T4.2: Creating EDIB toolsuites and guidelines

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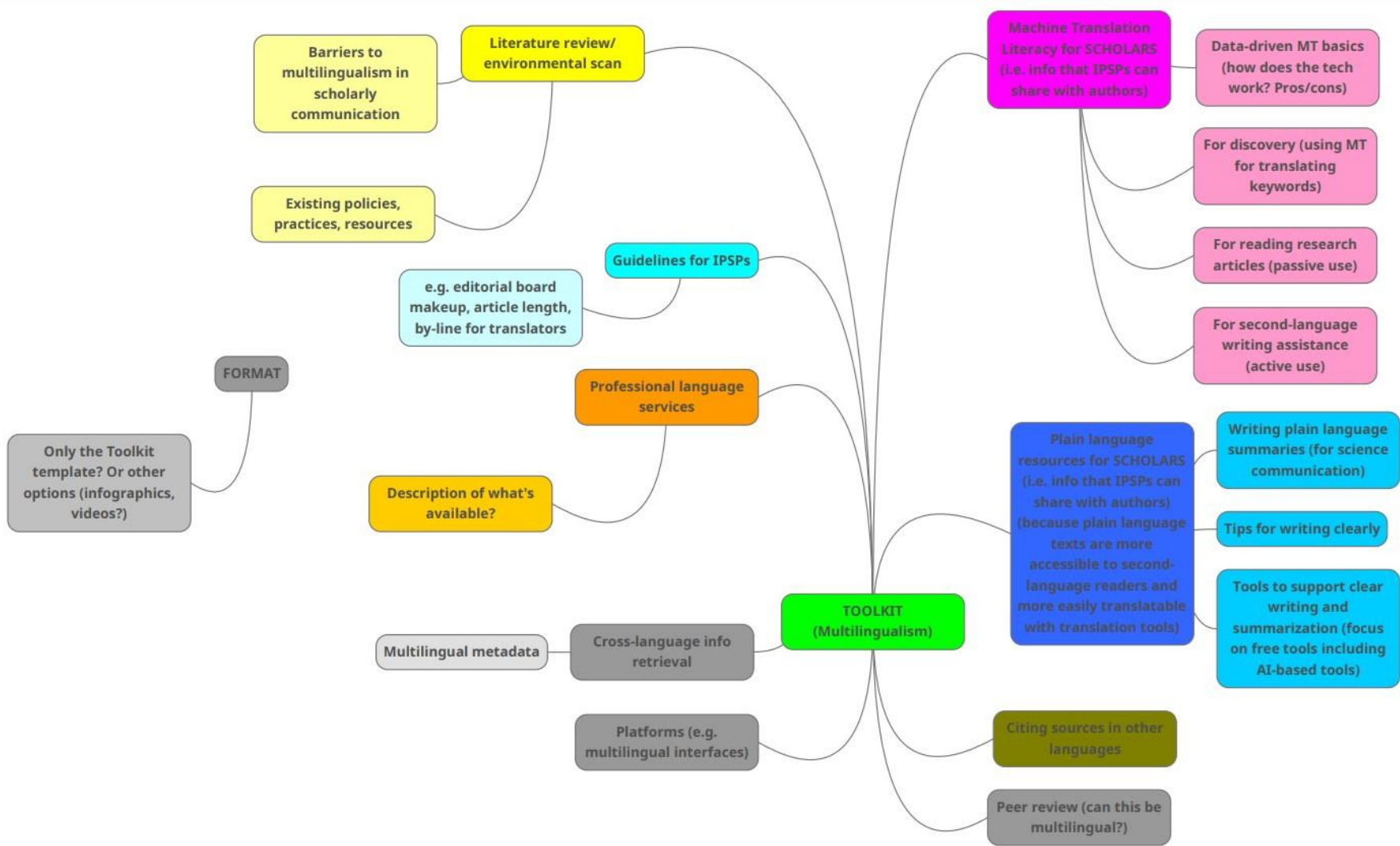
Objective: Create toolsuites to help scholarly publishing stakeholders to implement EDIB practices

1) Identify target audience(s)
   - Determine key stakeholder groups in the scholarly publishing industry

2) Determine number of toolsuites
   - Identify the most useful and coherent breakdown of EDIB information

3) Identify sources of information and extract content
   - Find and repurpose existing information and recommendations

4) Package information into a useful format
   - Follow common toolsuite template, design user-friendly format for practical guidelines

1) Identify target audience(s)

- Consult existing DIAMAS documentation
  - IPSP Scoping Report
    - IPSP typology
    - Glossary
- Conduct preliminary literature review
  - Existing suggestions for guidelines and recommendations
- Create a mindmap
  - free tool: https://www.mindmup.com/

- **Groups retained as target audiences:**
  - Authors/researchers; Peer reviewers; Editors, associate editors, editorial boards; Librarians; Journal publishers; Book publishers

TOOLKIT (Multilingualism)

Literature review/ environmental scan
- Barriers to multilingualism in scholarly communication
- Existing policies, practices, resources

Guidelines for IPSPs
- e.g. editorial board makeup, article length, by-line for translators

FORMAT
- Only the Toolkit template? Or other options (infographics, videos?)

Professional language services
- Description of what's available?

Cross-language info retrieval
- Multilingual metadata

Platforms (e.g. multilingual interfaces)

Machine Translation Literacy for SCHOLARS (i.e. info that IPSPs can share with authors)
- Data-driven MT basics (how does the tech work? Pros/cons)
- For discovery (using MT for translating keywords)
- For reading research articles (passive use)
- For second-language writing assistance (active use)

Plain language resources for SCHOLARS (i.e. info that IPSPs can share with authors) (because plain language texts are more accessible to second-language readers and more easily translatable with translation tools)
- Writing plain language summaries (for science communication)
- Tips for writing clearly
- Tools to support clear writing and summarization (focus on free tools including AI-based tools)

Citing sources in other languages

Peer review (can this be multilingual?)

2) Determine number of toolsuites

- ## What is covered under EDIB?
  - *A lot!* Gender, language, (dis)abilities, race, ethnicity, geographic location, institutional affiliation,socioeconomic status, career stage, etc.
  - Intersectional: cumulative effects

- ## Scope and limitations
  - **DIAMAS project scope:** Gender, multilingualism, accessible/inclusive websites
  - **Toolsuite template:** 500 words (narrative) + some fields (keywords, related articles, references)

- ## Decision: 4 toolsuites (cross-referenced)
  - One overarching EDIB toolsuite, and one each for gender, multilingualism, and accessible/inclusive websites

3) Identify sources of information, extract content

- DIAMAS IPSP Landscape Report (with ISPS survey results)
- Scale up literature review
  - Zotero: approx. 500 items in library, organized into subcollections (e.g. gender, multilingualism, different stakeholders)
  - Academic sources AND "grey" literature (policy documents, popularized content, professional)
  - Google Doc with *a lot* of information
    - Keep it all in one place
    - Organize it with logical subheadings
    - Copy and paste extracts for more focused documents

- Preferred content:
  - Recent (last 5-10 years), multilingual
  - Context, discussions, implications of not addressing EDIB
  - Barriers, frequently asked questions or concerns
  - Overarching issues relevant to multiple regions
  - Practical guidelines, recommendations, tips

4) Package information into a useful format

- **Consistency and coherence**
  - **Terminology** (edit or expand glossary), e.g. EDI vs DEI vs EDIB
  - **Template**: Narrative = identification of problem, consequences of not addressing it, potential actions by different stakeholders
  - **Additional resources**: tables, same headings, consistent colours
  - **Cross-references** to other toolsuites (interest in one facet of EDIB might prompt interest in others)
- **Know your audience!**
  - **Professionals**, not academics
  - **Practical** tips, examples
  - **User-friendly** format
  - **Targeted** to their specific situation
- **Additional resources:**
  - Table format
  - Bullet points + clickable links to further information
  - Colour-coded for different stakeholders
  - Some repetition (same tip might apply to more than one stakeholder)

Multilingualism

Abstract: English dominates scholarly publishing, but using a single language has consequences for researchers, research and society. Multilingualism is the use of more than one language to disseminate research. This could include translating individual publications, but it also entails a publishing ecosystem where publishing takes place in a variety of languages. Steps to support multilingualism include diversifying reviewer pools and editorial boards, translating websites and resources, and implementing policies to publish in multiple languages.

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Main text:

In recent decades, English has emerged as the dominant language for scholarly publishing. However, using a single language for research dissemination privileges some scholars while marginalising others, which has consequences not only for individuals, but also for research and society more broadly. For instance, Non-Anglophone researchers may need longer to read and write in English and may face more revisions and rejections. This may result in a lower volume of research output, which could impact career advancement (Ramírez-Castañeda 2020). What's more, when scholars do choose to publish in a language other than English, their work is less likely to be indexed in prestigious databases, thus making it less discoverable and less likely to be cited (Di Bitetti and Ferreras 2017). Meanwhile, English-speaking scholars, who come mainly from Western cultures, will have more visibility and power, and this could influence which subjects are investigated and which communities benefit from the results (Amano et al. 2016). Their higher visibility and volume of output may also improve career advancement opportunities for English speakers, such as prestigious appointments as journal editors, among others.

As consequences of using a single language for research dissemination become clearer, the movement to make scholarly publishing multilingual is gaining momentum (e.g. Helsinki Initiative 2019; UNESCO 2021). In this context, multilingualism could include translating individual publications into more than one language, but it also means supporting publication in a variety of languages even when the works published are not translations of one another (e.g. one journal or article may be published in Finnish and another in Polish).

IPSPs can help to support multilingual scholarly publishing in a variety of ways:

- Develop or revise journal mission statements and objectives to improve linguistic diversity, and monitor progress towards this goal;
- Translate journal websites and resources, as well as calls for papers, into languages beyond English;
- Diversify the pools of reviewers, editorial board members and editors to have greater linguistic coverage, and ask authors whether they can accept peer review or editorial feedback in other languages;
- Audit author guidelines to clarify policies and practices around multilingualism (e.g., which publishing languages are accepted, whether translations are permitted, how to cite works in other languages, whether total word limits can be extended for some languages);
- Provide concrete guidance to help authors write in a way that optimises their text for translation;
- Implement policies to host translated abstracts, plain language summaries or full-texts alongside published articles;
- Create a visible byline or a field in service acknowledgement platforms (e.g. Publons) to recognize translators or multilingual editors;
- Offer low-cost licence agreements that permit authors to translate their publications

Licensing

Related Toolsuite Articles

- Equity, Diversity, Inclusion and Belonging (EDIB)

Related Guidelines and Training Materials

[Multilingualism: Recommendations for consideration by different actors in scholarly publishing](#)

References

Amano, Tatsuya, González-Varo, Juan P., and Sutherland, William J. (2016) "Languages Are Still a Major Barrier to Global Science," *PLOS Biology* 14(12): e2000933. https://doi.org/10.1371/journal.pbio.2000933

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Helsinki Initiative on Multilingualism in Scholarly Communication (2019) Helsinki: Federation of Finnish Learned Societies, Committee for Public Information, Finnish Association for Scholarly Publishing, Universities Norway and the European Network for Research Evaluation in the Social Sciences and the Humanities. https://doi.org/10.6084/m9.figshare.7887059

Khelifa, Rassim, Amano, Tatsuya, and Nuñez, Martin A. (2022) "A solution for breaking the language barrier," *Trends in Ecology & Evolution* 37(2): 109-112. https://doi.org/10.1016/j.tree.2021.11.003

Ramírez-Castañeda, Valeria (2020) "Disadvantages in preparing and publishing scientific papers caused by the dominance of the English language in science: The case of Colombian researchers in biological sciences," *PLOS One* 15(9): e0238372. https://doi.org/10.1371/journal.pone.0238372

UNESCO (2021). *UNESCO Recommendation on Open Science.* https://doi.org/10.54677/MNMH8546

Additional resources

- [EASE Guidelines for Authors and Translators of Scientific Articles to be Published in English](#), European Association of Science Editors (EASE)
- [Running a journal in a local or regional language](#), Open Access Journal Toolkit
- [Good Practice Advice for Managing Multilingual and Non-English Language Content in Repositories](#), Confederation of Open Access Repositories
- [Ten Tips for Overcoming Language Barriers in Science](#), T. Amano, C. Rios Rojas, Y. Boum II, M. Calvo, and B. B. Misra
- [Language Barriers in Organismal Biology: What Can Journals Do Better?](#) (see Figure 5), B. Nolde-Lopez, J. Bundus, H. Arenas-Castro, D. Román, S. Chowdhury, T. Amano, V. Berdejo-Espinola, and S. M. Wadgymar

Keywords

Language bias; language discrimination; language diversity; linguistic bias; linguistic discrimination; linguistic diversity; multilingualism; translation

Glossary

Equity, Diversity, Inclusion and Belonging (EDIB); Institutional publishing service providers (IPSP); Multilingualism

Frequently Asked Questions (FAQ)

- What do we mean by multilingualism in scholarly publishing?
- What types of linguistic discrimination can occur in scholarly publishing?
- What are some of the consequences of linguistic discrimination in scholarly publishing?
- Who can play a role in supporting multilingualism in scholarly publishing?
- What types of actions can be taken to support multilingualism in scholarly publishing?
- How can I get started implementing multilingualism in scholarly publishing?
- Where can I learn more about multilingualism in scholarly publishing?

Multilingualism

Owner(s)
TSV (Lynne Bowker, Janne Pölönen, Mikael Laakso, Claire Redhead)

Peer reviewer(s)

Introduction

As a companion document to the toolsuite on multilingualism, these guidelines provide some practical suggestions to help Institutional Publishers and Service Providers (IPSPs) integrate multilingualism into their activities. These guidelines include the recommendations laid out in the DIAMAS Extensible Quality Standard in Institutional Publishing (EQSIP) v1.1 (Armengou et al. 2023). Given that each IPSP may be at a different stage of integrating multilingual practices, and that each IPSP may have different resources at their disposal, the guidelines have been organized into three broad categories:

- **A. Easy to accomplish**: So-called "quick wins", these are practices that can be implemented relatively quickly and easily and need few resources.
- **B. Moderate investments for the mid-term**: These practices may require more effort or resources to implement than the "quick wins", but overall these investments are relatively modest and can be achieved without significant costs.
- **C. Longer term goals**: These practices may require additional planning or resources, or may need to be developed over a longer period of time.

Within each category, an attempt has been made to organize the suggestions from most easy to accomplish/least resource-intensive to most challenging/resource-intensive. It is important to note that this list of guidelines is suggestive, rather than comprehensive, and the suggestions may not be equally relevant to all IPSPs.

Body

A. Easy to accomplish:
1. Develop a policy statement confirming that submissions within the thematic scope and language of the journal are accepted from all potential authors and that decision-making concerning content is without regard to their language

4. Set goals for diverse linguistic representation among editorial board members and peer reviewers, and monitor progress towards the goals.
5. Create an explicit recognition mechanism to credit translators for their work (e.g. include a by-line field under the author's name, or generate a certificate as some publishers already do for peer reviewers).
6. Deliver peer review training sessions or provide peer review guidelines in multiple languages.

C. Longer term goals:
1. Publish abstracts and full-texts in two or more languages in the same document or as separate documents, if the authors provide the translations.
2. Develop a mechanism for collecting and monitoring the number/proportion of abstracts and full texts that are multilingual and make this information available.
3. Publish content in a machine-translation friendly format (e.g. in HTML instead of only in PDF) to make it easier for researchers who want to engage with the content via machine translation tools.
4. Translate the website, policies, guidelines, and calls for papers into at least one additional language and ensure that the same information is provided in all languages.
5. Provide English-language metadata in cases where the language of the text is not English.
6. Subsidize or fully support professional translation and language-check services for authors.

References

- Armengou, Clara, Redhead, Claire, and Rooryck, Johan (2023) Extensible Quality Standard in Institutional Publishing (EQSIP) V1.0.

Further reading

- Acceptable secondary publication: Publishing the same research in multiple languages, Charlesworth Author Services
- ACS Authoring Services, American Chemical Society
- APA Citation Style: Working with Foreign Language Materials, Mount Saint Vincent University Library & Archives
- Bias awareness in scholarly publishing, Knowledge Works Global
- Citation Diversity: An Introduction, Dalhousie University

Observations about the process

- Make it a **collaborative** process, **but** assign a "champion" to prepare drafts
  - Meet regularly, brainstorm ideas, and record them in a shared document BUT it may be easier for one person to prepare a concrete draft and that others can respond to rather than trying to write a first draft jointly
- Remember the **scope**, **but** be open to learning from related fields
  - Tips and recommendations put forward for other areas of EDIB were sometimes transferable to the areas of focus for our toolsuites; need to account for intersection
- Start drafting **early**
  - There's a lot of information out there and it would be easy to read forever… start writing!
  - Writing concisely is very challenging and time-consuming! Revisions *will* be needed.
- Use **tools** to support your process
  - Zotero was a huge time saver!

General observations about EDIB in scholarly pub

- EDIB identified as an issue in a **variety of disciplines**
  - e.g. addiction studies, biology, chemistry, ecology, math, medicine, neuroscience, psychology, SSH

- More discussion of **problems**, fewer proposals for solutions (or solutions not tested)
  - Confirms need for toolsuites and training materials

- More **concrete action** taken so far for accessibility and gender equity, less for multilingualism
  - Accessibility is addressed by legislation in many regions, gender is increasingly governed by policies
  - Multilingualism less formalized outside governments; multilingualism seems more complicated to address in practical ways

- **Intersectionality** is often noted as an issue in EDIB
  - The cumulative way that the effects of different forms of discrimination (e.g. linguistic, gender, geographical, racial, socioeconomic) combine, overlap, or intersect, particularly in the case of people who are marginalized (Crenshaw 1991)

- EDIB is **complicated**! But that doesn't mean we can ignore it
  - Sometimes fixing one problem creates another (e.g. OA emphasizes transparency and openness (open peer review), but some efforts to promote EDIB require non-transparency (e.g. double-anonymized reviews reduce gender disparities)
  - Level of interest, engagement and action differ from one region to the next and from one stakeholder group to the next

DIAMAS

Thank you!

Questions or comments?

Please give us some feedback on the toolsuite & guidelines via survey

https://survey.tsv.fi/index.php/528763?lang=en