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Editorial

In this issue we have two personal accounts on combining work with part time studies at library school. Bethany Sherwood, who has embarked on an Information Science MSc at City, University of London, writes about her experience. Frances Marsh reflects on starting her MA in Library and Information Studies at UCL. They recount how working while at library school have helped them to assimilate what they learn better, and to integrate new knowledge into their everyday library activities.

Our co-editor Mary Kattuman reports on an enlightening talk on academic publishing by Dan Edwards of Cambridge University Press. It is particularly relevant to librarians as they are enter the field of research support.

If you are interested in writing for Sunrise please contact Mary Kattuman or Eleanor Marsh via the Members' Network email address:
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Mary Kattuman and Eleanor Marsh
Sunrise editors
Next issue: July 2018

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Information Science MSc at City, University of London – the first 6 months

I'm very grateful to CILIP East for the student bursary I received this year. I'm studying part-time for the Information Science MSc at City, University of London, whilst working as a library assistant at the Cambridge University English Faculty Library. We are currently halfway through our second term now, having completed the first two modules (Library and Information Science Foundation, and Data, Information, Technologies and Applications) in term one.

I've worked at the English Faculty Library for two years before starting the masters. I am lucky to be well supported and encouraged in pursuing the LIS qualification, but I was on the fence about it for a long time as it's a big financial and time commitment. Both my grandmother and great-grandmother were librarians but never took any professional qualifications, and my grandmother always encouraged me to take the opportunities she felt she'd missed out on.

I chose to study for the masters at City because I knew from my undergraduate degree that I learn best through face-to-face teaching, and because I liked the sense of community that the CityLIS department supports. I also didn't think I'd work well on a course that had flexible deadlines! I first met Lyn Robinson and David Bawden, the City course leaders, at the CILIP East - Applying to Library School event in 2016, and was immediately convinced their teaching style and the department at City would be a good fit for me.

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It also really helps that the department is big on Twitter and encouraged the cohort to set up accounts in our first week. As a part time student living out of London this has made me to feel connected to the group. I've also felt very well supported, and well motivated by our lecturers. In Information Retrieval, one of my current modules, we've been lucky to hear from guest speakers such as David Corney from Factmata who put the skills we're learning into a real world context.

It's been really valuable to study alongside my current role. I can already see many ways the things we are covering in lectures have fed into my work practice. For one of my first assignments I considered the ethical implications of research information management systems, such as Symplectic Elements, which I use in my role day to day.

I have really enjoyed the course so far, and I am really glad I took the risk of starting it. Fitting in study around the rest of work and life has been quite challenging (especially 7:15am trains on a Monday). I'd be completely lost without the wonders of Zotero (and the Zotfile plug-in) which is the only reason I've managed to keep up with the reading.

I am looking forward to the break over the summer after our second set of assignments are due in May, and starting to think about potential dissertation topics next year.

Bethany Sherwood

English Faculty Library

Bethany is a first year part-time student on the Information Science MSc at City, University of London and and tweets at @bethshers.

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Reflections on Library and Information Studies at UCL

I'm now coming to the end of my second term of the part-time Library and Information Studies course at UCL and have plenty to reflect on. I have found content in each element of the course that has really captured my interest, and I believe the knowledge and skills I've been learning will prove to be enduringly practical in a future career as a library professional.

I started the MA with a module on *Technology in Information Organisations* and quickly became fascinated by the history of computing and the way that libraries have historically driven forward a lot of new technologies. I enjoyed the challenge of coding my own website in XHTML and now feel more confident in understanding systems, computer architecture and databases. The sessions on database searching, and reference management, not only gave me practical experience of the software but it was interesting to experience how an information literacy class could be taught in a formal education setting.

In some ways, the second core module of my first term at UCL felt familiar; collection management forms much more of the basis of my library work. Yet the teaching broadened my understanding of collection management and provided thought-provoking considerations of information literacy, preservation, Open Access, repositories and research data management. On reflection, not only the content, but the methods used for teaching and assessment will prove useful well beyond the confines of the course; in amongst the usual lectures and class discussion, I presented a poster, gave a presentation and wrote a collection management policy. I was also given the opportunity to research a type of librarianship I would otherwise have neglected and now feel I understand at least some of the issues and challenges, as well as the importance of, prison librarianship.

This term, I have taken an optional module from the Archives and Record Management course which has been fascinating. We have visited the Stanley Kubrick archive at the London College of Communications where we considered the challenges of preserving some more unusual elements of an archive collection - from costumes used in *The Shining*, to the intellectual thought-processes represented by the placement of post-it notes in a book Kubrick used for research. The course has covered everything from handling and cleaning rare books to digital

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preservation of records via the challenges of caring for photographic collections. More recently, we have looked at the new standards for archival buildings and environmental conditions.

I don't think I had recognised before embarking on the *Managing Information Organisations* module just how critical good management is for the success of a library, and the importance for information professionals to continually and explicitly reflect on management approaches.
In a similar vein to other modules, the content has been wide-ranging and engaging. We have covered important professional issues such as workforce diversity and equality, data protection, and copyright as well as looking at project management, budgets and managing records. We have had debates about library service provision and marketing, informed by speakers and visits from the Idea Stores and the Wellcome Collection. I'm also happy to have the opportunity to pursue my own research on the unionisation of library workers for the assessed part of the module.

In the next taught part of the programme, I am looking forward to thinking about classification and the organisation of knowledge in a broader sense. I haven't yet chosen a dissertation topic, but completing the course part-time definitely allows me time to explore the issues I'm interested in before embarking on independent research.

Even more so than I would have imagined at the start of this course, it has helped me to realise the wealth of current issues and the complexity of the information profession today, helping me to engage in these debates. I am grateful to CILIP East for the student bursary which has made a valuable contribution towards my studies.

Frances Marsh
MA Library & Information Studies, UCL.

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Academic Publishing Pathways : processes and tips from a journal editor

Dan Edwards of the Cambridge University Press (CUP) was invited to address the Cambridge library community on the intricacies of academic publishing. This was part of the training sessions aimed at library staff at Cambridge.

CUP, the world's oldest publisher – founded in 1534, has been an integral part of the University. The first book rolled off the Press in 1584. Today CUP brings out 1,600 new book titles a year and has 50,000 titles in print. It also publishes 390 journals. Some of these journals are published on behalf of learned societies (non-profit organisations which exist to promote an academic discipline) and are not owned by the Press. CUP has no shareholders to appease, so it is not wholly driven by profit motive; but being economically viable is very important, so costs do matter.

Why Publish?

Why do academics publish? Apart from the fact that they need to disseminate the findings of their research, there is pressure to publish: to get tenure, further their career, to obtain funding for their institutions, and so on.

Journal Selection

How do you go about choosing a journal? Firstly, your article should fit the scope of the journal. The more important the findings or argument in your article, the higher you should aim in the hierarchy of journals in your chosen field. It is good to carry out some research into the journal you target - what is it's impact factor? Does it reach an international audience? Is it flourishing? If not, librarians might drop it when time for renewal of subscriptions arrive. Does it publish special issues?

What constitutes a good article?

What are the characteristics of a good article? It should be original and fit for purpose. It should be well written, understandable, discoverable and citable. Publisher's instructions serve these ends, and that is why it is important to follow them.

A clear, concise, informative title is important. The abstract should pique the interest of the readers and draw them in. The references should be relevant and recent, and not too many self-citations! The graphs and illustrations must be used judiciously, too many will dilute the power of illustration. Some of the figures might appropriately be placed in the supplementary files of Cambridge Core – CUP's brand new platform for academic content, which combines journals and books.

How do you reduce the probability of rejection? Often poor English is a stumbling block. CUP can point to third party services which can remedy that. Poor English by itself would not affect the outcome of the peer review process. Though lack of clear conclusions or insufficient originality or importance would be reasons for rejection.

It is at the peer review stage that real value is added. Publishers need to periodically revise their pool of referees. If asked to revise and resubmit, ensure that you have addressed all the issues pointed out by the referees.

Dan presented a detailed flow chart describing the different stages that each submitted manuscript goes through. The Editor-in-chief finally accepts the manuscript and the first view article is published 4-6 weeks after acceptance. It has it's own DOI (Digital Object Identifier) and is discoverable.

A good publisher can add value after the manuscript is accepted with copy editing, high quality production and state-of-the art online delivery. They should be able to offer usage statistics, both at journal and article level. Discoverability is crucial – the publisher should make it as discoverable as possible and it should appear in bibliographic databases, citation and indexing services, CrossRef; should also allow Google to index it. Open Access options should be offered – to make sure that funder requirements can be met.

Each article has its own altmetric, so at CUP editors are asked to flag up media relevant articles. Authors of such articles are asked to write more digestible pieces aimed at the layman. CUP has blogs and twitter feeds for different subject areas and individual journals. They also have videos encouraging authors to make their own podcasts.

Dan ended by fielding questions from the librarians – one question was: how do early career researchers join the peer review process? They could start by being social media editors –

always a good first step.

It was an enlightening talk which provided us useful insights into the everchanging landscape of academic publishing.and gave pointers about which articles finally get accepted. It brought home to me that even if the content of the article is path breaking, it risks being rejected if it is not well written and the argument well presented. As It is becoming increasingly important for librarians to engage in all stages of the research life cycle, this timely presentation on academic publishing was particularly useful as dissemination is an intrinsic part of that cycle!

Mary Kattuman
Cambridge University Library

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Branch announcements, events and news

New Chair

We would like to extend a warm welcome to Teresa Morris-Spicer, who has joined the committee as Chair from January.

Many thanks to Sophie Connor for her tenure as CILIP East Secretary. We are looking for a Committee Secretary. Amongst the Secretary's responsibilities are minute taking, working with other committee members to create the annual business plan and liaising with CILIP HQ on

matters affecting Regional Member Networks. The amount of time this role takes up will vary and may be 1-3 hours per week.

If you think this is a role that would suit you, contact us via info.eofe@cilip.org.uk

Coming Soon -- Portfolio Building Course and Mentor Exchange of Experience

Keep an eye on our social media pages for more information