

T4.2: Creating EDIB toolsuites and guidelines

Focus on gender diversity and accessible/inclusive websites

Lynne Bowker, Mikael Laakso, Janne Pölönen, Claire Redhead



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 and sets of guidelines
 - 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 and guidelines templates

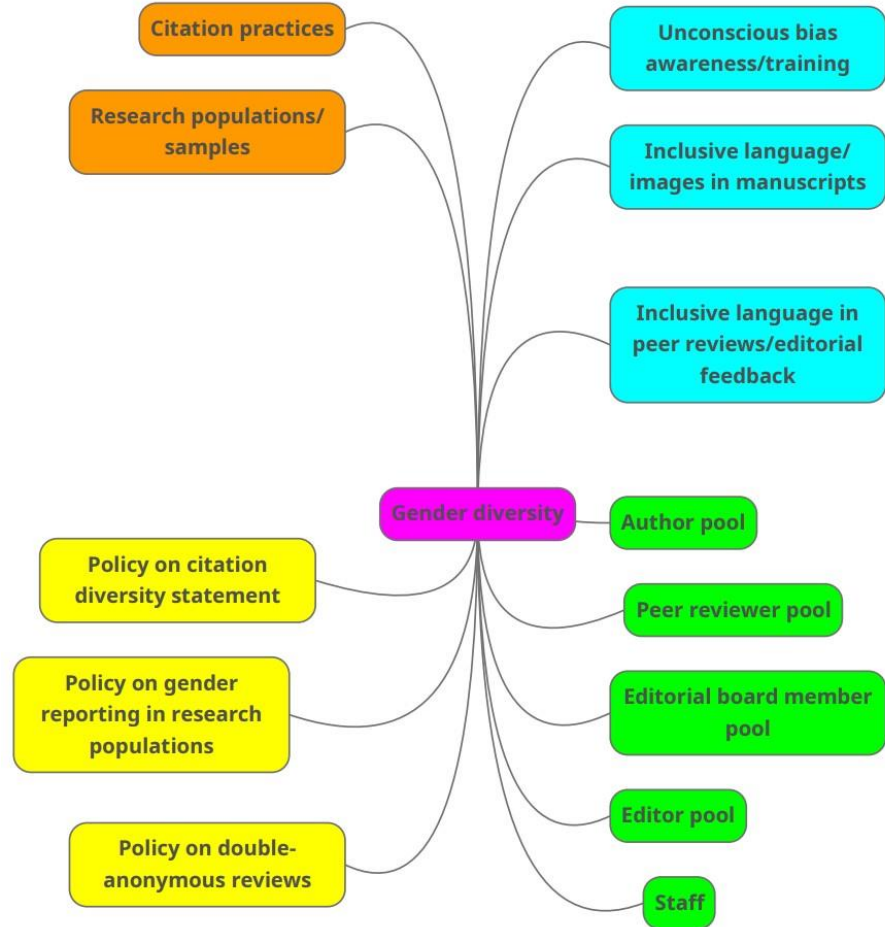


1) Identify target audience(s)

- Consult existing DIAMAS documentation
 - IPSP Scoping Report
 - IPSP typology
 - Glossary
- Conduct preliminary literature review
 - Existing suggestions for guidelines and recommendations
- Create a mind map
 - 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

Mind map

- Extract from a mind map created to identify concepts relevant to gender diversity in the context of scholarly publishing
- Maps can be updated, rearranged, etc.





2) Determine number of toolsuites

- What is covered under EDIB?
 - *A lot!* Gender, (dis)abilities, language, race, ethnicity, geographic location, institutional affiliation, socioeconomic status, career stage, etc.
 - Intersectional: cumulative effects
- Scope and limitations
 - **DIAMAS project scope:** Gender, accessible/inclusive websites, multilingualism,
 - **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, accessible/inclusive websites, and multilingualism



3) Identify sources of information, extract content

- DIAMAS IPSP Landscape Report (with IPSP survey results)
- Scale up literature review
 - Zotero: almost 500 items in library, organized into subcollections (e.g. gender, accessibility, 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:** same headings, consistent format
- **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

- **Guidelines:**

- Table-like format
- Bullet points + clickable links to further information
- Organized according to ease of implementation (short, medium and long term goals)

Gender diversity

Abstract: In scholarly publishing, men are overrepresented as research subjects, authors, reviewers, editors, and executives. Steps to increase gender diversity can include actively recruiting more women and gender minorities to serve as reviewers, editors, and publishing executives, adopting policies to support gender-related reporting and double- or triple-anonymous reviewing, and offering guidance to reduce unconscious bias.

Authors: Lynne Bowker, Janne Pölonen, Claire Redhead, Mikael Laakso

Main text:

In scholarly publishing, gender diversity is equitable or fair representation of people of different genders (including men, women, non-binary individuals, and others) in various roles. It is relevant to multiple facets of scholarly publishing, and lack of gender diversity can have consequences for individuals, as well as for research and society more broadly. Although recent literature reports on gender disparities affecting women, less data is available on other groups (e.g. non-binary individuals) because it may not be collected, but also because they may not wish to disclose their gender, and their right to privacy must be respected.

Problems stemming from lack of gender diversity can begin early in research. For instance, if there is inadequate representation of genders in a study sample, the results could be less useful overall, while the absence of gender-related reporting could hinder the translation of research into practice (e.g., for healthcare). Institutional publishing and service providers (IPSPs) can help by implementing policies that require gender-related reporting in journal publications (Sugimoto et al. 2019).

The degree and nature of gender diversity can differ greatly from one discipline to the next, (e.g. more men publish in engineering and more women in nursing). Nonetheless, across a range of disciplines and regions, it has been observed that women are underrepresented as authors, and particularly in prestigious authorship positions such as first, last or corresponding author (Sebo and Schwarz 2023). Moreover, articles authored by women are

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Related Toolsuite Articles

- [Equity, Diversity, Inclusion and Belonging \(EDIB\)](#)
- [Software and interoperability](#)

Related Guidelines and Training Materials

[Accessible/inclusive website content and metadata: Recommendations for consideration by different actors in scholarly publishing](#)

References

Ashwell, Sabrina J., Baskin, Patricia K., Christiansen, Stacy L., DiBari, Sara A., Flanagan, Annette, Frey, Tracy, Jemison, Racquel, and Ricci, Mia. (2023) "Three recommended inclusive language guidelines for scholarly publishing: Words matter," *Learned Publishing* 36(1): 94-99. <https://doi.org/10.1002/leap.1527>

Conrad, Lettie Y., and Kasdorf, Bill (eds). (2018) Special issue: Making accessibility more accessible to publishers. *Learned Publishing* 31(1): 1-88. <https://onlinelibrary.wiley.com/toc/17414857/2018/31/1>

Rosenberg, Adeline, Walker, Joanne, Griffiths, Sarah, and Jenkins, Rachel (2023) "Plain language summaries: Enabling increased diversity, equity, inclusion and accessibility in scholarly publishing," *Learned Publishing* 36(1): 109-118. <https://doi.org/10.1002/leap.1524>

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World Wide Web Consortium (W3C) (2023a) "Web content accessibility guidelines (WCAG) 2.1," Web Accessibility Initiative. <https://www.w3.org/TR/WCAG21/>

World Wide Web Consortium (W3C) (2023b) "Web accessibility laws and policies," Web Accessibility Initiative. <https://www.w3.org/WAI/policies/>

Additional resources

- [Web Accessibility Initiative \(WAI\)](#), World Wide Web Consortium (W3C)
- [Creating accessible content: A guide for journal editors and authors](#), Public

Martínez-Castañeda, Valeria (2020) "Disadvantages in creating 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/MNMMH8546>

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?

Gender diversity



Owner(s)

TSV (Lynne Bowker, Janne Pölonen, Mikael Laakso, Claire Redhead)

Peer reviewer(s)

Introduction

As a companion document to the toolsuite on gender equity, these guidelines provide some practical suggestions to help Institutional Publishers and Service Providers (IPSPs) integrate gender equity into their activities. These guidelines include the recommendations laid out in the DIAMAS Extensible Quality Standard in Institutional Publishing (EQSIP) v2.0 for Diamond Access (Rico-Castro et al. 2024). Given that each IPSP may be at a different stage of integrating gender equity 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. Raise awareness, provide information and/or basic training about unconscious bias and how to avoid it (e.g. to authors, peer reviewers, editors and editorial board members, employees).
 2. Encourage the use of inclusive language and images when preparing a manuscript to ensure that gender disparities are not unconsciously reinforced through terminological or image choices.
 3. Encourage the use of gender neutral or gender-inclusive language when

B. Moderate investments for the mid-term:

1. Seek out an appropriately gender diverse pool of authors, reviewers, editors and board members, track progress and make an action plan. Once a gender diverse pool of reviewers has been established, be sure to solicit reviews from the various genders in appropriate proportions.
2. Offer authors and peer reviewers the option to self-report their gender (and include non-binary options), and monitor and track progress towards meeting diversity goals. However, note that some authors may not wish to self-report, and in such cases, it is important to respect their privacy.
3. Implement a policy requiring authors to submit a citation diversity statement.
4. Implement a policy to ensure that authors include a suitable representation of sex/gender in research subjects/study populations, and that they report on this aspect appropriately. For some types of study (e.g. health research), not reporting on gender could reduce the usefulness of the findings for some populations. However, note that some study participants may not wish to report their gender, and their right to privacy must be respected.
5. Implement double-anonymous review (author and reviewer are unknown to one another) to reduce reviewer gender bias

C. Longer term goals:

1. Conduct an author diversity audit regularly (e.g. using a survey).
2. Consider open review (where authors and reviewers are aware of the other's identity) as a means of promoting inclusion by inviting a wide community to comment BUT consider whether this openness may disadvantage some authors

(e.g. those who belong to a disadvantaged gender minority).

3. Hire and retain gender-diverse employees (including in senior positions) because homogeneous environments foster homogeneous attitudes and practices.

References

- Rico-Castro, Pilar, Rooryck, Johan, Melinšćak Zlodi, Iva, Stojanovski, Jadranka, Sevulsić, Milica, and Armengou, Clara (2024) [Extensible Quality Standard in Institutional Publishing \(EQSIP\) V2.0 for Diamond Open Access](#).

Further reading

- Ashwell, S.J., Baskin, P.K., Christiansen, S.L., and DiBari, S.J. (2023). [Three recommended inclusive language guidelines for scholarly publishing: Words matter](#). *Learned Publishing* 36(1): 94-99.
- Coalition for Diversity and Inclusion in Scholarly Communication (C4DISC), [Guidelines on inclusive language and images in scholarly communication](#)



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 toolkits, guidelines 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
- Stakeholder groups are at **different stages** of engagement/implementation
 - differing resources and contexts of operation



Thank you!

Questions or comments?

Please give us some
feedback on the toolsuites &
guidelines via surveys

Survey on Gender diversity resources:
[https://survey.tsv.fi/index.php/127685?
lang=en](https://survey.tsv.fi/index.php/127685?lang=en)

Survey on Accessible/inclusive
resources:
[https://survey.tsv.fi/index.php/672184?
lang=en](https://survey.tsv.fi/index.php/672184?lang=en)