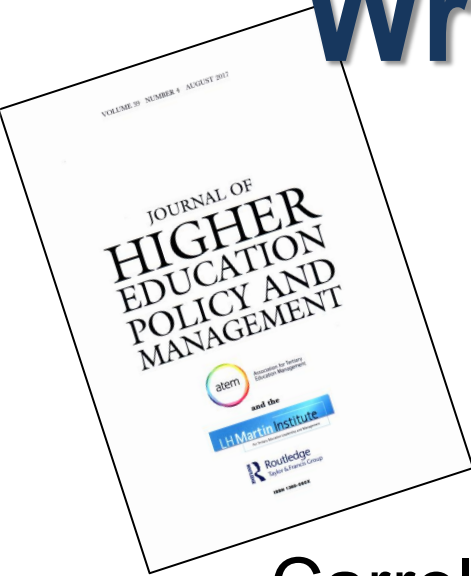# The Path to Publishing: Write here, right now!

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Aims for this session

- Discuss the benefits of writing a journal article
- Identifying some of the constraints (and how to overcome them)
- Identifying appropriate journals
- Understanding what editors look for in a paper
- How to convert a coursework article, or work report, into a publishable paper.
- Appreciating the importance of a well-crafted abstract.

Why publish?

- You?

- Professional staff generally?

Why publish?

'Most of what has been written is done so by academics, who focus on the areas that concern them the most.'

Pitman, T. (2000, p. 166). Perceptions of academics and students as customers: a survey of administrative staff in higher education. *Journal of Higher Education Policy and Management, 22*(2), 165–175.

Engaged and reflective professional practice

'. . . professional staff are often leaders in their particular fields, e.g. finance, HR, engineering, business intelligence or other specialisations. However, we are not usually expected to demonstrate that expertise by editing journals, publishing papers, etc. Our intellectual contributions to a body of knowledge can be easily overlooked by our employers.'

Margaret L Ruwoldt, Uni of Melbourne (Library), 2012, Comment on the LH Martin Insights Blog, http://www.lhmartininstitute.edu.au/insights-blog/2012/06/90-trends-in-non-academic-staff-for-australian-universities-2000-to-2010

A model of engaged and reflective professional practice

Adapted from Chaturvedi (2014), *Role of Faculty in Reinventing Indian Higher Education, A Vision for 2030.*

**Barriers
to writing**

Overcoming barriers

http://maxpixel.freegreatpicture.com/Jump-Horse-Brown-Jockey-Parkur-Race-Jumping-996393

Choosing the journal

Google Scholar

higher education

Top 20 publications matching *higher education*

	Publication	h5-index	h5-median
1.	The Internet and Higher Education	46	97
2.	Higher Education	44	62
3.	Studies in Higher Education	40	63
4.	Research in Higher Education	37	51
5.	Assessment & Evaluation in Higher Education	34	41
6.	The Journal of Higher Education	33	49
7.	Higher Education Research & Development	31	45
8.	International Journal of Sustainability in Higher Education	25	38
9.	The Review of Higher Education	24	40
10.	Teaching in Higher Education	24	39
11.	Innovative Higher Education	21	37
12.	Higher Education Quarterly	21	27
13.	Chronicle of Higher Education	20	27
14.	Journal of Higher Education Policy and Management	19	27
15.	Journal of Diversity in Higher Education	18	31
16.	Journal of Hispanic Higher Education	18	29
17.	New Directions for Higher Education	18	26
18.	Higher Education Policy	18	23
19.	International Journal of Higher Education	17	26
20.	Journal of Further and Higher Education	17	25

Dates and citation counts are estimated and are determined automatically by a computer program.

Writing for impact

Cite this: More highly cited papers are appearing in less prestigous journals

Blue bars: % change in number of top 1000 papers in nonelite journals, 1995-2013.
In red: number of top 1000 papers in nonelite journals in 2013.
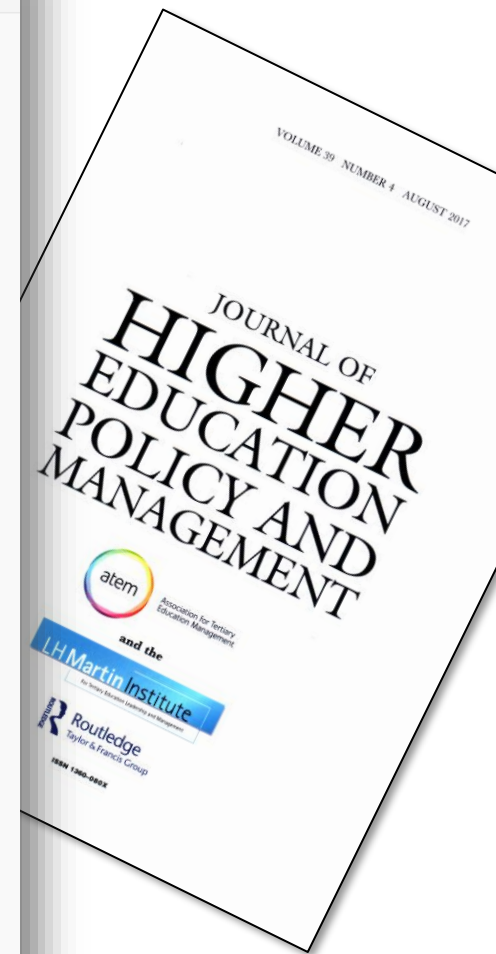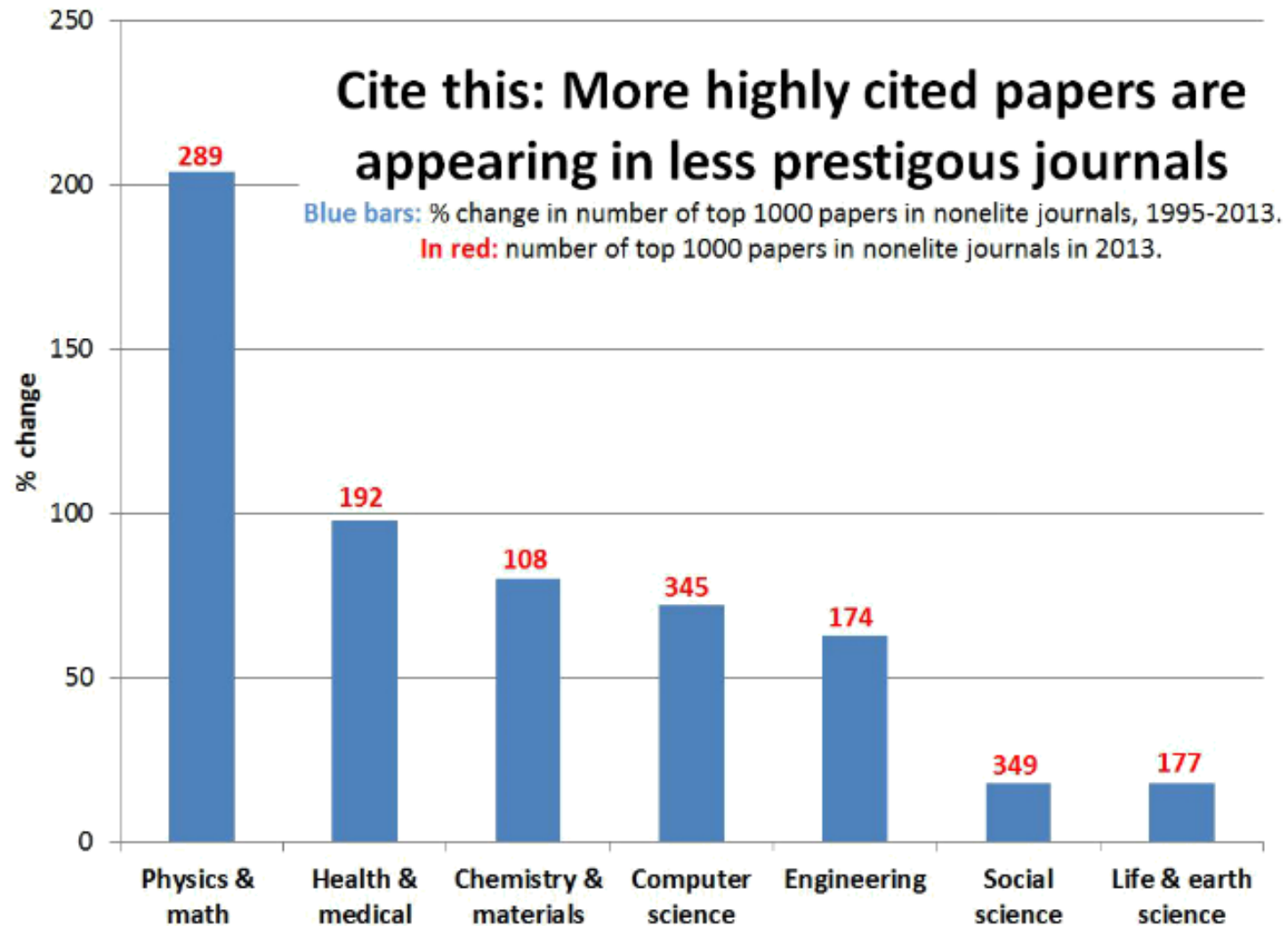
Source: Acharya, A. et al. arXiv:1410.2217v1 [cs.DL] 8 Oct 2014.

Journal

Journal of Higher Education Policy and Management ›

Journal homepage   ✉ New content alerts   ⋙ RSS   66 Citation search

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This journal

> **Aims and scope**

> Instructions for authors

> Journal information

> Editorial board

> Related websites

> Subscribe

Aims and scope

2015 Impact per publication 0.669 - values from Scopus

The Journal of Higher Education Policy and Management is an international journal of professional experience and ideas in post-secondary education. It is a must read for those seeking to influence educational policy making. The journal also aims to be of use to managers and senior academic staff who seek to place their work and interests in a broad context and influence educational policy and practice.

The journal:

- Supports higher education leaders and managers by disseminating ideas and encouraging debate on educational policy setting.
- Analyses and reports on professional experiences relevant to colleagues internationally in academia and government spheres.
- Caters for practising managers and administrators of universities, colleges and vocational education and training institutes and decision makers in government.

What journal editors are looking for

Each article needs to be self-conscious:

– about the **point** it is making, and

– that it is addressing only **ONE point/idea.**

Think **MPU** (Minimum Publishable Unit):

– One idea per article

– If you have more than one idea you have more than one article!!

Clearly articulate the significance, not just for you but for the sector:

– What is the *so what?* factor?

Editors' considerations

- Is the manuscript congruent with the Aims & Scope of the journal?

- Are the topic, findings, conclusion and/or implications novel, *not just to the writer but to the field*?

- Does the manuscript go beyond the descriptive?

- Does the manuscript conform with the journal style requirements?
  - Length
  - Referencing style
  - Language — good academic English, for example
  - Tables / images placement

- Has the author paid attention to detail?

Journal

Journal of Higher Education Policy and Management >

Journal homepage   ✉ **New content alerts**   🔊 **RSS**   66 **Citation search**

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This journal

> **Aims and scope**

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Instructions for authors

Thank you for choosing to submit your paper to us. These instructions will ensure we have everything required so your paper can move through peer review, production and publication smoothly. Please take the time to read and follow them as closely as possible, as doing so will ensure your paper matches the journal's requirements. For general guidance on the publication process at Taylor & Francis please visit our Author Services website.

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The *Journal of Higher Education Policy and Management* considers all manuscripts on the strict condition that:

• the manuscript is your own original work, and does not duplicate any other previously published work, including your own previously published work.
• the manuscript has been submitted only to the *Journal of Higher Education Policy and Management*; it is not
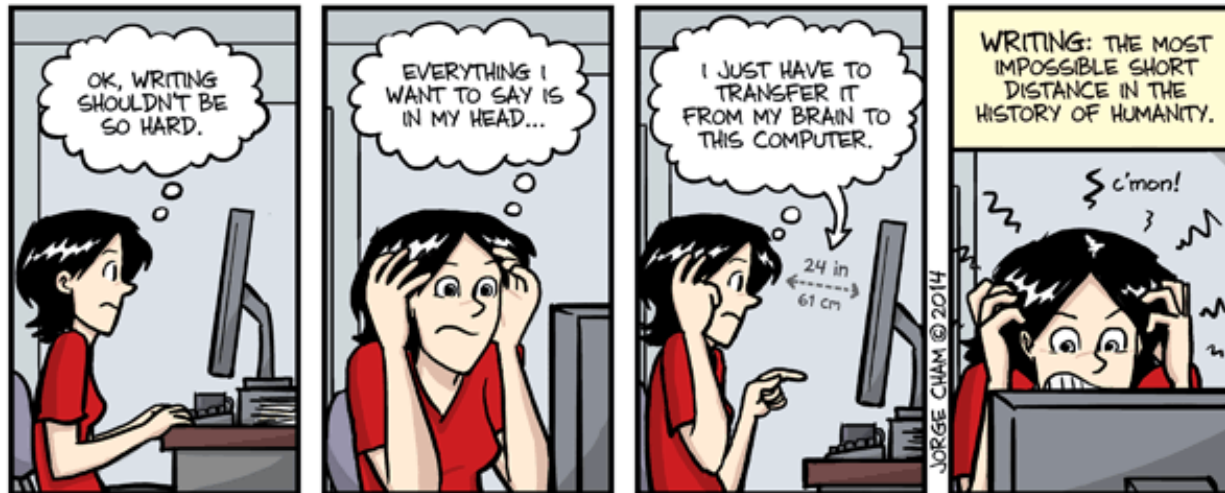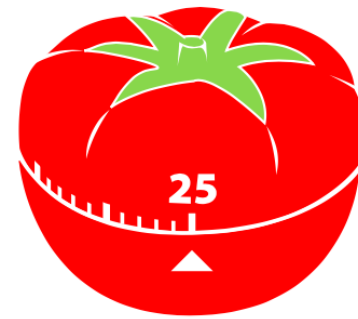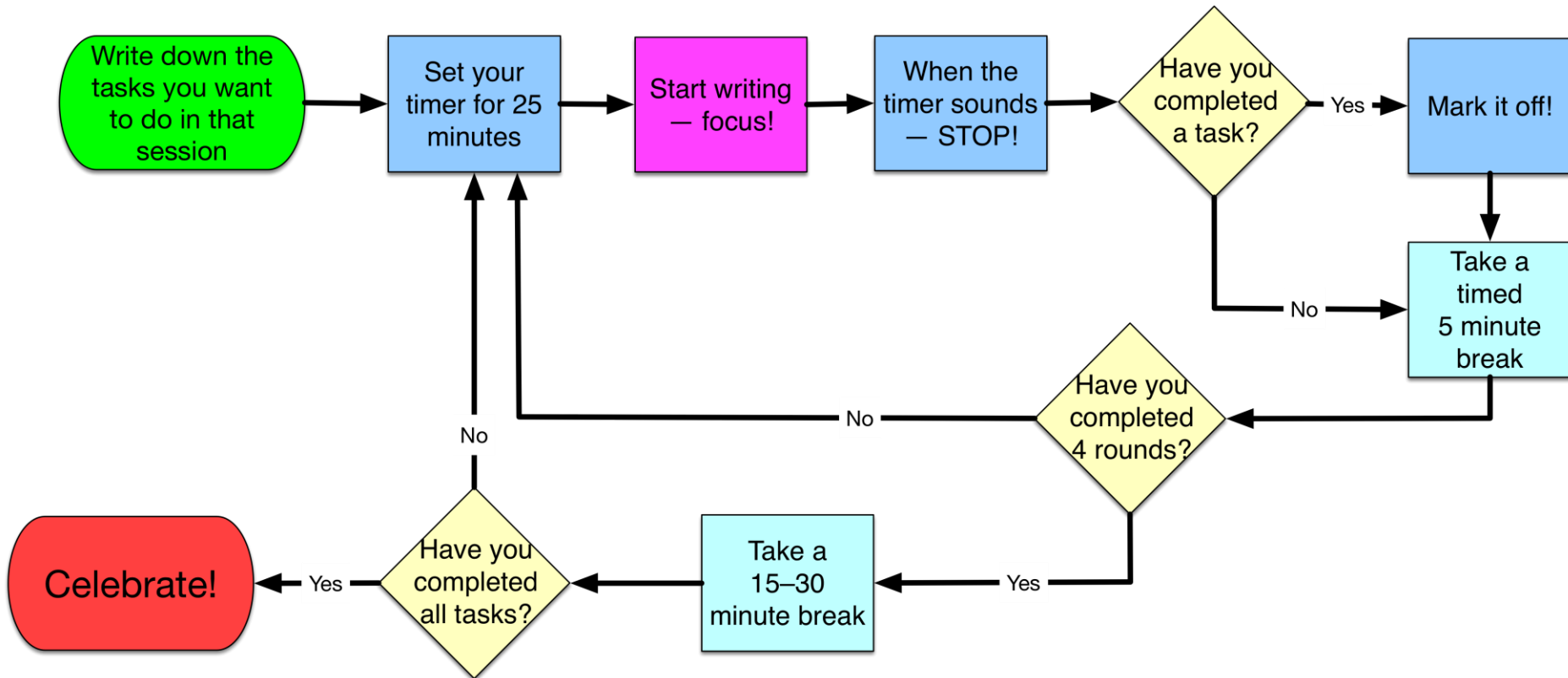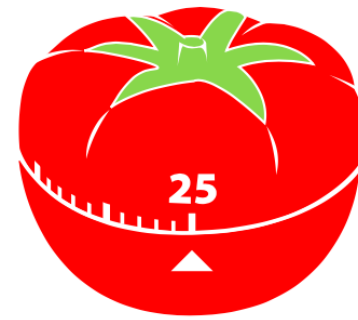
Pomodoro technique

- A technique for breaking up writing into manageable 'chunks' that results in greater productivity.

- Aims:
  - Enhance focus and concentration by cutting down on interruptions
  - Increase awareness of your decisions
  - Boost motivation and keep it constant
  - Increase the determination to meet your goals
  - Improve your study process

Implementing Pomodoro


```
Write down the tasks you want to do in that session  →  Set your timer for 25 minutes  →  Start writing — focus!  →  When the timer sounds — STOP!  →  Have you completed a task?  — Yes →  Mark it off!
```

Have you completed a task? — No → Take a timed 5 minute break

Mark it off! ↓ Take a timed 5 minute break

Take a timed 5 minute break → Have you completed 4 rounds? — No → Set your timer for 25 minutes

Have you completed 4 rounds? — Yes → Take a 15–30 minute break → Have you completed all tasks? — No → Set your timer for 25 minutes

Have you completed all tasks? — Yes → Celebrate!

Cirillo (2007)

Skeleton Sentences

- Swales and Feak (2012) recommend the use of skeleton sentences to improve writing practices. This is the equivalent of walking in someone else's footprints.

  - Here all of the content is stripped out of a paragraph in order to reveal the rhetorical moves which are needed to build your argument.
  - Experiment by filling in the blanks with your own content.

Swales & Feak (2012)

Tiny Texts

Thomson and Kamler argue that a well thought out abstract is:

- A 'tiny text', relatively short in length but high in practical yield.

- Written in 'four moves' *before* the paper is written, not after, so your abstract becomes the map for writing the paper.

  – Four moves are: ***Locate | Focus | Report | Argue***

- A way to build confidence in yourself as a reflective professional with something significant to say and a defensible base from which to speak.

Thomson & Kamler (2013, pp. 60-61)

An example of the explanation of theoretical choice . . .

In this book we draw on the work of Foucault **to make our argument that** psychopathology has become instrumental in schools and that schools play an instrumental role in expanding the new psychopathologies of children and young people. Foucault's **emphasis on** truth, power and the constitution of the subject (Foucault 1983, 1997a, 2000) **is especially useful to our analysis as it allows us to think through** the ways in which psychopathology at school is produced and has productive effects. **To this end** Foucault's (1982) **conceptualisation of** power as productive **is generative for grasping how** schools can indeed be instrumental in a field that, on first glance, appears to be the province of medical and health sciences. **It is here also that** Foucault's **attention to** dominant and subjugated knowledges **is of value for informing** how to understand how dominant knowledges of school disorders such as ADHD, direct attention from those practices that enable psychopathology to sit comfortably in contemporary schooling and educational environments.

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The skeleton of this argument is...

In this (paper/book/chapter) I draw on the work of (theorist) **to make my argument that** [your words here to make your major argument in one or two points]. (Name of theorist)'s **emphasis on** [what is it that is useful?] **is especially useful to my analysis as it allows me to think through** [*your words here about the major purpose that you have used this theory for*]. **To this end** (name of theorist)'s **conceptualisation of** [name major aspect of theory] **is generative for grasping how** [name major application of the theory to the argument you are making]. **It is here also that** (name of theorist)'s **attention to** [identify another aspect of the theory] **is of value for informing** [another piece of your argument for which the theory is essential].

Note **bold text** is the skeleton of the paragraph, red text is where you write yourself in to the paragraph.

Tiny texts in four moves

Locate: places your paper within the context of the field in general and the discourse community in particular. Larger issues and debates are named and potentially problematised. In naming the location, the writer is creating a warrant for their contribution and its significance, as well as informing the international community of its relevance outside of its specific place of origin.

Focus: identify the particular questions, issues or kinds of problems that the paper will explore, examine and/or investigate.

Report: outline the research, sample method of analysis in order to assure the readers that the paper is credible and trustworthy, as well as the major findings that are pertinent to the argument to be made.

Argue: open out the specific argument by offering an analysis that moves beyond description and may well include a theorisation in order to explain findings. It will always have a point of view and make a stance. It returns to the opening Locate in order to demonstrate the specific contribution that was promised at the outset. It answers the 'so what?' and the 'now what' questions.

Example: The failure of dissertation advice books: towards alternative pedagogies for doctoral writing

[Locate] Anxious doctoral researchers can now call on a proliferation of advice books telling them how to produce their dissertations. While these might be helpful in the short term they offer little that the doctoral researcher can use to analyse their own texts or to understand the source of their anxieties.

[Focus] This article reveals some characteristics of the self-help genre through a textual analysis of a corpus of published books, delineating their key genre characteristics.

[Report] Our analysis shows that the texts: produce an expert-novice relationship with readers; reduce the dissertation to a series of steps; claim to reveal hidden rules; and assert a mix of certainty and fear to position readers 'correctly'.

[Argue] We argue for a more complex view of doctoral writing as both text work-identity work and as a discursive social practice. We reject transmission pedagogies that normalise the power-saturated relations of protégée/master and point to alternative pedagogical approaches that positions doctoral researchers as colleagues engaged in a shared, common, unequal and changing practice.
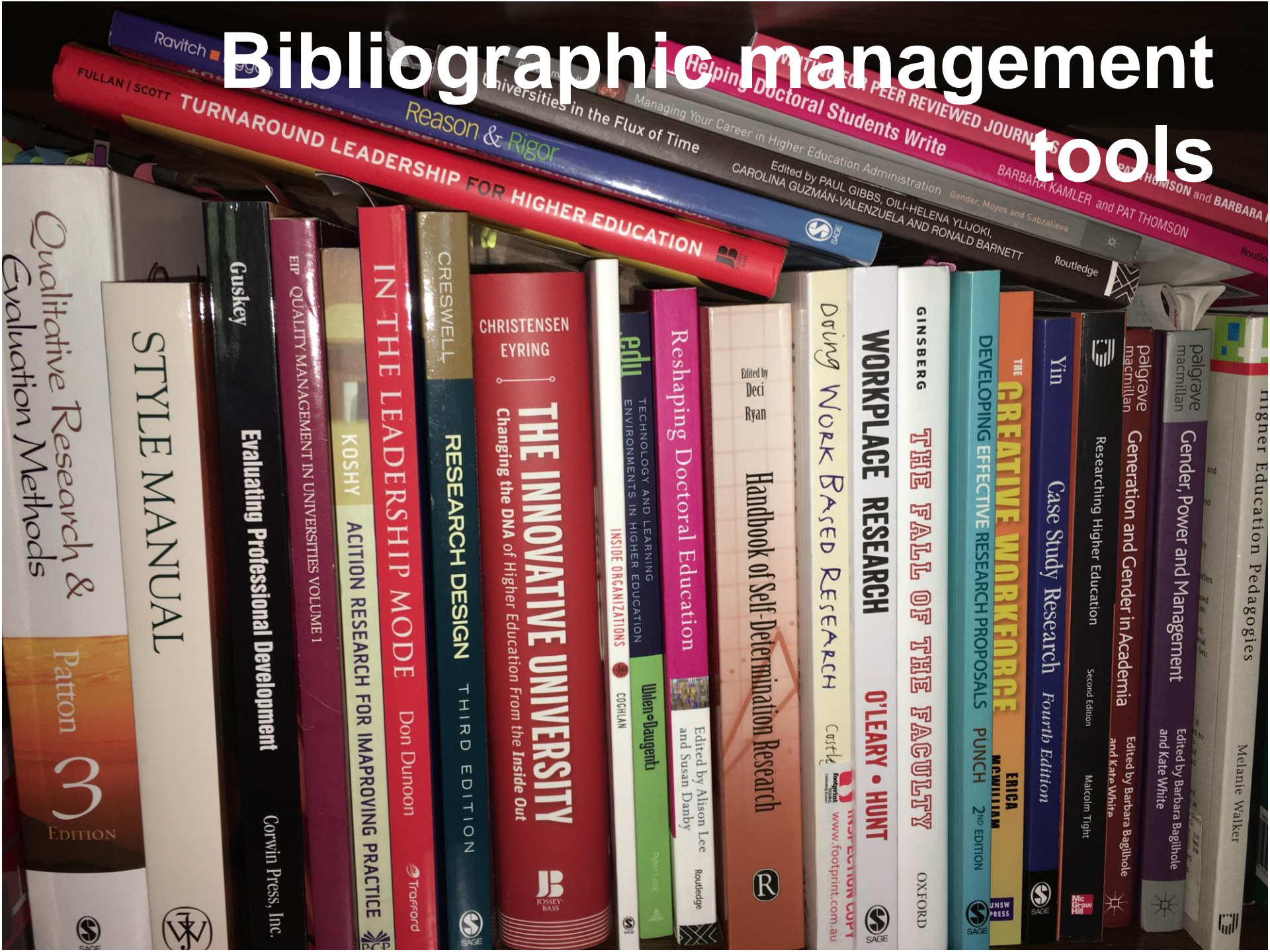
(adapted from Kamler and Thomson, 2014)

Referencing

Bibliographic management tools

Bibliographic management tools

Have a go at writing!
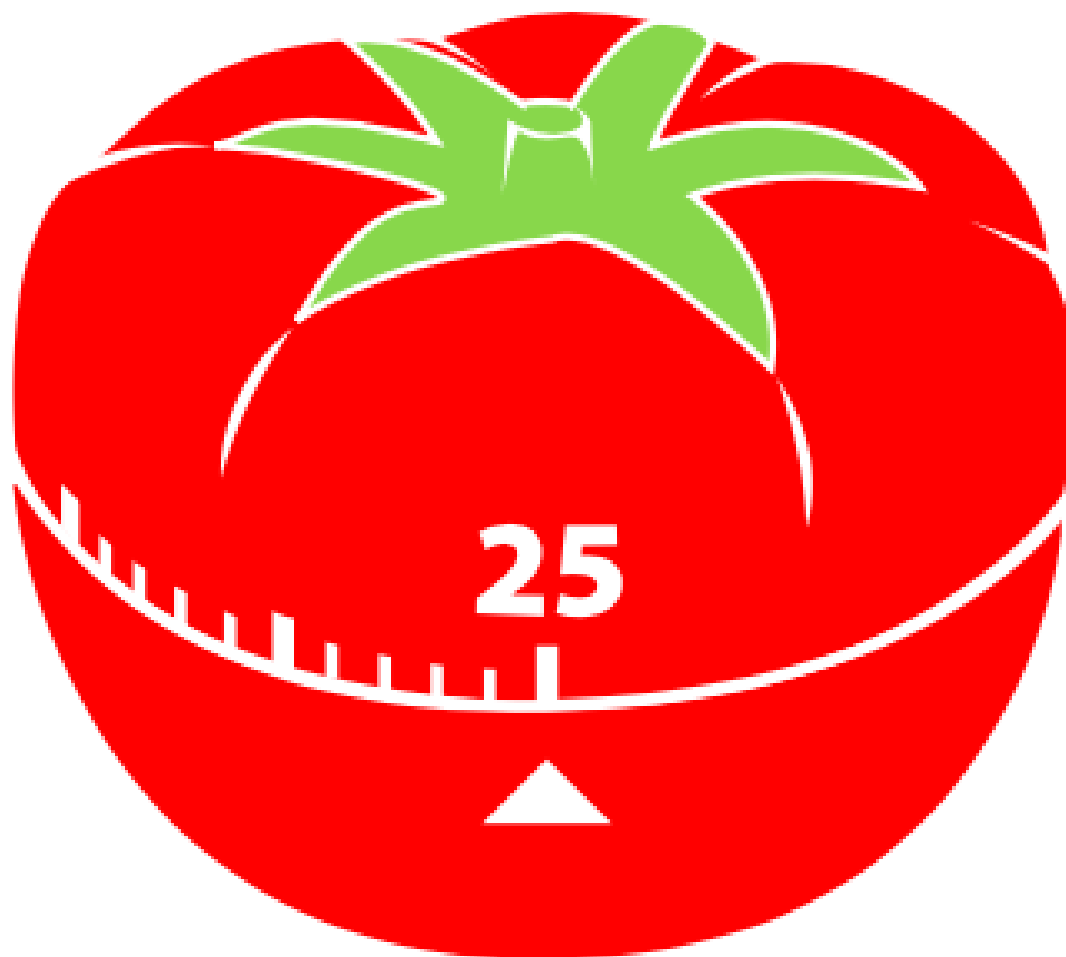
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