The Journal of Academic Librarianship 39 (2013) 321–329

Contents lists available at ScienceDirect

The Journal of Academic Librarianship

Publishing in Discipline-Specific Non-Library Journals for Promoting Information Literacy

Robert Tomaszewski [a,*], Karen I. MacDonald [b,1], Sonia Poulin [a,2]

[a] Concordia University, 1455 boulevard De Maisonneuve Ouest, Montréal, Québec, Canada H3G 1M8
[b] Kent State University, 800 E. Summit Street, Kent, OH 44240, USA

ARTICLE INFO

Article history:
Received 30 March 2012
Accepted 26 October 2012
Available online 7 March 2013

Keywords:
Information Literacy
Arts & Humanities
Sciences
Social Sciences
Non-Library Journals
Publishing

ABSTRACT

Academic librarians tend to publish in traditional "library" journals rather than journals directed at other academic disciplines, thereby missing the opportunity to inform and educate a key audience. This article alerts librarians to publishing opportunities in discipline-specific academic journals in the Arts & Humanities, Sciences, and Social Sciences, both as a means of promoting information literacy (IL) and effecting outreach to faculty. Selection criteria are defined and discussed. The results of the study are presented by discipline in table format with data on each journal including publisher, affiliation, publication frequency, review time, acceptance rate, and ranking indicators.

INTRODUCTION

Most librarians tend to publish in librarianship journals. This approach seems completely appropriate for librarians that focus their research efforts on library management, collection development, and technical services. Academic reference librarians, however, should consider publishing in journals directed at the academic disciplines they serve. By exercising the option of submitting their research to non-librarianship journals, the academic reference librarian can choose from a wider variety of journals and, more importantly, open doors for communicating information literacy (IL) skills to a targeted audience — namely the teaching and research faculty who are in a position to invite a librarian into the classroom for bibliographic instruction.

LITERATURE STUDY

In a 1989 editorial, Moffett opined that "what we write is seen by almost nobody, but other librarians. For all our meetings, conferences, and preconferences, for all our committees and task forces, our journals and yearbooks, are we any better understood by our clients in whose behalf we labor?" (Moffett, 1989, p. 609). Kornegay stated that "the ideas which we present in our journals are often interesting to other librarians, but consider how useful and effective much of our writing could be if it were read by another academic audience — the college teaching faculty" (Kornegay, 1990, p. 1033). Kornegay went on to identify three categories of journals as possible candidates for librarians to publish — issue orientated journals, which report on news and trends in higher education (e.g., *The Chronicle of Higher Education*), teaching-practice journals (e.g., *College Teaching*) and subject-specific journals, which address the pedagogy of a subject and comprise the largest category (e.g., *Teaching of Psychology*) (Kornegay, 1990). According to Bruce, "it has been evident that little of the literature is appearing in mainstream higher education journals or discipline-based journals, suggesting that the transformation of the information literacy agenda from a library-centred issue to a mainstream educational issue is only beginning" (Bruce, 2001, p. 113).

Previous studies containing lists of potential non-library journals were from the early 1980s for the Arts & Humanities (Kenney, 1983) and the Social Sciences (Kenney, 1984), while in the 1990s for the Sciences (Weimer, 1993). Other studies have searched information literacy content across discipline-specific pedagogical journals with conclusions that most of the content contained little information about libraries and that few articles were actually written by librarians (Jacobson & Vallely, 1992; Stevens, 2007; Still, 1998). A bibliographic guide to non-library and information science journals was also published in 2000 by the American Library Association (ALA), however much of that information is now outdated (Library Instruction Round Table, 2000). The Association of College & Research Libraries updates a short list of pedagogical journals from non-library academic fields every three years (Association of College and Research Libraries, 2010).

This article presents an updated list (Table 1) of journals that provide publishing opportunities for academic reference librarians in the

* Corresponding author. Tel.: +1 514 848 2424x5237.
E-mail addresses: Robert.Tomaszewski@concordia.ca (R. Tomaszewski), kmacdon4@kent.edu (K.I. MacDonald), Sonia.Poulin@concordia.ca (S. Poulin).
[1] Tel.: +1 330 672 1683.
[2] Tel.: +1 514 848 2424x7759.

0099-1333/$ – see front matter © 2012 Elsevier Inc. All rights reserved.
http://dx.doi.org/10.1016/j.acalib.2012.10.007

disciplines — Arts & Humanities, Sciences, and Social Sciences. Before selecting a journal for article submission, an author should consider and prioritize several criteria (Bennett, 2010; Boellstorff, 2011; Cunningham, 2004; Henson, 2001; Holmes, Hodgson, Nishimura, & Simari, 2009; Klingner, Scanlon, & Pressley, 2005; Nihalani & Mayrath, 2008; Northam, Yarbrough, Haas, & Duke, 2010; Shidham, Pitman, & DeMay, 2012; Thompson, 2007). These criteria are discussed below.

INITIAL SELECTION CRITERIA

AUDIENCE AND SCOPE

Understanding the journal's audience is crucial when deciding where to submit a manuscript. Some journals focus on a specific subject area or theme, while others are intended to appeal to a broader audience. A manuscript will be rejected quickly if it does not fit within the scope of the journal. Moreover, it is important that the themes of the manuscript coincide with the nature of other articles in a particular journal. For example, an article about a 'librarian's outreach approaches in a biology class' might be regarded with more acceptability in a journal whose scope focuses on education in biology, whereas an article about a 'librarian's outreach approaches to science classes' may be more appropriate in a general education journal. To increase the likelihood of submitting to a relevant journal, it can be helpful to examine the journal archives to ensure an article topic is of interest to the readership.

Another aspect to consider is the type of manuscripts a journal accepts (e.g., a research or review article, short communication, perspective or opinion paper, etc.). If a journal accepts only empirical research studies, it is probably not the best place for reference librarians to submit a manuscript. The content and scope of a journal is generally stated in the 'Instructions for Authors' section of the journal's web page.

PEER-REVIEW

Many journals put articles through a review process. Peer-review is considered an indicator of journal and article quality. An article published in a peer-reviewed journal is usually more highly regarded than other types of publications. Peer-review can be anonymous (i.e., blind review) or open. Reviewers evaluate the manuscript and make a recommendation to the journal editor: accept without changes or with minor changes, major revision or rejection. Very often, peer-reviewed publications are required for academic promotion and tenure. All non-library journals recommended in this study utilize a peer-review process.

JOURNAL INDEXING

The visibility of a journal's content is enhanced when it is indexed in a general or subject-specific database. When a journal is indexed in a database, its content is searchable by the academic community at large. This increases the chances that the articles get cited. Database indexing can also affect other bibliometric data such as the article's citation counts, *h*-index, and the number of article PDF downloads. Such information may be used for evaluating an author's research productivity during promotion or tenure. All non-library journals identified in this study are indexed in one or more databases.

OTHER SELECTION CRITERIA

Once the issues of journal scope, database indexing and peer-review status have been considered, the librarian-author is encouraged to consider other criteria before submitting a manuscript for review: publishing body, publication history and frequency, peer-review process and review time, manuscript acceptance rate, and objective ranking indicators. The relative importance of any of these criteria can vary based on academic discipline, the preferences of a promotion and tenure committee, or even the academic institution. Librarian-authors are encouraged to evaluate all relevant criteria before making a final journal selection.

AFFILIATION

Subject-related journals are frequently published by associations or societies that have a serious interest in the journal content. Members of these organizations, generally from academia and industry, share an interest in the developments and trends of their field. For example, the *Journal of Engineering Education* is published quarterly by the American Society for Engineering Education in partnership with ten other societies and associations worldwide. Presenting at conferences or publishing in journals hosted by associations and societies provides an opportunity for reaching to the broader subject community. By publishing in discipline-specific non-library journals, *librarians* have an opportunity to reach the broader subject community, much as they can stay informed about changes and trends in a discipline by attending subject-specific conferences (Tomaszewski & MacDonald, 2009).

PUBLICATION HISTORY

The length of time a journal has existed may also be a factor for consideration. It can take years for a journal to become recognized in its field, but once a journal is established and highly regarded, it is read by a larger audience. It can be more difficult to get an article published in an established journal. On the other hand, newer journals often need articles to fill a publication and thus may be more accepting during the review process. However, they are probably read by a smaller audience. New journals also need time to acquire ranking indicators and to become indexed in databases.

PUBLICATION FREQUENCY

Publication frequency refers to the number of times a journal is published per year. If an article is accepted in a journal that publishes only once or twice a year, it will take more time for the article to appear in print.

REVIEW TIME

Speedy publication can be an important consideration for an author when deciding where to submit a manuscript. There are two major wait-times during publication - the time from 'submission to acceptance' and the time from 'acceptance to publication.' According to *Cabell's Directories*, the "Time to review is the amount of time that passes between the submission of a manuscript and notification to the author regarding the results of the review process" (Cabell Publishing, 2012). The time taken from acceptance to publication varies, depending on the journal. Journals published annually usually allow more time for the review process. Since they are published only once a year, the time from acceptance to publication is definitely longer.

Other factors such as method of submission (i.e., online submission protocol or snail mail), nature and length of manuscript, number of reviewers, time of year, and total number of manuscripts submitted to the editor may all influence time variations from one journal to another or one article to another. The time frame for publication becomes longer if the reviewers require significant revisions to a manuscript. The recommendation to 'revise and re-submit' is the start of another time-consuming process. If a journal rejects the article, the determined author will need to repeat the entire process with a different journal.

ACCEPTANCE RATE

According to *Cabell's Directories*, the "Acceptance Rate refers to the number of manuscripts accepted for publication relative to the number of manuscripts submitted within the last year" (Cabell Publishing, 2012). Acceptance rates are sometimes used as an indicator of a journal's prestige. Low acceptance rates suggest that the selection process for publication is more stringent. The theory is that the 'lower the acceptance rate, the choosier the journal.' Occasionally, new journals have high acceptance rates which may later decrease as the number of manuscript submissions increases and the selection process becomes more restrictive.

Acceptance rates can sometimes be found on a journal's homepage, on professional association web sites (e.g., American Psychological Association (APA)) or in various directories (e.g., *Cabell's Directories*), however, these sources may not always be current. Correspondence with the journal's editor(s) or a member of the editorial board should provide more current information.

RANKING INDICATORS

Journals may be quantitatively measured, compared, and ranked. Impact Factors are probably the most well-known ranking indicators, originally created by Eugene Garfield in the 1950s (Garfield, 1955, 2006), and used to describe how frequently articles in a journal are cited. Impact Factors are accessible from the *Journal Citation Reports* (JCR) database, a subscription product of Thomson Reuters. According to Thomson Reuters, "The Journal Impact Factor is the average number of times articles from the journal published in the past two years have been cited in the JCR year" (Thomson Reuters, 2011). Journals are added to the *Science Citation Index* or *Social Sciences Index* when citations and source items are captured so that calculations can be made to produce an impact factor. Criteria for journal inclusion in JCR include publication timeliness, full-text publication in English, peer-review, international editorial conventions, contribution diversity, citation history, and self-citation rates (Thomson Reuters, 2012). Some journals may not have an impact factor due to the influence of the journal's self-citations that would distort the meaning of the value in comparison to other journals. Most journals listed in JCR have self-citation rates below 15% (Thomson Reuters, 2012).

A journal may also be assessed by obtaining the journal's Eigenfactor™ using the open access resource (http://www.eigenfactor.org/) developed by Carl Bergstrom and his laboratory (Bergstrom, 2007; West, Bergstrom, & Bergstrom, 2010). In addition to using data from the journals listed in Thomson Reuters *Journal Citation Reports*, the Eigenfactor™ metric counts citations over a five-year span and omits self-citations. According to Bergstrom, the "Eigenfactor™ [score] measures the total influence of a journal on the scholarly literature or, comparably, the total value provided by all of the articles published in that journal in a year" (Bergstrom, 2007, p. 315). Bergstrom, West, and Wiseman describe a journal's Eigenfactor™ score as a "measure of the journal's total importance to the scientific community" (Bergstrom, West, & Wiseman, 2008, p. 11433). In general, journals that publish more articles will be visited more often by researchers and therefore, will have more citations and larger Eigenfactor™ scores. Bergstrom further states that if "one wants to estimate the importance of an article by the company it keeps, the size of the journal in which it is published is not relevant. Instead one would want to measure the average influence of articles appearing in the same journal. The measure that we use as the Article Influence for a journal is proportional to the Eigenfactor™ divided by the number of articles. This measure is more directly comparable to ISI's familiar Impact Factor" (Bergstrom, 2007, p. 315).

Another method of assessing journal rank involves finding the *SCImago Journal Rank* (SJR) score and *h*-index of a journal using the SCImago Journal & Country Rank portal, an open access resource (www.scimagojr.com/) created by Felix de Moya Anegón and the SCImago Lab (Gomez-Nunez, Vargas-Quesada, de Moya-Anegon, & Glanzel, 2011; Gonzalez-Pereira, Guerrero-Bote, & Moya-Anegon, 2010). The SJR indicator ranks over 18,000 journals indexed in the *Scopus* database using the Google PageRank algorithm for the three previous years. The SJR indicator "expresses the average number of weighted citations received in the selected year by the documents published in the selected journal in the three previous years" (SCImago Lab, 2007).

The *European Reference Index for the Humanities* (ERIH) is a reference index of the European Science Foundation (ESF) used to enhance journal visibility (http://www.esf.org/research-areas/humanities.html). A panel of experts in each discipline ranks academic journals into categories on the basis of audience, distribution, and reach. According to the ESF, "any journal accepted in the ERIH lists has had to meet stringent benchmark standards: peer review of submissions, an active international editorial board, timeliness of turnaround, openness to new authors, professional bibliographic information, etc." (European Science Foundation, 2012).

METHODOLOGY

This list of recommended journals was developed by searching source lists of various popular databases in each of three broad areas: Arts & Humanities, Sciences, and Social Sciences. General pedagogical journals in higher education, such as the "*International Journal of Teaching and Learning in Higher Education*," "*College Teaching*," and "*Academic Exchange Quarterly*," have been *excluded* from this study, as they are not discipline-specific.

Journal websites were reviewed to verify an appropriate scope and to ensure that it included a pedagogical component at the university or college level. All journals were current and peer reviewed. Journals not meeting these criteria were eliminated from further consideration. Journal websites and *Ulrichsweb* were used to gather information on editors, publishing body, and frequency. E-mail letters were sent to journal editors for information about acceptance rates and review times. If there was no reply within two weeks, a follow-up email was sent.

ARTS & HUMANITIES

In order to ensure the widest reach possible throughout the Arts & Humanities, source lists for twenty-four databases were identified and searched. Discipline-specific databases selected were: *ArtBibliographies Modern*, *Art Index*, *International Index to the Performing Arts*, *International Bibliography of Theatre & Dance*, *FIAF International Index to Film Periodicals*, *Film & Television Literature Index*, *RILM Abstracts of Music Literature*, *Année Philologique*, *Communication Abstracts*, *Communication & Mass Media Complete*, *America History and Life*, *Historical Abstracts*, *MLA Directory of Periodicals*, *Linguistics and Language Behavior Abstracts*, *Philosopher's Index*, *ATLA Religion Database*, *Religious and Theological Abstracts*, *Religion & Philosophy Collection*, and *ATLA Catholic Periodical and Literature Index*. Multidisciplinary databases selected were: *Humanities Abstracts*, *British Humanities Abstracts*, *Arts and Humanities Full Text*, *Humanities International Complete*, and *Arts & Humanities Citation Index* from *Web of Science*.

The source lists for each of these databases was searched for the occurrence of the following keywords: educ*, pedagog*, instruct*, colleg*, learn*, literacy, teach*, curric*, and method*. Eliminating duplicates, ceased titles, education and library science journals as well as non-peer reviewed titles, reduced the initial list from 520 to 149 titles. A review of journal scope further reduced the list to 98 titles.

SCIENCES

The source lists of three databases were used to identify pedagogical journals in the Sciences. These databases were: *ERIC*, *ProQuest Education*

Table 1
Selected Discipline-Specific Non-Library Journals.

Subject	Journal	Publisher	Affiliation	Start Year of Journal	Publication Frequency	Review Time	Acceptance Rate	Impact Factor (2011)	EF[a] (AI) (2010)	SJR[b] Score & *h*-Index (2011)	ERIH[c] (2011)
Arts	*Arts Education Policy Review*	Routledge		1899	4/year	1.5 months	60%	No	No	No	No
	International Journal of Education & the Arts	International Journal of Education & the Arts		2000	Irregular	6 months	15%	No	No	No	No
	Journal of Architectural Education	Routledge	Association of Collegiate Schools of Architecture	1947	2/year	4–12 months	8–10%	No	No	Yes	No
	SECAC Review[d]	Southeastern College Art Conference		1966	1/year	2–3 months	30–40%	No	No	No	No
	Studies in Art Education: A Journal of Issues and Research	National Art Education Association		1959	4/year	2 months	18%	No	No	No	No
Biology	*Advances in Physiology Education*	American Physiological Society		1989	4/year	1 month	47%	Yes	Yes	Yes	No
	American Biology Teacher (The)	University of California Press	National Association of Biology	1938	9/year	3–6 months	40%	Yes	Yes	Yes	No
	BioScience	University of California Press	American Institute of Biological Sciences	1951	12/year	3 months	45%	Yes	Yes	Yes	No
	Journal of Biological Education	Routledge	Society of Biology	1967	4/year	4 months	30%	Yes	Yes	Yes	Yes
Chemistry	*American Journal of Pharmaceutical Education (The)*	American Association of Colleges of Pharmacy		1937	10/year	1 month	46%	Yes	Yes	No	No
	Journal of Chemical Education	Division of Chemical Education, Inc. of the American Chemical Society	American Chemical Society	1924	12/year	Unavailable	50%	Yes	Yes	Yes	Yes
Communication Studies	*Australian Journalism Review*	Journalism Education Association of Australia		1979	2/year	2.5 months	30%	No	No	No	No
	Communication Education	Routledge	National Communication Association	1952	4/year	1–2 months	12–14%	No	No	Yes	No
	Communication Teacher	Routledge	National Communication Association	1986	4/year	2 months	25%	No	No	Yes	No
	Journalism & Mass Communication Educator	SAGE	Association for Education in Journalism and Mass Communication	1944	4/year	2 months	31%	No	No	No	No
	Learning, Media & Technology	Routledge		1975	4/year	2 months	9%	Yes	Yes	No	Yes
Computer Science	*Computers & Education*	Elsevier		1977	8/year	4–6 months	23%	Yes	Yes	Yes	Yes
	Journal of Computer Assisted Learning	Wiley-Blackwell		1985	6/year	2.5 months	20%	Yes	Yes	Yes	Yes
	Journal of Computing in Higher Education	Springer		1989	3/year	1.5 months	45%	No	No	Yes	Yes
Economics	*Journal of Economic Education (The)*	Routledge		1969	4/year	Unavailable	19%	Yes	Yes	Yes	Yes
Engineering	*IEEE Transactions on Education*	IEEE Education Society		1958	4/year	2 months	24%	Yes	Yes	Yes	Yes
	International Journal of Engineering Education	Dublin Institute of Technology, Tempus Publications		1985	6/year	1 month	10%	Yes	No	Yes	Yes
	Journal of Engineering Education	American Society for Engineering Education	Australasian Association for Engineering Education Brazilian Association for Engineering Education Indian Society for Technical Education International Society for Engineering Education International Association for Continuing Engineering Education Journal of Engineering Education Korean Society for Engineering Education Latin American and Caribbean Consortium of Engineering Institutions National Association of Engineering Colleges and Schools Research in Higher Education of Engineering	1910	4/year	2.5 months	8%	Yes	Yes	Yes	No

	Journal of Professional Issues in Engineering Education and Practice	American Society of Civil Engineers		1956	4/year	9 months	56%	Yes	Yes	Yes	No
General humanities	*Interdisciplinary Humanities*	Humanities Education and Research Association		1984	2/year	4 months	25–45%	No	No	No	No
	Kairos: A Journal of Rhetoric, Technology and Pedagogy[c]	Kairos		1996	2/year	6–18 months	12%	No	No	No	No
General Sciences	*Decision Sciences Journal of Innovative Education*	Wiley-Blackwell	Decision Sciences Institute	2003	4/year	2 months	20–25%	No	No	No	No
	Instructional Science: An International Journal of the Learning Sciences	Springer	International Society of the Learning Sciences	1972	6/year	3 months	60%	Yes	Yes	Yes	Yes
	International Journal of Science Education	Routledge	European Science Education Research Association National Association for Research in Science Teaching	1979	18/year	3 months	25%	Yes	Yes	Yes	Yes
	Journal of College Science Teaching	National Science Teachers Association		1971	6/year	2 months	30–35%	No	No	No	No
	Journal of Natural Resources & Life Sciences Education	American Society of Agronomy	Agricultural & Applied Economics Association American Association for Agricultural Education American Institute of Biological Sciences American Phytopathological Society American Society for Horticultural Science American Society of Plant Biologists	1972	1/year	18 months	60%	No	No	No	No
	Journal of Research in Science Teaching	Wiley-Blackwell	National Association for Research in Science Teaching	1963	10/year	2 months	7%	Yes	Yes	Yes	Yes
	Journal of Science Education	Foundation Journal of Science Education		2000	2/year	2 months	40%	No	No	Yes	No
	Journal of Science Education and Technology	Springer		1992	6/year	1–1.5 months	30–40%	Yes	Yes	Yes	Yes
	Journal of the Learning Sciences (The)	Routledge	International Society of the Learning Sciences	1991	4/year	4–6 months	15%	Yes	Yes	Yes	Yes
	Research in Science & Technological Education	Routledge		1983	3/year	2 months	20%	No	No	No	Yes
	Science	American Association for the Advancement of Science		1880	1/week	1–2 months	7–8%	Yes	Yes	Yes	Yes
	Science & Education	Springer		1992	10/year	3 months	25%	Yes	No	Yes	Yes
	Science Educator (The)	National Science Education Leadership Association		1992	2/year	6 months	50%	No	No	No	No
General Social Sciences	*Social Education*	National Council for the Social Studies		1937	6/year	6 months	25%	No	No	No	No
	Social Studies (The)	Routledge		1909	6/year	2–3 months	40%	No	No	No	No
Geography	*Journal of Agricultural Education and Extension (The)*	Routledge		1994	4/year	3–6 months	25%	No	No	No	Yes
	Journal of Environmental Education (The)	Routledge		1971	4/year	4 months	30%	Yes	Yes	Yes	Yes
	Journal of Geography in Higher Education	Routledge		1977	4/year	Unavailable	40%	Yes	Yes	Yes	Yes
	Journal of Geoscience Education	National Association of Geoscience Teachers		1996	4/year	3 months	20%	No	No	Yes	No
Health	*Advances in Health Sciences Education*	Springer		1996	5/year	3 months	20%	Yes	Yes	Yes	Yes
	American Journal of Health Education	American Alliance for Health, Physical Education, Recreation, and Dance	American Association for Health Education	1970	6/year	3 weeks	15%	No	No	Yes	No
	Health Education	Emerald		1996	6/year	1.5 months	60%	No	No	Yes	No
	Health Education Journal	SAGE		1943	4/year	3–4 months	40%	Yes	Yes	Yes	Yes
	International Electronic Journal of Health Education (The)	American Association for Health Education		1998	1/year	1–2 months	25–30%	No	No	No	No

(continued on next page)

Table 1 (*continued*)

Subject	Journal	Publisher	Affiliation	Start Year of Journal	Publication Frequency	Review Time	Acceptance Rate	Impact Factor (2011)	EF[a] (AI) (2010)	SJR[b] Score & *h*-Index (2011)	ERIH[c] (2011)
Health	*Journal of Continuing Education in the Health Professions (The)*	Wiley-Blackwell	Alliance for Continuing Education in the Health Professions Association for Hospital Medical Education Society for Academic Continuing Medical Education	1981	4/year	1.5 months	30–35%	Yes	Yes	Yes	Yes
	Journal of Nutrition Education and Behavior	Elsevier	Society for Nutrition Education and Behavior	1969	6/year	2.5 months	28%	Yes	Yes	Yes	Yes
	Journal of Teaching in Physical Education	Human Kinetics		1981	4/year	2.5 months	30%	Yes	Yes	Yes	Yes
History	*History Teacher*	Society for History Education		1967	4/year	2–4 months	20%	No	No	No	Yes
	Journal of American History[f]	Organization of American Historians		1914	4/year	4–5 months	<10%	Yes	Yes	Yes	Yes
	Teaching History: A Journal of Methods	Emporia State University and College of Ozarks		1976	2/year	4 months	25–33%	No	No	No	No
Literature, Languages, and Linguistics	*College Composition and Communication*	National Council of Teachers of English	Conference on College Composition and Communication	1950	4/year	2–5 months	7%	No	No	Yes	No
	College English	National Council of Teachers of English		1939	6/year	4 months	10%	No	No	Yes	No
	Composition Studies	University of Winnipeg		1972	2/year	2.5 months	10–15%	No	No	No	No
	Computers and Composition: An International Journal	Elsevier		1983	4/year	2.5 months	19%	No	No	Yes	No
	ELT Journal	Oxford University Press		1946	4/year	1.5 months	10%	Yes	No	Yes	Yes
	English in Education	Wiley-Blackwell	National Association for the Teaching of English	1964	3/year	2 months	Unavailable	Yes	No	No	No
	Journal of Technical Writing & Communication	Baywood Publishing Company		1971	4/year	3 months	40%	No	No	No	No
	Literary & Linguistic Computing	Oxford University Press	Association for Computers and the Humanities Association for Literary and Linguistic Computing Society for Digital Humanities	1986	4/year	4 months	68%	Yes	Yes	No	Yes
	Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture	Duke University Press		2001	3/year	3–4 months	7%	No	No	No	No
	Research in the Teaching of English	National Council of Teachers of English		1967	4/year	3–6 months	<10%	Yes	Yes	Yes	Yes
	Studies on Medieval and Renaissance Teaching	Wichita State University		1990 (New Series)	2/year	2–6 months	95%	No	No	No	No
	TESL-EJ: The Electronic Journal for the Teaching of English as a Second Language	TESL-EJ		1994	4/year	4 months	5%	No	No	No	Yes
	Writing & Pedagogy	Equinox		2009	2/year	1 month	10%	No	No	No	Yes
Mathematics	*Educational Studies in Mathematics*	Springer		1968	9/year	1.5 months	20%	Yes	No	Yes	Yes
	International Journal for Technology in Mathematics Education (The)	Research Information Ltd.		1994	4/year	3–4 months	60%	No	No	No	No
	International Journal of Mathematical Education in Science and Technology	Taylor & Francis	British Society for the History of Mathematics	1970	8/year	2 months	60%	No	No	Yes	Yes
	International Journal of Science and Mathematics Education	Springer	National Science Council, Taiwan	2003	6/year	2 months	43%	Yes	No	Yes	No
	Journal for Research in Mathematics Education	National Council of Teachers of Mathematics		1970	5/year	3–6 months	6–10%	No	Yes	Yes	Yes
	Journal of Computers in Mathematics and Science Teaching	Association for the Advancement of Computing in Education		1981	4/year	3–4 months	15%	No	No	No	No
	Mathematics Teacher	National Council of Teachers of Mathematics		1908	9/year	1.5 months	15–25%	No	No	No	No
	PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies	Taylor & Francis		1991	8/year	4 months	60%	No	No	Yes	No

Medical	*Medical Education*	Wiley-Blackwell	Association for the Study of Medical Education	1966	12/year	1.5–3 months	20%	Yes	Yes	Yes	Yes
	Medical Teacher	Informa Healthcare	Association for Medical Education in Europe	1979	12/year	2–4 months	25%	Yes	Yes	Yes	Yes
	Teaching and Learning in Medicine	Routledge		1989	4/year	3 months	20–30%	Yes	Yes	Yes	Yes
Music	*British Journal of Music Education*	Cambridge University Press		1984	3/year	3 months	50%	Yes	No	No	Yes
	Bulletin of the Council for Research in Music Education	University of Illinois Press		1963	4/year	3–6 months	24%	No	No	Yes	No
	College Music Symposium	College Music Society		1961	1/year	1.5 months	70%	No	No	No	No
	e-Journal of Studies in Music Education	National Centre for Research in Music Education and Sound Arts University of Canterbury (NZ)		1997	3/year	Unavailable	80%	No	No	No	No
	Journal of Music History Pedagogy	American Musicological Society		2010	2/year	1–2 months	20–25%	No	No	No	No
	Journal of Music, Technology & Education	Intellect		2008	3/year	2 months	53%	No	No	No	No
	Journal of Research in Music Education	SAGE	National Association for Music Education	1953	4/year	3–4 months	20%	No	No	Yes	No
	RIME: Research & Issues in Music Education	Research & Issues in Music Education		2003	1/year	1–2 months	50%	No	No	No	No
Nursing	*Journal of Continuing Education in Nursing (The)*	SLACK		1970	12/year	2 months	75%	Yes	Yes	Yes	No
	Journal of Nursing Education	SLACK		1962	12/year	2 months	20%	Yes	Yes	Yes	No
	Nurse Education Today	Elsevier		1981	8/year	Unavailable	20%	Yes	Yes	Yes	No
	Nurse Educator	Lippincott Williams & Wilkins		1976	6/year	0.5–1 month	20%	Yes	Yes	Yes	No
Philosophy	*APA Newsletter on Teaching Philosophy*	American Philosophical Association		2001	2/year	1 month	80%	No	No	No	No
	Teaching Ethics: The Journal of the Society for Ethics Across the Curriculum	Philosophy Documentation Centre	Society for Ethics Across the Curriculum	2001	2/year	Unavailable	30%	No	No	No	No
	Teaching Philosophy	Philosophy Documentation Centre		1975	4/year	2 months	10–15%	No	No	No	No
Physics	*Physics Teacher (The)*	American Association of Physics Teachers		1963	9/year	3–6 months	31%	No	No	No	Yes
Political Science	*Journal of Political Science Education*	Routledge		2005	4/year	4 months	22%	No	No	Yes	No
	PS: Political Science & Politics	American Political Science Association		1968	4/year	4 months	24%	Yes	Yes	Yes	No
Psychology	*American Psychologist*	American Psychological Association		1946	9/year	1 month	16%	Yes	Yes	Yes	Yes
	British Journal of Educational Psychology	Wiley-Blackwell	British Psychological Society	1931	4/year	2.5 months	19%	Yes	Yes	Yes	Yes
	Cognition and Instruction	Routledge		1984	4/year	4–5 months	15–20%	Yes	Yes	Yes	Yes
	Educational Gerontology	Routledge		1976	12/year	3 weeks	Unavailable	Yes	Yes	Yes	Yes
	Educational Psychology Review	Springer		1989	4/year	1.5 months	20–30%	Yes	Yes	Yes	Yes
	Electronic Journal of Research in Educational Psychology	University of Almeria		2003	3/year	3 months	56%	No	No	Yes	No
	Journal of Educational Psychology	American Psychological Association		1910	4/year	2-3 months[g]	22%[h]	Yes	Yes	Yes	Yes
	Teaching Educational Psychology	Special Interest Group on Teaching Educational Psychology	American Education Research Association American Psychological Association	2005	3/year	2 months	30%	No	No	No	No
	Teaching of Psychology	SAGE		1974	4/year	2 months	20%	Yes	Yes	Yes	Yes
	Training and Education in Professional Psychology	American Psychological Association	Association of Psychology Postdoctoral and Internship Centers	2006	4/year	3 months	39%	Yes	No	No	No
Religion and Theology	*British Journal of Religious Education*	Routledge	Christian Education	1934	3/year	2 months	42%	Yes	Yes	Yes	Yes
	Journal of Adult Theological Education	Equinox	British and Irish Association for Practical Theology	1988	2/year	1–3 months	80%	No	No	No	No
	Religious Education	Routledge	Religious Education Association	1906	5/year	3 months	35%	No	No	Yes	No
	Theological Education[i]	Association of Theological Schools in the United States and Canada		1964	2/year	Unavailable	33%	No	No	No	No

(continued on next page)

Table 1 (*continued*)

Subject	Journal	Publisher	Affiliation	Start Year of Journal	Publication Frequency	Review Time	Acceptance Rate	Impact Factor (2011)	EF[a] (AI) (2010)	SJR[b] Score & *h*-Index (2011)	ERIH[c] (2011)
Religion and Theology	*Teaching Theology & Religion*	Wiley-Blackwell	Wabash Center for Teaching and Learning in Theology and Religion	1998	4/year	2 months	31%	No	Yes	Yes	No
Sociology	*Journal of Hospitality, Leisure, Sport & Tourism Education*	Elsevier		2002	2/year	1–6 months	50%	Yes	Yes	Yes	No
	Journal of Social Work Education	Council on Social Work Education		1965	3/year	3 weeks	35%	Yes	Yes	Yes	Yes
	Journal of Teaching in Social Work	Routledge		1987	5/year	6 months	20–25%	No	No	Yes	No
	Teaching Sociology	SAGE		1973	4/year	1 month	15%	No	No	Yes	Yes

[a] Eigenfactor Score cArticle Influence *Score*).
[b] *SCImago Journal Rank*.
[c] *European Reference Index for the Humanities*.
[d] Submissions due July 1.
[e] Webtexts only. Design must support arguments.
[f] *Annual issue, "Textbooks and Teaching" focuses on teaching practices, methods and resources.*
[g] *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods*.
[h] American Psychological Association.
[i] Unsolicited articles published in "Open Forum."

Journals, and *Web of Science*. The *Science Citation Index* from *Web of Science* was searched using the terms literacy, teach* (e.g., teacher, teaching), and educ* (e.g., education, educator). The journal title lists from the other two databases were visually examined. In all, 80 potential journals were identified for the sciences. Two titles were eliminated because the scope was directed toward K-12 content.

SOCIAL SCIENCES

The source lists of three databases were used to identify pedagogical journals in the Social Sciences: *ERIC*, *ProQuest Education Journals*, and *Web of Science*. The *Social Sciences Citation Index* from *Web of Science* was searched using the terms literacy, teach*, and educ*. The journal title lists from the other two databases were visually examined. Since the Social Sciences are highly interdisciplinary, special care was taken to avoid duplication. For example, psychology and geography journals may be indexed in science databases; religion and communication studies journals may be indexed in humanities databases. Using the limiting criteria of pedagogical scope, peer review, and currency produced 16 unique titles that had not been identified in the Arts & Humanities and Sciences methodologies.

DISCUSSION

A total of 194 journals were initially identified as potential venues in which subject librarians could publish bibliographic instruction content. Table 1 presents a final list of 117 journals, arranged alphabetically by subject area. There are 27 disciplines represented in the table arranged into 24 categories. Each category gives a range of potential non-library journals for librarians to submit their manuscripts. Ranking data for all subject areas were included in order to maintain consistency. The overall response rate to requests for information sent to journal editors was 83%. Responses were 91% positive and nine percent negative.

The study found cases where the scope of a journal did not reflect the content of recently archived articles. These inconsistencies may be attributed to a change in the direction of the journal, a change in editor or developments within a field of study or due to the scope not being continuously changed to match the evolving nature of the journal focus. In such instances where there was major inconsistency between the stated scope and the archived articles, the journals were excluded. Where journal editors provided a negative response or no response to the request for information, the journals were eliminated from further consideration, although some of the journals seemed to be obvious and highly-suitable venues for library instruction-related articles. In addition, the methodology used in the study may have produced a more complete list for the sciences than other subject areas since it was limited to searching source lists of journals indexed within databases. More descriptive journal title names in the sciences may have favoured better retrieval from the source lists in the Sciences than in the other subject areas, however this was not confirmed.

ARTS & HUMANITIES

The authors received 79 responses (81%) from the 98 e-mail requests for information sent to journal editors. There were 73 positive responses where the editor supplied the requested information, six negative responses and 19 non-responses (19%). Four editors specifically mentioned that articles from librarians would be most welcome such as "We'd be delighted to have academic librarians interested in publishing with us…," "I would be very interested in raising our submissions for music librarians…," "…[journal] would be a suitable place for academic librarians to submit articles about…." In the six cases of negative response, the editor indicated that the journal was not a suitable venue for librarians. Seven of the positive responses came with reminders about the disciplinary focus of the journal, such as "…the focus of our journal is…" These comments prompted an examination of the article

archives of the 73 journals, which revealed that although editors had supplied the requested data, 30 of the journals were not really suitable for librarian publications. As a result, 30 journals were not retained for inclusion in Table 1. The majority of these journals were in the disciplines of music and modern languages. Although these journals were pedagogical and discipline-specific, the article archives revealed that they published within a very narrow focus, such as the mechanics of learning an instrument or the use of technology in language learning.

Forty-three journals were retained for Table 1. Acceptance rates ranged from eight to 95% and review times ranged from one month to 18 months. Almost 50% of the journals classified in the humanities are ranked in one of the four ranking tools checked. Ten journals were included in the ERIH, five in Eigenfactor™, 14 in SJR, and eight had an Impact Factor. Seven journals appeared in multiple rankings.

SCIENCES

Eighty e-mail letters were sent to individual journal editors asking for information on the journal's acceptance rate and review time. A total of 68 responses (85%) resulted. There were 60 positive responses that provided all or some of the requested information, while eight responses were negative. The negative responses focused at librarians — "…is NOT a particularly good place for academic librarians to submit articles," "…highly unlikely that an academic librarian would submit a manuscript to a journal written for, by, and about…" "…this is not a journal suitable for librarians to publish," "I don't think our journal would be appropriate for your discipline…" One editor asked for more details regarding a librarian's suitability for publishing in their journal. After explaining to the editor that subject librarians may share similar interests with faculty and that collaboration between librarians and faculty could lead to publishing in subject-related journals, the editor provided the data.

All 60 of these journals were retained for inclusion in Table 1. Acceptance rates for Science journals ranged from six to 75%, while review times ranged from three weeks to 18 months. Forty-eight journals (80%) had a ranking indicator such as an Impact Factor, Eigenfactor™ or a SJR score. Forty Science journals had an Impact Factor. Thirty-six journals were ranked by the ERIH, likely due to the presence of the ERIH category "Pedagogical and Educational Research."

SOCIAL SCIENCES

Sixteen e-mail requests were sent to the editors for information on journal acceptance rates and review times. A total of 14 responses were received and all were positive providing all or some of the requested information. One editor responded stating that "Our journal is focused on education and training…and the articles are written by…I do not think it is the place for academic librarians to submit articles. If I am wrong, please let me know." When the authors replied to the editor and explained the type of articles librarians might submit, the data was provided.

All 14 of these journals were retained for inclusion in Table 1. Acceptance rates for the 14 Social Science journals ranged from 15 to 50%, while review times ranged from three weeks to six months. Seven Social Science journals have impact factors, while five were ranked by the ERIH.

CONCLUSION

One way reference librarians can outreach to their academic communities and promote IL is by publishing in journals read by the faculty. The journals identified in this study represent a sample of potential discipline-specific journals for communicating to faculty in the Arts & Humanities, Sciences, and Social Sciences. Other journals, not represented in the table may also be suitable candidates. Academic librarians submitting to discipline-specific journals are encouraged to carefully read the scope of the journal and browse the article archives to ensure that the journal in question is the best fit for publishing their research and achieving their goal.

REFERENCES

Association of College and Research Libraries, Research and Scholarship Committee. (2010). Pedagogical journals. Retrieved September 11, 2012, from http://www1.cms.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/pedagogicaljournals

Bennett, P. (2010). How to write a paper. *International Emergency Nursing*, *18*(4), 226–230.

Bergstrom, C. (2007). Eigenfactor: Measuring the value and prestige of scholarly journals. *College & Research Libraries News*, *68*(5), 314–316.

Bergstrom, C. T., West, J. D., & Wiseman, M. A. (2008). The Eigenfactor™ metrics. *The Journal of Neuroscience*, *28*(45), 11433–11434.

Boellstorff, T. (2011). Submission and acceptance: Where, why, and how to publish your article. *American Anthropologist*, *113*(3), 383–388.

Bruce, C. (2001). Faculty-librarian partnerships in Australian higher education: Critical dimensions. *Reference Services Review*, *29*(2), 106–116.

Cabell Publishing. (2012). *Cabell's directories of publishing opportunities: Research database of academic journals.* Beaumont, TX: Cabell Publishing Company. Retrieved September 11, 2012, from http://www.cabells.com/using.aspx#x1

Cunningham, S. J. (2004). How to… Write a paper. *Journal of Orthodontics*, *31*(1), 47–51.

European Science Foundation (2012). Humanities. Retrieved September 11, 2012, from http://www.esf.org/research-areas/humanities.html

Garfield, E. (1955). Citation indexes for science: A new dimension in documentation through association of ideas. *Science*, *122*(3159), 108–111.

Garfield, E. (2006). The history and meaning of the journal impact factor. *JAMA: The Journal of the American Medical Association*, *295*(1), 90–93.

Gomez-Nunez, A. J., Vargas-Quesada, B., de Moya-Anegon, F., & Glanzel, W. (2011). Improving SCImago journal & country rank (SJR) subject classification through reference analysis. *Scientometrics*, *89*(3), 741–758.

Gonzalez-Pereira, B., Guerrero-Bote, V. P., & Moya-Anegon, F. (2010). A new approach to the metric of journals' scientific prestige: The SJR indicator. *Journal of Informetrics*, *4*(3), 379–391.

Henson, K. T. (2001). Writing for professional journals: Paradoxes and promises. *The Phi Delta Kappan*, *82*(10), 765–768.

Holmes, D. R., Jr., Hodgson, P. K., Nishimura, R. A., & Simari, R. D. (2009). Manuscript preparation and publication. *Circulation*, *120*(10), 906–913.

Jacobson, T. E., & Vallely, J. R. (1992). A half-built bridge: The unfinished work of bibliographic instruction. *The Journal of Academic Librarianship*, *17*(6), 359–363.

Kenney, D. J. (1983). Publishing BI articles in discipline journals: Humanities. *Research Strategies*, *1*, 64.

Kenney, D. J. (1984). Publishing BI articles in discipline journals: Social sciences. *Research Strategies*, *2*(3), 128–135.

Klingner, J. K., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational Researcher*, *34*(8), 14–20.

Kornegay, B. (1990). Library literature in non-library publications. *College & Research Libraries News*, *51*(11), 1033–1034.

Library Instruction Round Table. (2000). *Publish your article outside the library field: A bibliographic guide to non library and information science journals with articles on libraries, librarians, or library services.* Chicago, IL: American Library Association.

Moffett, W. A. (1989). 'Guest Editorial:' Talking to ourselves. *College & Research Libraries*, *50*(6), 609–610.

Nihalani, P. K., & Mayrath, M. C. (2008). Publishing in educational psychology journals: Comments from editors. *Educational Psychology Review*, *20*(1), 29–39.

Northam, S., Yarbrough, S., Haas, B., & Duke, G. (2010). Journal editor survey: Information to help authors publish. *Nurse Educator*, *35*(1), 29–36.

SCImago Lab. (2007). SCImago journal & country rank. Retrieved September 11, 2012, from http://www.scimagojr.com/

Shidham, V. B., Pitman, M. B., & DeMay, R. M. (2012). How to write an article: Preparing a publishable manuscript! *CytoJournal*, *9*(1), 1–12.

Stevens, C. R. (2007). Beyond preaching to the choir: Information literacy, faculty outreach, and disciplinary journals. *The Journal of Academic Librarianship*, *33*(2), 254–267.

Still, J. (1998). The role and image of the library and librarians in discipline-specific pedagogical journals. *The Journal of Academic Librarianship*, *24*(3), 225–231.

Thompson, P. J. (2007). How to choose the right journal for your manuscript. *Chest*, *132*(3), 1073–1076.

Thomson Reuters. (2011). Journal citation reports. Retrieved September 11, 2012, from http://admin-apps.webofknowledge.com/JCR/help/h_impfact.htm

Thomson Reuters. (2012). The Thomson Reuters journal selection process. Retrived September 11. 2012, from http://thomsonreuters.com/products_services/science/free/essays/journal_selection_process/

Tomaszewski, R., & MacDonald, K. I. (2009). Identifying subject-specific conferences as professional development opportunities for the academic librarian. *The Journal of Academic Librarianship*, *35*(6), 583–590.

Weimer, M. (1993). The disciplinary journals on pedagogy. *Change: The Magazine of Higher Learning*, *25*(6), 44–51.

West, J. D., Bergstrom, T. C., & Bergstrom, C. T. (2010). The Eigenfactor™ metrics: A network approach to assessing scholarly journals. *College & Research Libraries*, *71*(3), 236–244.