi.org/10.7551/mitpress/9286.001.0001.

Sutton, A. *et al.* (2019) “Meeting the review family: exploring review types and associated information retrieval requirements,” *Health Information & Libraries Journal*, 36(3), pp. 202–222. Available at: https://doi.org/10.1111/hir.12276.

Szomszor, M. and Quaderi, N. (2020) *Research Integrity: Understanding our shared responsibility for a sustainable scholarly ecosystem*. Institute for Scientific Information. Available at: https://clarivate.com/wp-content/uploads/2021/02/ISI-Research-Integrity-Report.pdf.

Tamrat, W. (2017) *Where should scholars from developing countries publish their research results?*, *ResearchGate*. Available at: https://www.researchgate.net/post/Where-should-scholars-from-developing-countries-publish-their-research-results (Accessed: August 1, 2020).

Taube, C.A. (1966) “The Science of Sociology and Its Methodology: Durkheim and Weber Compared,” *The Kansas Journal of Sociology*, 2(4), pp. 145–152. Available at: https://www.jstor.org/stable/23308493 (Accessed: November 1, 2023).

Taylor & Francis Online (2020) *Journal of Muslim Mental Health*, *Journal news*. Available at: https://www.tandfonline.com/toc/ummh20/current.

Tennant, J. (2018) *Democratising Knowledge: a report on the scholarly publisher, Elsevier*. Education International Research, pp. 1–63. Available at: https://www.norrag.org/democratising-knowledge-a-report-on-the-scholarly-publisher-elsevier-by-dr-jonathan-tennant/ (Accessed: November 20, 2018).

Tesar, M., Peters, M.A. and Jackson, L. (2022) "The ethical academy? The university as an ethical system," *The University as an Ethical Academy?* 1st ed. London: Routledge, pp. 1–7.

Thomas, D.R. (2006) "A General Inductive Approach for Analyzing Qualitative Evaluation Data," *American Journal of Evaluation*, 27(2), pp. 237–246. Available at: https://doi.org/10.1177/1098214005283748.

Thomas, E. and Magilvy, J.K. (2011) "Qualitative Rigor or Research Validity in Qualitative Research," *Journal for Specialists in Pediatric Nursing*, 16(2), pp. 151–155. Available at: https://doi.org/10.1111/j.1744-6155.2011.00283.x.

Thompson, J.B. (1991) "Introduction," in P. Bourdieu (ed.) *Language and symbolic power*. Cambridge: Polity, pp. 1–31. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000360899707206 (Accessed: January 7, 2021).

Thompson, J.B. (2005) "The social structure of publishing fields," *Books in the digital age: the transformation of academic and higher education publishing in Britain and the United States*. Cambridge, UK ; Malden, MA: Polity Press, pp. 30–46. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002368549707206.

Thompson, S.D. and Muir, A. (2020) "A case study investigation of academic library support for open educational resources in Scottish universities," *Journal of Librarianship and Information Science*, 52(3), pp. 685–693. Available at: https://doi.org/10.1177/0961000619871604.

Thomson, P. (2012) "Field," in M. Grenfell (ed.) *Pierre Bourdieu: key concepts*. 2nd ed. Durham, England: Acumen (Key concepts), pp. 65–80. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991004249859707206.

Togia, A. and Korobili, S. (2014) "Attitudes towards open access: A meta-synthesis of the empirical literature," *Information Services & Use*, 34(3–4), pp. 221–231. Available at: https://doi.org/10.3233/ISU-140742.

Toledo, E.G. *et al.* (2019) "Bibliodiversity – What it is and why it is essential to creating situated knowledge - LSE Impact," *LSE Impact - Understanding impact and practice in academic research*, 5 December. Available at: https://blogs.lse.ac.uk/impactofsocialsciences/2019/12/05/bibliodiversity-what-it-is-and-why-it-is-essential-to-creating-situated-knowledge/ (Accessed: February 10, 2026).

Torneo, A.R. (2023) "Publish or Perish and its Implications to Academia," *Asia-Pacific Social Science Review*, 23(1), pp. vii–ix. Available at: https://doi.org/10.59588/2350-8329.1481.

Trueblood, J.S. *et al.* (2025) "The misalignment of incentives in academic publishing and implications for journal reform," *Proceedings of the National Academy of Sciences*, 122(5), pp. 1–10. Available at: https://doi.org/10.1073/pnas.2401231121.

Tsang, A.L.Y. and Chiu, D.K.W. (2022) “Effectiveness of Virtual Reference Services in Academic Libraries: A Qualitative Study Based on the 5E Learning Model,” *The Journal of Academic Librarianship*, 48(4), p. 102533. Available at: https://doi.org/10.1016/j.acalib.2022.102533.

Tufford, L. and Newman, P. (2012) “Bracketing in Qualitative Research,” *Qualitative Social Work*, 11(1), pp. 80–96. Available at: https://doi.org/10.1177/1473325010368316.

Turner, J. (2015) “The disenchantment of western performance training, and the search for and embodied experience: toward a methodology of the ineffable,” in M. Perry and C.L. Medina (eds.) *Methodologies of embodiment: inscribing bodies in qualitative research*. New York: Routledge (Routledge advances in research methods, 15). Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991003782859707206.

Uba, E.E. and Sanfilippo, M.R. (2025) “Governing knowledge commons in information science,” *Information Research an international electronic journal*, 30(iConf), pp. 548–555. Available at: https://doi.org/10.47989/ir30iConf47281.

UC Merced Library (no date) *eScholarship*. Available at: https://escholarship.org/uc/ucm (Accessed: September 14, 2020).

UNESCO (ed.) (2005) *Towards knowledge societies*. Paris, France: UNESCO Pub (UNESCO world report, 1). Available at: https://unesdoc.unesco.org/ark:/48223/pf0000141843.

United Nations (no date a) *SDG Publishers Compact*, *Sustainable Development Goals*. Available at: https://www.un.org/sustainabledevelopment/sdg-publishers-compact/ (Accessed: September 5, 2022).

United Nations (no date b) *Sustainable Development Goals*, *United Nations*. Available at: https://www.un.org/development/desa/en/news/sustainable/sustainable-development-goals.html (Accessed: September 5, 2022).

United Nations (no date c) *THE 17 GOALS*, *United Nations, Department of Social Affairs Sustainable Development*. Available at: https://sdgs.un.org/goals (Accessed: February 27, 2023).

University of Michigan (2020) *Michigan Publishing*. Available at: https://www.publishing.umich.edu/ (Accessed: September 14, 2020).

URI (2025) *Digital Collections*, *University Libraries*. Available at: https://web.uri.edu/library-digital-initiatives/.

URI (no date) *DigitalCommons@URI*, *Browse Journals and Peer-Reviewed Series*. Available at: https://digitalcommons.uri.edu/peer_review_list.html.

Utrecht University (2023) *Why UU is missing in the THE ranking*, *News*. Available at: https://www.uu.nl/en/news/why-uu-is-missing-in-the-the-ranking (Accessed: October 1, 2023).

Vickery, B.C. (2000) *Scientific communication in history*. London: Scarecrow Press. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005477563807206.

Vogt, W.P. *et al.* (2014) *Selecting the Right Analyses for Your Data. Quantitative, Qualitative, and Mixed Methods*. New York: Guilford Publications. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005527254707206.

Vostal, F. (2016) “Sociology, Fast and Slow,” *Accelerating Academia: The Changing Structure of Academic Time*. London: Palgrave Macmillan UK, pp. 168–195. Available at: https://doi.org/10.1057/9781137473608_8.

Wahyu Ariani, D. (2013) “Personality and Learning Motivation,” *European Journal of Business and Management*, 5(10), pp. 26–38. Available at: https://doi.org/https://www.iiste.org/Journals/index.php/EJBM/article/view/5142.

Walsh, R. (2012) “On Evidence and Argument in Phenomenological Research,” *Indo-Pacific Journal of Phenomenology*, 12(sup2), pp. 1–7. Available at: https://doi.org/10.2989/IPJP.2012.12.1.3.1111.

Walters, T. (2012) “The Future Role of Publishing Services in University Libraries,” *portal: Libraries and the Academy*, 12(4), pp. 425–454. Available at: https://doi.org/10.1353/pla.2012.0041.

Wasserman, I.C. and Kram, K.E. (2009) “Enacting the Scholar— Practitioner Role: An Exploration of Narratives,” *The Journal of Applied Behavioral Science*, 45(1), pp. 12–38. Available at: https://doi.org/10.1177/0021886308327238.

Watts, S. (2014) “User Skills for Qualitative Analysis: Perspective, Interpretation and the Delivery of Impact,” *Qualitative Research in Psychology*, 11(1), pp. 1–14. Available at: https://doi.org/10.1080/14780887.2013.776156.

Weimer, K.H. and Andrew, P.G. (2013) “How We Participate in the Scholarly Communication Life Cycle,” *Journal of Map & Geography Libraries*, 9(3), pp. 217–219. Available at: https://doi.org/10.1080/15420353.2013.824397.

Weingart, P. (2025) “The Changed Publishing Culture of Science,” *European Review*, 33(S1), pp. S143–S158. Available at: https://doi.org/10.1017/S1062798725000183.

Weissinger, T. (2003) “Competing models of librarianship: do core values make a difference?,” *The Journal of Academic Librarianship*, 29(1), pp. 32–39. Available at: https://doi.org/10.1016/S0099-1333(02)00403-2.

Wellington, J. and Nixon, J. (2005) “Shaping the field: the role of academic journal editors in the construction of education as a field of study,” *British Journal of Sociology of Education*, 26(5), pp. 643–655. Available at: https://doi.org/10.1080/01425690500293835.

Wenger, E. (1998) *Communities of practice: learning, meaning, and identity*. Cambridge, U.K, New York, N.Y: Cambridge University Press, p. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991002826849707206 (Accessed: February 25, 2021).

Wenger, E. (2011) “Communities of practice: A brief introduction.” University of Oregon, Scholars’ Bank. Available at: http://hdl.handle.net/1794/11736 (Accessed: April 19, 2021).

Whiting, P. and Wright, A.M. (2020) “Upcycling a Schol Comm Unit: Building Bridges with Creativity, Reallocations, and Limited Resources,” *The Serials Librarian*, 78(1–4), pp. 239–243. Available at: https://doi.org/10.1080/0361526X.2020.1701903.

Whyte Appleby, J. *et al.* (2018) “What’s in a Name? Exploring identity in the field of library journal publishing,” *Journal of Librarianship and Scholarly Communication*, 6(1), p. eP2209. Available at: https://doi.org/10.7710/2162-3309.2209.

Wiegand, S. (2013) “Beginning the Conversation: Discussing Scholarly Communication,” *The Serials Librarian*, 65(3–4), pp. 335–349. Available at: https://doi.org/10.1080/0361526X.2013.833883.

Willinsky, J. (2018) “The Academic Library in the Face of Cooperative and Commercial Paths to Open Access,” *Library Trends*, 67(2), pp. 196–213. Available at: https://doi.org/10.1353/lib.2018.0033.

Witt, P.A. (1995) “Writing for Publication: Rationale, Process and Pitfalls,” *Journal of Park and Recreation Administration*, 13(1), pp. 1–9. Available at: https://js.sagamorepub.com/index.php/jpra/article/view/1744 (Accessed: March 20, 2023).

Wodak, R. and Meyer, M. (2009) *Methods of critical discourse analysis*. 2nd ed. London: SAGE (Introducing qualitative methods). Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/8puknl/alma991002628899707206.

Wong, G. *et al.* (2013) “RAMESES publication standards: meta-narrative reviews,” *BMC Medicine*, 11(1), p. 20. Available at: https://doi.org/10.1186/1741-7015-11-20.

Woods, S.A. *et al.* (2016) “The value of being a conscientious learner: Examining the effects of the Big Five personality traits on self-reported learning from training,” *Journal of Workplace Learning*, 28(7), pp. 424–434. Available at: https://doi.org/10.1108/JWL-10-2015-0073.

Wright, A.M. (2013) “Starting Scholarly Conversations: A Scholarly Communication Outreach Program,” *Journal of Librarianship and Scholarly Communication*, 2(1), pp. 1–9. Available at: https://doi.org/10.7710/2162-3309.1096.

Xu, H. (2022) “Open Access Publishing and University Researchers’ Agency Towards Reshaping the Publishing Habitus,” *Education as Change*, 26, p. 19 pages-19 pages. Available at: https://doi.org/10.25159/1947-9417/11390.

Yardley, L. (2000) “Dilemmas in Qualitative Health Research,” *Psychology & Health*, 15(2), p. 215. Available at: https://doi.org/10.1080/08870440008400302.

Young, M. (2007a) *Bringing knowledge back in: from social constructivism to social realism in the sociology of education*. 1st ed. London: Routledge. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005489062807206.

Young, M. (2007b) “Durkheim, Vygotsky and the Curriculum of the Future,” *Bringing knowledge back in: from social constructivism to social realism in the sociology of education*. 1st ed. London: Routledge, pp. 35–64. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991005489062807206.

Zhang, J. and Chen, J. (2023) “Investigation of Library Job Demands and Requirements through the Lens of Job Market,” *Journal of Library Administration*, 63(8), pp. 1044–1064. Available at: https://doi.org/10.1080/01930826.2023.2281341.

Zhang, L. *et al.* (2022) “Should open access lead to closed research? The trends towards paying to perform research,” *Scientometrics*, 127(12), pp. 7653–7679. Available at: https://doi.org/10.1007/s11192-022-04407-5.

Ziman, J.M. (1968) *Public knowledge: an essay concerning the social dimension of science*. London: Cambridge U.P. Available at: https://dcu.primo.exlibrisgroup.com/permalink/353DCU_INST/jrp0g3/alma991000049469707206.

Appendix A – DCU Rec Approval.

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University

Alexander Kouker
School of Human Development

Dr. Eileen Brennan
School of Human Development
Dr. Jones Irwin
School of Human Development 6th May 2021

REC Reference: **DCUREC/2021/099**

Proposal Title: **Making sense of academic publishing in the library: a hermeneutic phenomenological analysis of the academic library journal publishing field**

Applicant(s): **Alexander Kouker, Dr. Eileen Brennan, Dr. Jones Irwin**

Dear Colleagues,
This research proposal qualifies under our Notification Procedure, as a low risk social research project. Therefore, the DCU Research Ethics Committee approves this project.

Materials used to recruit participants should state that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee.
Should substantial modifications to the research protocol be required at a later stage, a further amendment submission should be made to the REC.

Yours sincerely,

Geraldine Scanlon

Dr Geraldine Scanlon
Chairperson
DCU Research Ethics Committee

DCU Research & Innovation

Taighde & Nuálaíocht Tacaíocht
Ollscoil Chathair Bhaile Átha Cliath,
Baile Átha Cliath, Éire

Research & Innovation Support
Dublin City University,
Dublin 9, Ireland

T +353 1 700 8000
F +353 1 700 8002
E research@dcu.ie
www.dcu.ie

Appendix B – Plain language statement for authors.

School of Human Development, Institute of Education, Dublin City University, Ireland

Project title:	Making sense of academic publishing in the library: a hermeneutic phenomenological analysis of the academic library journal publishing field
Researchers:	Dr Eileen Brennan, Dr Jones Irwin, Alexander Kouker

Dear XYZ,

Researcher introduction and invitation

My name is Alexander Kouker, and I am undertaking doctoral research under the supervision of Dr Eileen Brennan (School of Human Development) and Dr Jones Irwin (School of Human Development), Dublin City University (DCU), Ireland. In my day-to-day work, I'm a humanities and social sciences librarian at Dublin City University Library.

You are invited to participate in a study I am doing on the **experiences and perceptions of academic authors who publish in academic library-based journals in the humanities and social sciences (HSS)**, and the experiences and perceptions of professional librarians who are involved with publishing academic library-based journals in the humanities and social sciences (HSS). Whether or not you take part is your choice. If you don't want to take part, you don't have to give a reason, and it won't disadvantage you in any way. If you do want to take part now, but change your mind later, you can pull out of the study up to the point of data analysis.

This participant information sheet will help you decide if you'd like to take part. It sets out why I'm doing the study, what your participation would involve, what the benefits and risks to you might be, and what would happen after this study ends. I will go through this information with you and answer any questions you may have. You do not have to decide today whether or not you will participate in this study. Before you decide, you may want to talk about the study with other people, such as academic colleagues or academic line managers. Feel free to do this.

If you agree to take part in this study, you will be asked to sign the consent form on the last page of this document. You will be given a copy of both the participant information sheet and the consent form to keep.

This document is six (6) pages long, including the consent form. Please make sure you have read and understood all the pages.

What is this research about? Why is this research being conducted?

Journal publishing is proliferating in the academic library, and we, as providers of support services in the process of scholarly communication, are very interested in making sure that our service is the best it can be in meeting the expectations and needs of academic authors. As a professional academic who has published in HSS library-based journals, **your first-hand experience and perceptions** are of great interest to me. I plan to share the findings of this research with you. I also plan on archiving the research report with DCU's open-access institutional repository, DORAS.

How was I identified, and why am I being invited to participate in this research?

Journal XYZ is published by **Library XYZ** and indexed in the 2021 Library Publishing Directory. You are being invited to participate in this research because of your experience in previously getting published in **Journal XYZ**.

What does participation in this study involve?
Participation in this research will involve one semi-structured, in-depth online interview with me that will last about 30 minutes, on Zoom, at a date and time that is convenient to you. The interview will be recorded, then transcribed and used, along with all the other interviews, to describe and interpret the experiences and perceptions of academic authors who publish their work in selected HSS library journals, and professional librarians who provide library-based journal publishing services. The transcript of the interview will be sent to you for review and formal sign-off prior to data analysis.

What are the discomforts and risks?
Because this research involves you talking about your experience of publishing scholarship in HSS library-based journals, any risk to you is unlikely. I would like to ask you some questions about what being able to publish in library-based journals means to you. What do you think about, or take into account, when publishing in library-based journals? What do you like/not like about publishing in library-based journals?

How will these discomforts and risks be alleviated?
You will not have to tell me anything you don't want to. If any aspect of the interview causes you distress, the interview will be terminated immediately.

What are the benefits of this research?
This research offers you the opportunity to consciously engage with and reflect upon your professional experiences in the library-based journal publishing field, which may instil a sense of self-empowerment involving movement and change. Critically, your insights aim to inform improvements to existing library journal publishing services and encourage uptake of library-based journal publishing by other authors and libraries. They might also encourage broader engagement with the practice of library journal publishing within the higher education and scholarly journal publishing sector.

How will my privacy be protected?
Your privacy will be protected as follows. The recorded interview will be fully encrypted. I will also give you a false name so that you, your institution, and the library publisher can't be identified by anyone else. The recorded interview will be securely and permanently deleted upon completion of transcription. The typed transcript will be saved in a secure location for up to five (5) years after the interview, according to DCU's data protection policy and protocols. The information will not be used by anyone else, for any other purpose. Please note that confidentiality of information can only be protected within the limitations of the law – i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

What are the costs of participating in this research?
The only cost to you will be about 30 minutes of your time.

What opportunity do I have to consider this invitation?
I will contact you about two (2) weeks after you have indicated your interest in participating in this research.

How do I agree to participate in this research?
If you choose to participate in this research, you will need to sign a consent form. You can do this by filling in the consent form attached to this information sheet and sending it to me via email (alexander.kouker@dcu.ie).

Will I receive feedback on the results of this research?
Yes, I will send you a summary of the findings of this research when I have analysed all the information.

What do I do if I have concerns about this research?
Any concerns regarding the nature of this project should be notified in the first instance to the project supervisors, Dr Eileen Brennan (eileen.brennan@dcu.ie) and Dr Jones Irwin (jones.irwin@dcu.ie).

Whom do I contact for further information about this research?
Alexander Kouker, principal investigator, alexander.kouker@dcu.ie.

Data Protection/Privacy Notice
Data will be protected within the legal limitations of data confidentiality. Data will be available only to the principal investigator (Alexander Kouker) and his supervisors (Dr Eileen Brennan and Dr Jones Irwin). Copies of data will be securely saved in a password-protected folder on the researcher's DCU Google Drive. Personal data will not be linked with these data. All records and data will be disposed of appropriately after a period of five (5) years, in accordance with DCU's data protection policy. Data collected from this study will be included in a doctoral thesis and will be archived in DCU's open access institutional repository, DORAS. The storage and maintenance of all data will be in line with best practice guidance under GDPR. For the purpose of this project, DCU is the data controller and Alexander Kouker is the data processor. To access your personal data, or if you have further questions in relation to data protection, please contact the DCU Data Protection Officer – Mr. Martin Ward (data.protection@dcu.ie Ph: 00353/1/7005118 or 7008257). If at any point you feel that there has been a breach of your general data protection rights, you have the right to lodge a complaint with the Irish Data Protection Commission. Your participation in this study is completely voluntary. Should you elect to discontinue participation, any information already collected will be discarded. You have the right to withdraw from the study up to the point of data analysis without consequence. If you wish to withdraw your consent, please contact the principal investigator, Alexander Kouker (alexander.kouker@dcu.ie Phone: 00353/85/000000).

If you have concerns about this study and wish to contact an independent person, please contact:
The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9, Ireland. Tel 00353/1/7008000, E-mail rec@dcu.ie.

Appendix C – Plain language statement for editors.

School of Human Development, Institute of Education, Dublin City University, Ireland

Project title:	Making sense of academic publishing in the library: a hermeneutic phenomenological analysis of the academic library journal publishing field
Researchers:	Dr Eileen Brennan, Dr Jones Irwin, Alexander Kouker

Dear XYZ,

Researcher introduction and invitation

My name is Alexander Kouker, and I am undertaking doctoral research under the supervision of Dr Eileen Brennan (School of Human Development) and Dr Jones Irwin (School of Human Development), Dublin City University (DCU), Ireland. In my day-to-day work, I'm a humanities and social sciences librarian at Dublin City University Library.

You are invited to participate in a study I am doing on the **experiences and perceptions of academic editors who are involved with academic library-based journals in the humanities and social sciences (HSS)**, and the experiences and perceptions of professional librarians who are involved with publishing academic library-based journals in the humanities and social sciences (HSS). Whether or not you take part is your choice. If you don't want to take part, you don't have to give a reason, and it won't disadvantage you in any way. If you do want to take part now, but change your mind later, you can pull out of the study up to the point of data analysis.

This participant information sheet will help you decide if you'd like to take part. It sets out why I'm doing the study, what your participation would involve, what the benefits and risks to you might be, and what would happen after this study ends. I will go through this information with you and answer any questions you may have. You do not have to decide today whether or not you will participate in this study. Before you decide, you may want to talk about the study with other people, such as academic colleagues or academic line managers. Feel free to do this.

If you agree to take part in this study, you will be asked to sign the consent form on the last page of this document. You will be given a copy of both the participant information sheet and the consent form to keep.

This document is six (6) pages long, including the consent form. Please make sure you have read and understood all the pages.

What is this research about? Why is this research being conducted?

Journal publishing is proliferating in the academic library, and we, as providers of support services in the process of scholarly communication, are very interested in making sure that our service is the best it can be in meeting the expectations and needs of academic editors. As a professional academic who is involved with an HSS library-based journal, **your first-hand experience and perceptions** are of great interest to me. I plan to share the findings of this research with you. I also plan on archiving the research report with DCU's open-access institutional repository, DORAS.

How was I identified, and why am I being invited to participate in this research?

Journal XYZ is published by **XYZ Library**, which is indexed in the 2021 Library Publishing Directory. You are being invited to participate in this research because of your experience with editing **Journal XYZ**.

What does participation in this study involve?
Participation in this research will involve one semi-structured, in-depth online interview with me that will last about 30 minutes, on Zoom, at a date and time that is convenient to you. The interview will be recorded, then transcribed and used, along with all the other interviews, to describe and interpret the experiences and perceptions of academic editors who are involved with selected HSS library journals, and professional librarians who provide library-based journal publishing services. The transcript of the interview will be sent to you for review and formal sign-off prior to data analysis.

What are the discomforts and risks?
Because this research involves you talking about your experience of being involved with HSS library-based journals, any risk to you is unlikely. I would like to ask you some questions about what being able to publish in library-based journals means to you. What do you think about, or take into account, when editing and/or publishing in library-based journals? What do you like/not like about publishing in library-based journals?

How will these discomforts and risks be alleviated?
You will not have to tell me anything you don't want to. If any aspect of the interview causes you distress, the interview will be terminated immediately.

What are the benefits of this research?
This research offers you the opportunity to consciously engage with and reflect upon your professional experiences in the library-based journal publishing field, which may instil a sense of self-empowerment involving movement and change. Critically, your insights aim to inform improvements to existing library journal publishing services and encourage uptake of library-based journal publishing by editors, authors and libraries. They might also encourage broader engagement with the practice of library journal publishing within the higher education and scholarly journal publishing sector.

How will my privacy be protected?
Your privacy will be protected as follows. The recorded interview will be fully encrypted. I will also give you a false name so that you, your institution, and the library publisher can't be identified by anyone else. The recorded interview will be securely and permanently deleted upon completion of transcription. The typed transcript will be saved in a secure location for up to five (5) years after the interview, according to DCU's data protection policy and protocols. The information will not be used by anyone else, for any other purpose. Please note that confidentiality of information can only be protected within the limitations of the law – i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

What are the costs of participating in this research?
The only cost to you will be about 30 minutes of your time.

What opportunity do I have to consider this invitation?
I will contact you about two (2) weeks after you have indicated your interest in participating in this research.

How do I agree to participate in this research?
If you choose to participate in this research, you will need to sign a consent form. You can do this by filling in the consent form attached to this information sheet and sending it to me via email (alexander.kouker@dcu.ie).

Will I receive feedback on the results of this research?
Yes, I will send you a summary of the findings of this research when I have analysed all the information.

What do I do if I have concerns about this research?
Any concerns regarding the nature of this project should be notified in the first instance to the project supervisors, Dr Eileen Brennan (eileen.brennan@dcu.ie) and Dr Jones Irwin (jones.irwin@dcu.ie).

Whom do I contact for further information about this research?
Alexander Kouker, principal investigator, alexander.kouker@dcu.ie.

Data Protection/Privacy Notice
Data will be protected within the legal limitations of data confidentiality. Data will be available only to the principal investigator (Alexander Kouker) and his supervisors (Dr Eileen Brennan and Dr Jones Irwin). Copies of data will be securely saved in a password-protected folder on the researcher's DCU Google Drive. Personal data will not be linked with these data. All records and data will be disposed of appropriately after a period of five (5) years, in accordance with DCU's data protection policy. Data collected from this study will be included in a doctoral thesis and will be archived in DCU's open-access institutional repository, DORAS. The storage and maintenance of all data will be in line with best practice guidance under GDPR. For the purpose of this project, DCU is the data controller and Alexander Kouker is the data processor. To access your personal data, or if you have further questions in relation to data protection, please contact the DCU Data Protection Officer – Mr. Martin Ward (data.protection@dcu.ie Ph: 00353/1/7005118 or 7008257). If at any point you feel that there has been a breach of your general data protection rights, you have the right to lodge a complaint with the Irish Data Protection Commission. Your participation in this study is completely voluntary. Should you elect to discontinue participation, any information already collected will be discarded. You have the right to withdraw from the study up to the point of data analysis without consequence. If you wish to withdraw your consent, please contact the principal investigator, Alexander Kouker (alexander.kouker@dcu.ie Phone: 00353/85/0000000).

If you have concerns about this study and wish to contact an independent person, please contact:
The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9, Ireland. Tel 00353/1/7008000, E-mail rec@dcu.ie.

Appendix D – Plain language statement for librarians.

School of Human Development, Institute of Education, Dublin City University, Ireland

Project title:	Making sense of academic publishing in the library: a hermeneutic phenomenological analysis of the academic library journal publishing field
Researchers:	Dr Eileen Brennan, Dr Jones Irwin, Alexander Kouker

Dear XYZ

Researcher introduction and invitation

My name is Alexander Kouker, and I am undertaking doctoral research under the supervision of Dr Eileen Brennan (School of Human Development) and Dr Jones Irwin (School of Human Development), Dublin City University (DCU), Ireland. In my day-to-day work, I'm a humanities and social sciences librarian at Dublin City University Library.

You are invited to participate in a study I am doing on the **experiences and perceptions of professional librarians who are involved with academic library-based journal publishing in the humanities and social sciences (HSS)**, and the experiences and perceptions of academic authors who publish in academic library-based journals in the humanities and social sciences (HSS). Whether or not you take part is your choice. If you don't want to take part, you don't have to give a reason, and it won't disadvantage you in any way. If you do want to take part now, but change your mind later, you can pull out of the study up to the point of data analysis.

This participant information sheet will help you decide if you'd like to take part. It sets out why I'm doing the study, what your participation would involve, what the benefits and risks to you might be, and what would happen after this study ends. I will go through this information with you and answer any questions you may have. You do not have to decide today whether or not you will participate in this study. Before you decide, you may want to talk about the study with other people, such as librarian colleagues and line managers. Feel free to do this.

If you agree to take part in this study, you will be asked to sign the consent form on the last page of this document. You will be given a copy of both the participant information sheet and the consent form to keep.

This document is six (6) pages long, including the consent form. Please make sure you have read and understood all the pages.

What is this research about? Why is this research being conducted?

Journal publishing is proliferating in the academic library, and we, as library-based journal publishers, are very interested in making sure that our service is the best it can be in meeting the expectations and needs of academic authors. As a professional librarian who routinely provides library-based journal publishing services, **your first-hand experience and perceptions** in providing this service are of great interest to me. I plan to share the findings of this research with you. I also plan on archiving the research report with DCU's open-access institutional repository, DORAS.

How was I identified, and why am I being invited to participate in this research?

As a professional librarian working at **XYZ Library**, your library is indexed in the 2021 Library Publishing Directory. You are being invited to participate in this research because of your experience in providing library-based journal publishing services to HSS academic authors.

What does participation in this study involve?
Participation in this research will involve one semi-structured, in-depth online interview with me that will last about 30 minutes, on Zoom, at a date and time that is convenient to you. To ensure the personal comfort and privacy of you and others as best as possible, you are advised to participate in the Zoom call in a separate room, alone with the door closed (if appropriate). The interview will be recorded, then transcribed and used, along with all the other interviews, to describe and interpret the experiences and perceptions of professional librarians who provide library-based journal publishing services, and HSS academic authors who get published in library-based journals. The transcript of the interview will be sent to you for review and formal sign-off prior to data analysis.

What are the discomforts and risks?
Because this research involves you talking about your experience of providing library-based journal publishing services, any risk to you is unlikely. I would like to ask you some questions about what being able to provide library journal publishing services means to you. What do you think about, or take into account, when providing library journal publishing services? What do you like/not like about providing library journal publishing services?

How will these discomforts and risks be alleviated?
You will not have to tell me anything you don't want to. If any aspect of the interview causes you distress, the interview will be terminated immediately.

What are the benefits of this research?
This research offers you the opportunity to consciously engage with and reflect upon your professional experiences in the library-based journal publishing field, which may instil a sense of self-empowerment involving movement and change. Critically, your insights aim to inform improvements to existing library journal publishing services and encourage uptake of library-based journal publishing by other authors and libraries. They might also encourage broader engagement with the practice of library journal publishing within the higher education and scholarly journal publishing sector.

How will my privacy be protected?
Your privacy will be protected as follows. The recorded interview will be fully encrypted. I will also give you a false name so that you, your institution, and library can't be identified by anyone else. The recorded interview will be securely and permanently deleted upon completion of transcription. The typed transcript will be saved in a secure location for up to five (5) years after the interview, according to DCU's data protection policy and protocols. The information will not be used by anyone else, for any other purpose. Please note that confidentiality of information can only be protected within the limitations of the law – i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

What are the costs of participating in this research?
The only cost to you will be about 30 minutes of your time.

What opportunity do I have to consider this invitation?
I will contact you about two weeks after you have indicated your interest in participating in this research.

How do I agree to participate in this research?
If you choose to participate in this research, you will need to sign a consent form. You can do this by filling in the consent form attached to this information sheet and sending it to me via email (alexander.kouker@dcu.ie).

Will I receive feedback on the results of this research?
Yes, I will send you a summary of the findings of this research when I have analysed all the information.

What do I do if I have concerns about this research?
Any concerns regarding the nature of this project should be notified in the first instance to the project supervisors, Dr Eileen Brennan (eileen.brennan@dcu.ie) and Dr Jones Irwin (jones.irwin@dcu.ie).

Whom do I contact for further information about this research?
Alexander Kouker, principal investigator, alexander.kouker@dcu.ie.

Data Protection/Privacy Notice
Data will be protected within the legal limitations of data confidentiality. Data will be available only to the principal investigator (Alexander Kouker) and his supervisors (Dr Eileen Brennan and Dr Jones Irwin). Copies of data will be securely saved in a password-protected folder on the researcher's DCU Google Drive. Personal data will not be linked with these data. All records and data will be disposed of appropriately after a period of five (5) years, in accordance with DCU's data protection policy. Data collected from this study will be included in a doctoral thesis and will be archived in DCU's open-access institutional repository, DORAS. The storage and maintenance of all data will be in line with best practice guidance under GDPR. For the purpose of this project, DCU is the data controller and Alexander Kouker is the data processor. To access your personal data, or if you have further questions in relation to data protection, please contact the DCU Data Protection Officer – Mr. Martin Ward (data.protection@dcu.ie Ph: 00353/1/7005118 or 7008257). If at any point you feel that there has been a breach of your general data protection rights, you have the right to lodge a complaint with the Irish Data Protection Commission (use the web form here). Your participation in this study is completely voluntary. Should you elect to discontinue participation, any information already collected will be discarded. You have the right to withdraw from the study up to the point of data analysis without consequence. If you wish to withdraw your consent, please contact the principal investigator, Alexander Kouker (alexander.kouker@dcu.ie Phone: 00353/85/0000000).

If you have concerns about this study and wish to contact an independent person, please contact:
The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9, Ireland. Tel 00353/1/7008000, E-mail rec@dcu.ie.

Appendix E – Informed consent form for authors.

School of Human Development, Institute of Education, Dublin City University, Ireland

Project title:	Making sense of academic publishing in the library: a hermeneutic phenomenological analysis of the academic library journal publishing field
Researchers:	Dr Eileen Brennan, Dr Jones Irwin, Alexander Kouker

Clarification of the purpose of the research
This research explores the **experiences and perceptions of faculty authors who publish scholarship in academic library journals in the humanities and social sciences (HSS)** and the experiences and perceptions of professional librarians who are involved with academic library-based journal publishing in the humanities and social sciences (HSS).

Confirmation of particular requirements as highlighted in the Plain Language Statement
You will be required to participate in a semi-structured, in-depth interview lasting approximately 30 minutes.

Please complete the following (Tick Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)	☐ Yes	☐ No
I understand the information provided in the Plain Language Statement	☐ Yes	☐ No
I understand the information provided in relation to data confidentiality measures and data protection subject to legal limitations	☐ Yes	☐ No
I have had an opportunity to ask questions and discuss this study	☐ Yes	☐ No
I have received satisfactory answers to all my questions	☐ Yes	☐ No
I understand I may withdraw from the study up to the point of data analysis	☐ Yes	☐ No
I understand I do not have to answer any questions relating to my attitude towards the role and mechanisms of open and closed access publishing within the scholarly journal publishing ecosystem	☐ Yes	☐ No
I am aware of and agree to being interviewed via Zoom	☐ Yes	☐ No
I agree to the Zoom interview being recorded in line with confidentiality and data protection measures set out in the Plain Language Statement	☐ Yes	☐ No
I agree to be contacted by email from time to time as part of the research process	☐ Yes	☐ No

If I you answered yes to the above question, you agree to be contacted by email. Please provide your contact email address here: myemail@email.com (*placeholder)*		
I consent to participate in this research study	☐ Yes	☐ No

Signature

I have read and understood the information in this consent form. All my questions and concerns were answered by the researchers. I have a copy of the Plain Language Statement and the Consent Form.

Participant signature: _____

Name in block capitals: _____

Witness: _____

Date: _____

Appendix F – Informed consent form for editors.

School of Human Development, Institute of Education, Dublin City University, Ireland

Project title:	Making sense of academic publishing in the library: a hermeneutic phenomenological analysis of the academic library journal publishing field
Researchers:	Dr Eileen Brennan, Dr Jones Irwin, Alexander Kouker

Clarification of the purpose of the research
This research explores the **experiences and perceptions of academic editors who are involved with academic library-based journals in the humanities and social sciences (HSS)**, and the experiences and perceptions of professional librarians who are involved with academic library-based journal publishing in the humanities and social sciences (HSS).

Confirmation of particular requirements as highlighted in the Plain Language Statement
You will be required to participate in a semi-structured, in-depth interview lasting approximately 30 minutes.

Please complete the following (Tick Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)	☐ Yes	☐ No
I understand the information provided in the Plain Language Statement	☐ Yes	☐ No
I understand the information provided in relation to data confidentiality measures and data protection subject to legal limitations	☐ Yes	☐ No
I have had an opportunity to ask questions and discuss this study	☐ Yes	☐ No
I have received satisfactory answers to all my questions	☐ Yes	☐ No
I understand I may withdraw from the study up to the point of data analysis	☐ Yes	☐ No
I understand I do not have to answer any questions relating to my attitude towards the role and mechanisms of open and closed access publishing within the scholarly journal publishing ecosystem	☐ Yes	☐ No
I am aware of and agree to being interviewed via Zoom	☐ Yes	☐ No
I agree to the Zoom interview being recorded in line with confidentiality and data protection measures set out in the Plain Language Statement	☐ Yes	☐ No
I agree to be contacted by email from time to time as part of the research process	☐ Yes	☐ No

If you answered yes to the above question, you agree to be contacted by email. Please provide your contact email address here: myemail@email.com *(placeholder)*		
I consent to participate in this research study	☐ Yes	☐ No

Signature

I have read and understood the information in this consent form. All my questions and concerns were answered by the researchers. I have a copy of the Plain Language Statement and the Consent Form.

Participant signature: _____

Name in block capitals: _____

Witness: _____

Date: _____

Appendix G – Informed consent form for librarians.

School of Human Development, Institute of Education, Dublin City University, Ireland

Project title:	Making sense of academic publishing in the library: a hermeneutic phenomenological analysis of the academic library journal publishing field
Researchers:	Dr Eileen Brennan, Dr Jones Irwin, Alexander Kouker

Clarification of the purpose of the research
This research explores the **experiences and perceptions of professional librarians who are involved with academic library-based journal publishing in the humanities and social sciences (HSS)**, and the experiences and perceptions of academic authors who publish scholarship in academic library-based journals in the humanities and social sciences (HSS).

Confirmation of particular requirements as highlighted in the Plain Language Statement
You will be required to participate in a semi-structured, in-depth interview lasting approximately 30 minutes.

Please complete the following (Tick Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)	☐ Yes	☐ No
I understand the information provided in the Plain Language Statement	☐ Yes	☐ No
I understand the information provided in relation to data confidentiality measures and data protection subject to legal limitations	☐ Yes	☐ No
I have had an opportunity to ask questions and discuss this study	☐ Yes	☐ No
I have received satisfactory answers to all my questions	☐ Yes	☐ No
I understand I may withdraw from the study up to the point of data analysis	☐ Yes	☐ No
I understand I do not have to answer any questions relating to my attitude towards the role and mechanisms of open and closed access publishing within the scholarly journal publishing ecosystem	☐ Yes	☐ No
I am aware of and agree to being interviewed via Zoom	☐ Yes	☐ No
I agree to the Zoom interview being recorded in line with confidentiality and data protection measures set out in the Plain Language Statement	☐ Yes	☐ No
I agree to be contacted by email from time to time as part of the research process	☐ Yes	☐ No

If I you answered yes to the above question, you agree to be contacted by email. Please provide your contact email address here: myemail@email.com *(placeholder)*		
I consent to participate in this research study	☐ Yes	☐ No

Signature

I have read and understood the information in this consent form. All my questions and concerns were answered by the researcher. I have a copy of the Plain Language Statement and the Consent Form.

Participant signature: _____

Name in block capitals: _____

Witness: _____

Date: _____

Appendix H – Invitation email (library-based publisher).

Dear XYZ,

I'm reaching out to you to ask for your support with a research study on library-based journal publishing. My rationale for contacting you is based on your library's profile being indexed in the 2021 Library Publishing Directory.

As a professional librarian who provides library-based journal publishing services with internal and external partners, your unique experience and critical insight in providing this service are of great interest to me. In my day-to-day work, I'm a humanities and social sciences librarian at Dublin City University Library, providing a range of academic library support services for scholars.

I would like to talk to you for approximately 30 minutes, via Zoom, at a date and time that is convenient to you. If you are interested and agreeable, I would also provide you with a more detailed description of the research and an informed consent form for consideration.

Thank you for taking the time to consider my request. I look forward to hearing from you and would be happy to answer any questions you may have.

Kind regards,
Alexander Kouker (Doctor of Education candidate)

Appendix I – Invitation email (journal author).

Dear XYZ,

I hope this email finds you well.

I'm presently researching the role of scholarly authors and academic libraries in peer-reviewed journal publishing within the context of my doctoral research. You recently published the article '*Title of article*' in the Journal of XYZ, which is published by Library XYZ, a library publisher, as opposed to a traditional publisher, such as a university press or trade press like Wiley.

In my day-to-day work, I'm a humanities and social sciences librarian at Dublin City University Library, providing a range of academic library support services for scholars.

I would like to speak with you for 30 minutes and learn more about your perceptions and experience of publishing in a library-based journal.

If you are interested and agreeable, I will provide you with a detailed description of the research and an informed consent form.

Thank you for taking the time to consider my request. I look forward to hearing from you and would happily answer any questions you may have.

Many thanks for your reply and support.

Best wishes,
Alexander Kouker (Doctor of Education candidate)

Appendix J – Interview schedule: library-based journal editor/author.

Interview introduction.

- Some of my questions may seem obvious or basic to you.
- I am trying to establish a rounded perspective… so my approach may come across as disjointed at times as I go through my questions (e.g. I may repeat myself at times).
- There are no 'right' or 'wrong' answers to my questions.
- The interview will be recorded for transcription.

[Interview Questions]

What values motivated you to become a scholar in XYZ field?

Prompt questions include:

- What rationale motivates you to create and formally publish new knowledge in your field of interest?
- Thinking back on your past twelve months or so, can you share a situation when you felt a librarian understood your needs (or a particular question) around scholarly journal publishing?

Some scholars (editors/authors) speak to librarians about scholarly communication services they provide (e.g. literature search assistance, copyright, research impact measures, etc.). What issues are important to scholars from your perspective?

Prompt questions include:

- What is your publication strategy around journal publishing?
- What would you like to see happen around the social processes of how scholarly journal publishing operates (authors' decision-making around journal choice; ideas around how the status of a journal is defined and recognised in your research field; publishing costs; etc.)?

What kind of expectations do you have of a journal published by a library (as opposed to a traditional publisher)?

Prompt questions include:

- What strengths (or weaknesses) do you think library-published journals bring to the world of scholarly journal publishing?

Libraries are usually perceived as access providers to scholarly material. Was there ever a situation where you had to explain the reasons why you edited/published in a library-published journal? If so, can you describe to me what that was like?

Prompt questions include:

- What do you think are the most important things scholars (editors/authors) consider when deciding whether getting published in a library-published journal is the right activity for them?
- What factors encouraged you to edit/publish in Journal XYZ?
- How does getting published in a library-published journal compare (or differ) to getting published in a traditional journal? *(Are there any differences between library and traditional journal publishing? If so, what are they?)*
- What is the purpose of collaboration between scholars (editors/authors) and libraries in the field of scholarly journal publishing? Can you provide me with examples?

How can/should (editors/authors) embrace the following challenges of scholarly journal publishing? I would like to hear what you have to say…

- about the way research is communicated:
  considering publishing technology, i.e. moving beyond PDF/HTML; the enhanced multimodal journal article (e.g. data mining of texts structured with semantic markup; the journal as an electronic, interactive, and mixed-media form of scholarly communication.
- about the way the journal publishing market operates:
  considering publishing economics: changes to the economics of journal production and consumption through open access; copyright reform; commercialism in publishing
- about public policy and the politics of knowledge impact:
  considering the competition for research funds; academic prestige and accreditation; the role of the traditional research impact agenda, as well as tracking and measuring the societal, cultural, economic, and scientific impact of research (the transformative power of values-enacted scholarship).
- about the globalisation of knowledge-making/creation:
  considering the geography of knowledge-making (e.g. the positive bias towards English-language research); and access to formal knowledge in developing countries.
- about interdisciplinarity in journal publishing:
  considering the habitual narrowness of outlook of within-discipline knowledge work; the interfacing of disciplinary and lay understandings; the role and consequences of interdisciplinary research and publishing collaborations.
- about creating participatory cultures in formal knowledge production (i.e. considering scholars' research behaviours and the ways knowledge is created concerning the convergence of information user and information creator:
    - the changing social processes of knowledge-making, i.e. challenges around the historical separation between editor/author, publisher (including the library as publisher), reader and institutional consumer (including the library as consumer).
    - considering the broadening ranges of sites of formal knowledge creation, i.e. institutional and community-based knowledge making (citizen science).

Is there anything that is a unique feature of your home library that makes it distinctive or special?

Have I missed anything from your perspective? Is there anything else you would like to add?

Appendix K – Interview schedule: librarian.

Interview introduction.

- Some of my questions may seem obvious or basic to you.
- I am trying to establish a rounded perspective… so my approach may come across as disjointed at times as I go through my questions (e.g. I may repeat myself at times).
- There are no 'right' or 'wrong' answers to my questions.
- The interview will be recorded for transcription.

[Interview Questions]

What values motivated you (personally) and your library to get involved in library-based journal publishing in the humanities and social sciences?

Prompt questions include:

- How did you get to apply for and accept your current job?
- Why do you think you were offered your current job?
- What professional skills are most relevant to this job?
- What parts of your professional work or educational background do you draw upon most frequently?
- What is your role in XYZ library?
- What is the mission/goal of your publishing service?

Librarians speak to scholars (editors/authors) about different scholarly communication services they provide (e.g. research assistance, data management planning, copyright, research impact measurements, etc.). What issues are important to scholars from your perspective?

Prompt questions include:

- What factors do you think scholars (editors/authors) typically consider when deciding on a journal to get published in?
- What kind of knowledge does a library (librarian) need to possess to be perceived as competent in advising around journal publishing?
- What are the possibilities for collaboration between your library and scholars (editors/authors) in scholarly journal publishing? Can you give me examples?
- How can libraries (librarians) be more involved in strategic decisions around scholarly journal publishing?
- How can scholars (editors/authors) be more involved in strategic decisions around scholarly journal publishing?

Libraries are usually perceived as both scholarly content consumers and content providers. Can you recall and describe a situation where you had to explain the role of library-based journal publishing (i.e. content creation in the library)?

Prompt questions include:

- Just to take a devil's advocate position, how would you respond to a scholar who says there is no role for library-based journal publishing within the scholarly journals ecosystem?
- What do you think are the most important things libraries consider when deciding whether library-based journal publishing is the right activity for them?
- What do you think are the most important factors scholars (editors/authors) consider when deciding to get published in a library-based journal?

In your library's mission statement, you state that (quote) "*XYZ*". What kind of opportunities/challenges do you encounter in the library-based journal publishing sphere at your university, and how do you intend to meet them? Can you provide me with examples around…

- Opportunities/challenges around the way research is communicated.
- Opportunities/challenges around the way the publishing market operates.
- Opportunities/challenges around public policy and the politics of knowledge impact.
- Opportunities/challenges around research behaviours and the way knowledge is created.
- Opportunities/challenges around the globalisation of knowledge-making.
- Opportunities/challenges around interdisciplinarity in journal publishing.

What kind of expectations do you have of library-based journals conceptually and practically within the contemporary scholarly journals ecosystem?

Prompt questions include:

- What strengths do you think library-based journals bring to the scholarly journal ecosystem?

How does library-based journal publishing influence the development of library and university policy at your university?

Prompt questions include:

- How do you perceive the role of library-based journal publishing in the medium to long-term future?

Is there anything that is a unique feature of your home library that makes it distinctive or special?

Have I missed anything from your perspective? Is there anything else you would like to add?

Appendix L – Data analysis samples.

1. Quotes from Phil (chapter 5.2)	'What' does the participant talk about?	'How' does the participant talk about it?
expasdjasdfkjsdf 00:08 Alex: Thanks, Phil, for making some time available for me. Let's go straight into this. What values motivated you but also your library to get involved in library-based journal publishing in the humanities and social sciences? 00:19 Phil: So, I feel our primary motivations center around shared values of service, education and access. I've worked as a teacher in the past and academic publishing at different points in my career, and library publishing offers unique, sort of, instructional opportunities in information literacy and in scholarly communication. My position gives me the opportunity to train editorial teams to independently initiate the academic publishing process using the online publishing platform that we provide. So, from desk review to revision to proofreading I get to help with every step in the publication workflow and introduce scholars from many different disciplines to publishing from the editorial side, sometimes for the first time. And I enjoy helping scholars navigate online publishing as well. I often field questions from them regarding DOI creation (Digital Object Identifier), user management, file uploads, site updates, metadata changes; just basic stuff. So, in addition I see library publishing as an excellent way to fulfil our mission, making information accessible and widely available. Traditional academic publishing often involves restrictive licenses and publication delays, while we strive to streamline the process and make scholarship freely available immediately upon publication. We also encourage our journals to use Creative Commons licences for their content, which allows others and users and readers to remix, adapt and build on the content that we publish. 02:24 Alex: That was very comprehensive, thank you. Can I ask you what sort of professional skills, from your perspective, are most relevant to this job that you do? 02:33 Phil: As far as professional skills go, I would say that, you know, a lot of it is customer service skills, teaching skills. You know, I'm fairly tech-savvy. I can handle journal platforms, web interfaces, that sort of thing. I'm pretty good with that sort of thing. But I mean I would call my job more of a teaching job and a service job rather than a tech job.	Rationale for offering library-based journal publishing services	Confidence in that library-based publishing aligns with university, scholar and library values

2. Quotes from Albert, Author (chapter 5.4)	'What' does the participant talk about?	'How' does the participant talk about it?
(07:22) Alex: Many thanks for that. Some academics speak to librarians about research and publishing-support services that they provide, things like literature searching, copyright, but also providing training on things like research impact metrics. Can I ask you what kind of things are important to you when you speak to people in the library? Like, can you maybe describe a situation where you felt library people understood your needs and were able to help you? (08:14) Albert: So, beyond the questions that I have for my class, which would be course reserves and stuff we're talking about publishing, right? So, in the context of publishing, I think the most recent experience I've had was at XYZ University, the university I left in December. And the librarian was very helpful in trying to help understand this notion of systematic review and the kinds of steps you need to follow. So, what I did was to actually bring her to my class, right. So, she came to my class and talked about systematic review because I was teaching a course on research methods, and I wanted the students to really understand it. And I personally hadn't done a systematic review by myself. So, I mean, I had done some narrative reviews and different kinds of reviews, but not the way you would call systematic. The presentation she gave and the follow-up that I had with her [the librarian] really gave me a good insight into how to do systematic reviews. And I mean, she had a lot of nuggets around academic citations and how to save time when you're doing references, which I mean, I have always done references manually, even though I know there is EndNote, there is RefWorks, I have done all the workshops on them. But she really drew my attention to why it would help me to safe time if I was to exploring any of those. I think those are the sort of two specific things that have happened recently in the past year that I can speak to that has been beneficial. (09:44) Alex: Okay. And in relation to your own publishing work, say for example around copyright or learning about the various aspects of research and publication impact measures etc. Have you ever had conversations with librarians about these things or...? (10:04) Nathan: No. I think also because I think I read quite a bit myself. So, I tend to know. I tend to just search Google for it. And also, I would say that librarians don't always present themselves as being there for those types of questions. Because I think librarians, at least from my experience when engaging with them, as soon as I go there they are there for students, they are there for faculty if you have an issue with accessing an article for instance. They would give it to you. But I don't think they present, I mean, I'm sure they are available for those questions but I don't think they present themselves as people that have the ability to sort of help you to sort out the contracts. So, I have always signed these contracts without asking anyone for help. I have always sort of Googled to find impact factors. Because sometimes I'm looking for rankings; which journal is ranked where. Or I'm looking for great open-access journals, but there is probably that information on the library website. But there is no singular individual that is dedicated to giving that information up, right. So, it is there and I think they have that person, but it is all very subtle and as though they don't want you to actually	Knowledge collaboration	Learning took place from interaction with a librarian

3. Quotes from Finn, Editor (chapter 5.4)	'What' does the participant talk about?	'How' does the participant talk about it?
55:28 Alex: Like becoming a serial, turning into a continuous publication. Yes. Is there anything, in particular, that makes the University of XYZ distinctive? Something that makes it stand out? 55:49 Finn: The University of XYZ has all of the colleges and departments and professional sectors in the university. So, the library system has a law library, it has a biomedical library, it has the more traditional liberal arts libraries, it has the big-time science- and engineering libraries, it has professional schools, I mean it has all 10 of those. So, when I am talking to people [librarians] in publishing services [in the library], they are able to connect into a very big network of professionals who run the gamut of the range of knowledge bases that the university has. If we were in Iowa, the agricultural school is at Iowa State, the liberal arts are at the University of Iowa. If I was at the liberal arts school, I wouldn't know anybody there. Here, I teach in the College of X as well as the College of Y. It works both. 57:10 Alex: Yes, you basically have this massive resource at your disposal. So, people in publishing services can tap into a lot of expertise from right across the spectrum, like from a disciplines and subjects perspective but also a technical perspective? 57:30 Finn: Yep, yep, yep.	Participatory and collaborative knowledge creation	Acknowledgement of the networked library and the opportunity to work with librarians in publishing

4. Quotes from Samuel, Author (chapter 5.5)	'What' does the participant talk about?	'How' does the participant talk about it?
(22:30) Alex: Okay. The word count thing is an interesting point, as well as this competition aspect. Journal X seems to try things out and possibly experiment a little bit more than traditional journals do. (23:00) Samuel: Well, I mean, on several occasions I have aspired to be transdisciplinary or multidisciplinary in my writing, and one of the big challenges is that if you want natural sciences to read it, you have to somehow be able to say it in less than 6000 words. That just doesn't work with a lot of ethnographic research, for example. (23:21) Alex: No. That's a good point, jumping out of the disciplinary box and extending beyond that. Libraries are usually perceived as access providers to academic material as opposed to being a publisher of journal 4 publications or books. Like, a good number of people would not connect the library with formal publishing, except for running the institutional repository. It's perceived as the place where people access already published material. But these days, more libraries are embracing the role of formal journal and book publishing, like the University of XYZ. Given that you have published with a library-published journal, Journal X, is that experience different when compared to getting published with a traditional journal publisher? (25:10) Benedict: Well, when I think about things that are different, I mean, most journals they have this same sort of system where you log in, you fill in these forms and that is how you everything all the interaction between reviewer and editor and authors. Whereas, with Journal X it is not like that. You're basically just exchanging emails with the editor, it feels a bit more informal. You get a more sort of direct conversation with the editor. There is basically two senior editors at Journal X and they divide the world up by geographical spread. So, that means on the one hand that you get a consistent response from its, XYZ is the chap I have always interacted with.	Procedural limitations of the traditional journal	Frustration over perceived restrictions of creative and experimental freedom in composing journal articles

5. Quotes from Daniel, Librarian (chapter 6.2)	'What' does the participant talk about?	'How' does the participant talk about it?
03:58 Alex: Can I ask you, what values motivated you and your library to get involved in library-based journal publishing in the humanities and social sciences fields? Like, why are you doing this stuff? 04:20 Daniel: Well, how I got into the job was accidental. I applied for an archivist position here and they happened to have this position open at the same time. After they interviewed me for the Archives they were like, you know, you fit well with this because I worked in publishing in the 90s, my work was as an editor-in-chief at a small publishing house and also my background in librarianship, and so it worked well to come in here. The movement to be a part of publishing, it was launched by the Dean in Year X to do this in the library. To do publishing, journal hosting and journal facilitation and then I joined in Year Y and have been engaged in it since then. I mean, I can speak to the values now. But the values of when I entered it, in general I was excited to do it. I never thought I would be back in publishing and enjoy that aspect of the job, generally, in sort of sharing works out and working in the original creation of scholarly but also just knowledge in general. 06:04 Alex: As a librarian, what sort of professional skills would you draw upon frequently? Like, what skills are most relevant from a librarian's perspective? 06:51 Daniel: I mean, I tap a lot into the publishing experience. But where I tap into the librarianship is just being aware of scholarly communication, knowing this whole cycle of information and just all the elements that go into publishing. Notably the peer-review process, it was kind of a crash course in becoming involved in that. But I was knowledgeable coming into it, understanding the whole cycle and so, that was important. The other thing is just project management. You can tap into that really with a variety of job experiences. But for me, it was when I worked in archives, you know, grant-funded projects and being able to oversee a group of people and managing a project. And that's what's helped coming here as well with because that's exactly what journal, if you're involved in being a managing editor of a particular journal, it is just project management, and you have to just bring all the pieces together to make it work.	Procedural knowledge of journal publishing	Confidence in being knowledgeable about the processes and expectations of scholarly journal publishing

6. Quotes from Sebastian, Editor (chapter 6.2)	'What' does the participant talk about?	'How' does the participant talk about it?
19:44 Sebastian: I don't know though. Quite frankly, LinkedIn Learning has much greater reach than any scholarly journal. 19:53 Alex: Well, I mean, they are working off a different need altogether. I'm really talking about the hard academic journal. 20:11 Sebastian: What I would like to see is, I would like to see it [the scholarly journal system] to be democratised more, right. The problem is nobody who has the ability to make policy on this matter cares enough to actually create policy. So, in general that would be the XYZ Federal Government, right, and we have a research and scholarly journal funding model that works. But it is a very tiny budget line out of the federal budget. There are other pressing priorities like housing and employment. So, we are very low on the scale in terms of being a priority for government. But what would be great would be if there were a much more concerted effort to bolster and promote open-access-only journals and to raise their profile and to increase their reach so that they rival the privately held ones, right. 4 21:33 Alex: But I guess one issue is also that there are certain cultural norms, field-specific cultural norms that are quite established. 21:44 Sebastian: Yeah, I know. They pretend to be radical, but they are so conservative. 21:49 Alex: Could a library publisher in collaboration with scholars manage these things better? In an ideal world, things could perhaps reform more rapidly. 23:42 Alex: I completely agree with you. I thought this was the obvious thing to do since when we started Journal X back ten years ago. And I actually jokingly made this very proposal. I said, why don't we look at all of the major privately held, owned journals and just replicate them and ask for a big grant from the X government, you know. And I calculated, I forget what it was, but it was not a lot of money. So, you could literally run Nature 2.0 and Science 2.0 for peanuts and then just get everybody to submit to those, right. 24:31 AlexLib: But that doesn't seem to happen.	Structural and strategic knowledge of journal publishing	Aspiration to reform the economic and social organisation of the journal system

7. Quotes from Henry, Librarian (chapter 6.3)	'What' does the participant talk about?	'How' does the participant talk about it?
28:53 Henry: Well, my pitch to the author is probably my least refined one because I never make it. I never talk to the authors directly very often, right. But I'm thinking it through. Some authors care about this whole mission thing around open-access. A lot of them don't. What we've been trying to do in our pitch to the authors is to give them a really author-friendly platform in XYZ [journal publishing platform]. They can also publish different kinds of research that they might be working on. I don't know if you saw the XYZ project, you know, this XYZ-funded grant that we've had for the last X years or so to build a XYZ-publishing platform that can host all kinds of digital media embedded directly within the book. Because humanities scholars, social sciences scholars are publishing a lot of digital stuff that they just can't include in most book publishing programmes, right. So, with us you can give us your audio, your video, your 3D models and datasets and maps and all this cool stuff that you're working on, and they can be presented and preserved in the book. So we're working on integrating that same kind of stuff by hosting multimedia content in XYZ platform and, basically, embedding it into XYZ XML. So our pitch to the author is, well, first, none of our journals have author fees. So that's cool. But beyond that, if you are working on something that is more than just text and images, we can do that, we can publish work, and we can make it accessible to the entire world and part of the durable scholarly record. It doesn't just have to be posted on a website with a link and a reference. 30:32 Alex: Right. Being able to experiment and push technical boundaries and do things that the commercial publisher competition would not be as quick to adopt, unless there is money in it. So yes, that's interesting. 31:07 Henry: So that's the author. The editor, it's all of that but also as opposed to trying to work with a commercial publisher or a commercial platform to host your journal, we can offer a similar level of service, like copy editing and professional layout and design. But we do it very very affordably and with a lot of individual consideration for your needs, right. So, we work very closely with you to develop every aspect of the journal. That's why we have to have a staff of, you know, X or Y [numbers of] people working on this stuff because we do a lot of handholding with editors and we really help them to understand the system and to make sure that everything is working for them. We are very flexible. And then to administrators, I think the value proposition is that, I mean, all things I just said. If their departments are funding journals, we can do it very sustainably for them and help their faculty editors to have more impact on the work that they're doing. But also, we are trying to be a change agent. I mean, they are ultimately funding all of these extremely expensive packages, the libraries, right. And if we can drive even a little bit of change in that space, then ultimately that helps university budgets, right.	Technical innovation in the journal	Confidence in progressing technical knowledge practices in the journal

8. Quotes from Finn, Editor (chapter 6.3)	'What' does the participant talk about?	'How' does the participant talk about it?
50:16 Finn: Well, let me just offer you a last insight that points to that business of what we did with that piece of writing. We at Journal X, and again this is all part of this flexibility that the library offers us and gives us room for, we can work with editors or with authors in ways that some of them had never been worked with before. Because traditional scholarly publishing, accept, accept with revisions, deny, boom. You didn't talk to anybody, you didn't have anybody work with you. You didn't get a markup manuscript. We did all of those things. I mean, I had some pieces that went through four versions before they were publishable in our journal. I mean I have a piece written by a woman who just finished her PhD from Yale. She had seven footnotes in the first paragraph. Let's say you write a dissertation. That's not how you write it for us. So we worked and we worked and we worked, and we got it into a shape that she was pleased with and that we were pleased with, and it was a nice piece of writing. So, we have heard over and over again about that business of being able to work with authors to illustrate, I mean, you work in a conventional journal, what are you given? Three black-and-white line illustrations, I mean, I don't know. Hell, man, we are doing digital open public video. You can put all matter stuff into what we are doing and make it a completely different experience. It's just different work. 52:18 Alex: Yeah, it's a totally different experience. It is multi-dimensional altogether. Not just the classic and traditionally assumed stuff. It makes it a lot more interesting for everyone involved. And it is still academically valid. 9 52:38 Finn: Yep. It also allows for different kinds of learning. Some people don't learn well through reading thousands of words of linear text. Work off hyperlinks, they got it. The library is what gives us that space. 53:11 Alex: Right, like to push out those boundaries and try out other things.	Technical innovation in the journal	Confidence in progressing technical knowledge practices in the journal

9. Quotes from Luke, Author (chapter 7.2)	'What' does the participant talk about?	'How' does the participant talk about it?
(23:09) Alex: How does the experience of getting published in Journal X, a library-based journal, compare to getting published in a traditional journal like Wiley's Y Journal? Is there a difference from your perspective? (24:11) Luke: Yes. So, the interesting thing is, because it is X scholar at Y Institution, you know, it runs on the smell of an oily rag and the goodwill of a few people that have to work really, really, really hard on top of their day job, just because they are passionate. So, as soon as I submitted to X Journal, pretty well within about two weeks, they send you a paper to review, right, another paper to review. So, there is a bit of like a moral economy of reciprocity at work. I mean, I have reviewed in quite a lot of different journals [traditional journals], but it is the only journal where within two or three weeks of submitting an article they send a paper 4 for you to review. It is kind of a moral understanding that, you know, okay if you want to publish in our journal then you have got to contribute by reviewing a paper, which was interesting. It is the only time that has happened to me. All the other journals that I have published in, I don't think I have reviewed any. I have reviewed one thing from X Journal, I think. But yeah, I have reviewed, what, maybe six other journal articles. But they are all journals that I have never published in. This is the only one where I submitted a paper, and then within two or three weeks, they were like, okay, now can you review this for us, please. It is a lot of work. (25:52) Alex: Absolutely. (26:01) Luke: The one that I was sent was from China and English is a second language. (26:15) Alex: I guess you don't want to get involved in copyediting. (26:17) Luke: No. Exactly. (26:24) Alex: So, it seems that in the case of Journal X, the editorial board embraces a proper collaborative approach. Like, there seems to be an implicit expectation that everyone contributes something towards the good running of the journal, including authors, like everyone is weaved into it. (26:48) Luke: Yeah, it is a bit more of a community, a bit more of a moral economy. And that is a really useful, positive thing.	Journal publishing process	Surprise in the socially conscious approach of library-published journals

10. Quotes from Oliver, Librarian (chapter 7.2)	'What' does the participant talk about?	'How' does the participant talk about it?
25:08 Oliver: I don't know. I don't know what the journal was that they had published in. I just heard from one of my colleagues who is on this academic grievance council. Just broadly speaking, she is chairing it now but as the chair of this committee this year then she is trying to raise the awareness of predatory publishers. Because I guess there had been a rash of these problems coming up over the last year and a half, maybe two years. So, I don't know the specific journals, but I think a lot of times faculty are aware that solicitation is usually the first warning sign. If they solicit you and say, oh, we saw your article and think you are so wonderful, please publish with us, we will take your paper. 26:04 Alex: Too good to be true. 26:06 Oliver: And yeah, I think people who are somewhat desperate at times they think, oh I may not get tenure, or my review is coming up and I might get a bad review this year because I haven't been able to publish a few of these papers that I have in the works. You know, some desperation does kind of factor into the decision-making, I think. 26:29 Alex: But this is the sort of quantitative output, being seen to be publishing regularly. What about certain other factors scholars typically consider when deciding on a journal to get published in. So, the prompt here maybe would be high-impact type journals. 26:49 Oliver: Right, of course, the impact factor, the metrics that are related to specific journals. I think one of the problems at least on our campus is, some of our departments have specific guidelines for the faculty member that they have to follow in order to get tenure. There is a list, for example of ten journals, or twenty journals, I don't know the exact number, but there is a list of journals for specific departments that I've heard about. Mathematics is one, Physics is another one, it tends to be more the hard sciences that have memorandums of understanding with their faculty members that they have to publish in this list of journals. And if you don't then your candidacy is in grave trouble. 27:55 Alex: Okay. I mean we both know that this is not good practice for various reasons. Would the library collectively and yourself be lobbying administrators and senior people on campus to reconsider this approach? 28:25 Oliver: Right. Yes, it's tricky. Each of the librarians here is a liaison to a specific department or college. And so, some are more willing to bring up these issues than others of my colleagues. I think some prefer to stay out of it. I know one or two of my colleagues are really quite concerned about the problems of predatory publishing. So, they have talked to their departments about that issue and about some of the pressures that come with not being able to publish enough, for example. Because I know if you have this sort of quite exclusive list that you have to publish in, if you get one in, but that one may not be enough, so you have to fill out your resume. So, I will try to publish these five other papers that got rejected in the top list, I will try to	University expectation(s)	Frustration over perceived limited agency in publishing choice

11. Quotes from Charlotte, Author (chapter 7.3)	'What' does the participant talk about?	'How' does the participant talk about it?
will, sort of, damage my career. I've been told that I need to be more strategic in where I publish and that I need to publish in more internationally highly ranked XYZ journals, and that what I publish currently isn't good. 7		
27:42 Alex: You don't obviously have to give names here, but where is that coming from? The head of your department? 27:48 Charlotte: That is my mentor, who is a Professor in my department and one of the more senior figures in my field, and he has told me that I need to stop publishing in funny little journals, probably library-based ones, let's be honest. I need to stop publishing in them. 28:09 Alex: Like the Journal of X for instance. 28:13 Charlotte: Oh yeah, I don't think he is impressed by that. I should stop publishing in those. I need to publish in 'A Journal', 'B Journal' and the 'C Journal'. That's what I need to do. Those are the top three. I need to get published in there. And then if the papers I'm running are not going to get me published in there, I shouldn't be writing them. So, that is what I got told. 28:42 Alex: Is that what you are being told by your mentor or is that what you hear from other people as well, like peers at your own early-career level, right across your own network of people, academic colleagues?	Rationale for journal choice	Journal status and/or prestige are/are not important to me

28:56 Charlotte: I got told by my mentor. And then I asked one of my colleagues who is a peer, and he was like, 'yes', said mentor said the same thing to me. But my colleague actually likes publishing in funny little journals and so is resisting this a little bit. But yes, I do see it in my colleagues as well, they are like, I've done my transactions paper, I've got to get my transactions paper in, that way I'll get a permanent career. So, I definitely hear that from my colleagues. Or I hear people say things like, 'oh, you know, so-and-so is so stressed because he's been lecturing so many years and he hasn't got a transactions paper'... as if, like, that means he is not a valid academic. So, there is definitely a push. And then a more diplomatic senior colleague said to me, oh, Charlotte, you seem to have gone for quantity over quality, maybe you think that way you publish more often. So yes, there is definitely a push from my senior colleagues for me to not publish in these sorts of journals and to just publish in the big ones. I don't know if they are traditional or not. I'm guessing they are but maybe they are not. I don't know.

30:04 Alex: And are you concerned about this?

30:07 Charlotte: I am somewhat concerned about this, yes. So, my plan is now to try and publish in these big journals at some point. Because otherwise, I probably won't get very far in my career. Yes.

30:20 Alex: And do you agree with what you are hearing?

30:33 Charlotte: I mean, to some extent, what I mean, yes. Because I know that the people who are telling me this are the people who have the power to hire. And I know these are the metrics that they are judging you by. Not that they are good metrics or the right ways to account for academic merit, that is an entirely different matter. But I know that a lot of people who hold power value certain journals. And therefore, that puts limits on what I can do.

12. Quotes from Gabriel, Author (chapter 7.3)	'What' does the participant talk about?	'How' does the participant talk about it?
(06:35) Alex: That seems to be a commonly felt perception. Let us look at the area of publishing. You speak about wanting to create change in the field and being an activist scholar. You are in the fortunate position of having tenure and, in that sense, security in your job as an associate professor. What other things then 1 motivate you to formally publish research in your field, for example, in Journal X or any other journal for that matter?	Rationale for journal choice	Journal status and/or prestige are/are not important to me

(08:21) Gabriel: I think that is fantastic question. I don't really have a clear answer because it is something that I struggle with. I mean, part of it has to do with academics choosing journals that have aims and objectives and editorial boards that are critically oriented and are about trying to convey powerful output that is about key social justice issues. I think in the field of critical political ecology most of us, though not everybody, try to publish in journals that do have a critical often Marxist editorial board, usually left of center, progressive. As much as possible the output is similarly critical open access in that certain members of your scholarly community, your activist colleagues on the ground can get that information through the outlet and use it for their work. Your question touches on a bit of a double bind, right. A lot of the critical journals, the higher-ranking ones are with kind of corporate publishers. And in many cases those journals started off as critical open access outlets, then they get bought out by larger publishers, they become corporatised, and the open access is very very steep and then for that reasons and others the material is not easily accessed by people who should have unfettered access to it. But what also happens is that the journals, once they get a funding base and they have an ISI [Web of Science] listing and their citation indices and the metrics go higher and higher, a lot of academics, including myself, we are drawn to that in terms of reputation and, indeed, the esteem of publishing in what is assumed to be a higher-quality journal. So, a lot of our output goes to these critical journals that were once grassroots but now are part of the corporate world. It is satisfying publishing in those journals, but it is also extremely dissatisfying and disheartening because you know that the vast majority of the people that you work with can't afford to pay the open access fees and sometimes you can't yourself. So, there is a firewall behind it. But to get tenure, in a lot of institutions, you have to publish in these higher-ranking journals that have become corporatised. Once you do have tenure then you've got greater flexibility to publish in journals that are a little more grassroots oriented and fully open access. But, that said, I could park that and essentially say, retrospectively, that I wish that I had pursued alternative publishing outlets a lot more aggressively, assertively throughout my career. And so, I regret not writing more blogs and pursuing other outlets that are more readily accessible, right. So, it is a bit of a double bind and kind of leaves a bad taste in your mouth. It is unfortunate that a lot of journals have gone that way and that the career, promotion and tenure-track system rewards publishing in those journals, right. And everybody's publishing orientation in career gaze is in that direction, in that sort of corporate direction, right. But I should also say that most of us, including me, if we do publish an important paper in a journal that is published by a corporate entity we are always trying, in most cases anyway, to summarise the content of those journals and republish it in blogs or opinion pieces in national newspapers, like in Indonesia or the Philippines, so that the essence of the message from the journal article is re-broadcast via national media, newspapers and whatnot, to reach the masses of people who should actually get it. But if we were only to publish our results in opinion pieces and blogs, in alternative media or national media around the world, our academic capital, so to speak, as horrible as that word sounds, within the current system would flatline. So, it is not enough to do just that and say, 'oh, look how radical I am because I'm not publishing in academic corporate journals and I'm just publishing in these grassroots outlets', particularly at the beginning, you know, the early stages of your career.

Appendix M – Scheme of themes.

Experience of journal publishing for scholarly authors	**Experience of journal publishing for library-based journal editors***	**Experience of journal publishing for librarians****	**Relationship between librarians and scholarly authors/editors**	**Role of the library as a scholarly journal publisher**
Path into academia	Path into academia	Path into library-based publishing	Teamwork between editors and librarians	Commitment to scholarly communication literacy/open pedagogy
Rationale for publishing scholarly work	Learning with and from the library-based journal publisher	Collaboration with scholars	Scholarly authors value librarians and vice versa	Encourage and support alternative publishing approaches and formats
Knowledge of the scholarly field	Insistence on values of equity, diversity, inclusion and access	Challenge dominant traditional publishing models	Library-based journal editors value librarians and vice versa	Foster and enable values of equity, diversity, inclusion, and access
Critical of aspects of the peer review processes	Collaboration with librarians	Limited influence on university administration over traditional publishing practice	Influence of the library role model	Advocate for and support author rights
Acceptance of the status quo of university expectations	Openness for experimentation	Learning as a librarian		
Authors valuing library-based journals and their editors	Reformist influence on tenure review boards	Previous experience and knowledge cultivate confidence in alternative		

		publishing practices		
Learning and knowledge-seeking		Critical of aspects of research assessment		
Frustration with the high cost of journal publishing				

*All Journal editors are also authors by definition and practice. **Many librarians are also authors by definition and practice.