

Peer Review: Health Sciences Faculty's Beliefs and Practices

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Associate Librarian

Louisiana State University Health Sciences Center, New Orleans

Project Title:

Peer Review: Health Sciences Faculty's Beliefs and Practices

Applicant Name:

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Purpose:

This project attempts to discover health sciences faculty members' motivation to participate in peer review of scholarly manuscripts. The researchers hope that this project will provide some understanding of the faculty members' beliefs about scholarly peer review, their motivation to act as peer reviewers, their opinions of the future of the peer review system, and the processes they use to perform a peer review of a scholarly manuscript. Also, the researchers expect it will provide insight into the amount of trust faculty has for peer review.

To learn more about the faculty's views of the peer review system, the researchers will conduct semi-structured interviews with LSUHSC-NO faculty members who have experience publishing peer-reviewed manuscripts and have served as a peer reviewer for a scholarly journal. After the interview, the recording will be transcribed and loaded into a qualitative data analysis software system. The researchers will synthesize the data through a process of iterative coding to discover the essence of the meaning the faculty ascribes to their experiences as a peer reviewer and as an author of a manuscript being peer reviewed. The researchers will also discover the educational needs of the faculty regarding the peer review process.

Importance:

It is essential that librarians learn where faculty stand on the vital, yet controversial, issue of peer review of scholarly manuscripts. The library is in an ideal position to provide support and training to faculty at any stage of their career about peer review. However, we must learn about the current beliefs and practices of faculty to provide a foundation to build upon and support faculty in the future. The findings of this study will allow the LSUHSC-NO Libraries to develop high quality, relevant, and personalized educational opportunities for faculty, residents, and students who are interested in becoming or improving their skills as peer reviewers. The libraries' educational efforts will target young faculty, researchers, and residents on the purpose, process, and worth of peer review both as it is now and trends for the future.

The researchers will meticulously document the methodology of this study to provide libraries within SCAMeL, SCC, and beyond to easily replicate or adapt it for use at their home institutions. Further, the researchers anticipate a follow-up paper and presentation detailing the educational efforts made by the LSUHSC-NO Librarians based upon the results of this project. We anticipate that any papers resulting from this study will be presented at the annual meetings of the Medical Library Association or SCC/MLA. We will submit the completed manuscripts for publication consideration first to the Journal of the Medical Library Association to allow the work to contribute to the scholarly conversation on peer review.

Location and Personnel:

This project will be conducted on the campus of LSUHSC-NO by three faculty librarians with equal roles as interviewers and data analysis:

- Sharon Duffy, MLIS
- Dale Prince, MA, MLS, AHIP
- Julie Schiavo, EdD, MLIS, AHIP

Timeline:

July 2024: Research protocol approved by LSUHSC-NO IRB #5220

August 2024 – February 2025: Interviews conducted

March – July 2025: Data analysis

August – December 2025: Instruction and manuscript development

February 2026: Instruction delivery and manuscript submission

March 2026: Post-instruction survey analysis and instruction revision

Budget:

ATLAS.ti Educational Multi-User License - 5 Users - (PC, Mac + Web) 3-year license:

\$3,720.00

Signature:

A handwritten signature in black ink, appearing to read "J. Dale Prince". The signature is stylized with large, overlapping loops for the first letters.

J. Dale Prince, MA, MLS, AHIP

Director

LSUHSC-NO Libraries