

Emerging Perspectives in Scholarly Communication for LIS Curricula

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Abstract

This introductory essay explores the transformative potential of integrating scholarly communication into Library and Information Science (LIS) education as a means to advance social justice. Despite its growing relevance in academic librarianship, scholarly communication remains underrepresented in LIS curricula, creating a disconnect between education and practice. There is a call for fundamental realignment in preparing future professionals to engage critically with inequities in knowledge production and dissemination. Framed by the Toluca-Cape Town Declaration on Diamond Open Access (OA), the essay positions Diamond OA as a socially just, non-commercial, and inclusive publishing model capable of dismantling colonial knowledge structures and promoting epistemic diversity. It highlights the strategic convergence of Diamond OA, scholarly communication, and collection development as a transformative shift—moving from resource acquisition to curating open, diverse, and sustainable collections. It is proposed that collection development will, in time, be a subset of scholarly communication. The essay underscores the central role of academic libraries and LIS professionals in fostering equitable scholarly ecosystems. It advocates for embedding scholarly communication across the research lifecycle and LIS curricula to equip graduates with the skills to support open science, manage digital repositories, and promote inclusive publishing practices. Ultimately, it lays the groundwork for reimagining LIS education as a driver of equity, inclusion, and decolonization in global scholarly communication.

Keywords: scholarly communication, LIS education, diamond open access, collection development, decolonization

Introduction

In recent years, the discourse around social justice within academic librarianship has intensified, calling for a critical re-evaluation of the values, practices, and systems that underpin the profession. A key area of discussion centres on the pivotal role of scholarly communication in promoting equitable access to knowledge and fostering

inclusive participation within the global information ecosystem. This is done through ensuring that research outputs are universally accessible, and that diverse voices and perspectives are effectively represented and integrated into the scholarly discourse.

However, it is asserted that the commitment levels of Library and Information Science (LIS) educators to mainstreaming social justice-driven scholarly communication have not been as strong as those in practice. *Advancing Social Justice Through Curriculum Realignment: Centering Scholarly Communication in LIS Curricula*, an output of the Second Global Summit on Diamond Open Access (OA), explores the transformative potential of reimagining LIS education to address pressing issues of inequity, marginalization, and exclusion. The purpose of this publication and a core goal of the 2nd Global Summit is to capture engagements that centre scholarly communication in LIS education curricula. The publication contributes to a future where LIS professionals are not only stewards of information but also active participants in shaping the scholarly communication landscape, ensuring that research remains accessible, ethical, and impactful. By emphasizing the integration of scholarly communication as a core component of LIS curricula, the book seeks to demonstrate how this shift can more closely align education with practice, enabling future professionals to critically and effectively engage with the power structures that shape access to knowledge. Further, this integration will contribute significantly to the transition to Diamond OA, an imperative for fostering an inclusive and equitable publishing ecosystem.

The Second Global Summit on Diamond OA is recognized as a pivotal milestone in the ongoing global efforts to reshape the scholarly communication landscape. The Toluca-Cape Town Declaration on Diamond OA encapsulates the critical elements foundational to Diamond OA, namely:

- Sharing knowledge is a human right.
- It is community-owned, community-led, and non-commercial.
- Social justice, equity, and inclusivity are fundamental to enabling decolonization and demarginalization.
- There is regional and linguistic diversity in scholarly communication.

These four elements, along with a relevant system for research assessment, serve as a framework for a rejuvenated, reimagined, and relevant scholarly communication paradigm. The discourse in this book is aligned with the critical elements of the Declaration, bridging the theory-practice divide.

Using this framework, this introductory essay explores the key principles of scholarly communication, analysing the systems, norms, and epistemologies that shape how knowledge is validated, disseminated, and accessed.

The author of the essay argues that considerable attention should be paid to examining the intersection of scholarly communication and collection development practices, an area that, it would seem, LIS educators have yet to fully address. It is undeniable that the transition in collection development from ownership to access provides libraries with opportunities to enhance accessibility, flexibility, and resource availability. The essay argues that, in the future, collection development will be subsumed into scholarly communication, as the 'just-in-time' principle will gain greater relevance compared to the traditional 'just-in-case' approach. Hixson, as cited in Myers (2016), asserts that scholarly communication has always been a priority for libraries, given that the core mission of academic libraries has historically focused on purchasing collections of published works and leasing databases. However, considering the current trajectory of scholarly communication, there is now deeper and broader support for the research lifecycle, addressing challenges of sustainability, equity, and preservation in the digital age.

This essay provides the foundational context for the book, outlining its key themes and objectives. It delves into the core concepts of scholarly communication, social justice, and Diamond OA, offering an exploration of their definitions and interconnections. Scholarly communication and social justice form the vital strands that underpin this book, offering insights into exploring their intersection and impact on equity and inclusivity. The essay also highlights how these concepts shape equitable practices in knowledge production and dissemination. The role of educators in this milieu will also be discussed, emphasizing how a reimagined scholarly communication process will enhance the curriculum and the impact on LIS practice.

Contextualization of the book

Advancing Social Justice Through Curriculum Realignment: Centering Scholarly Communication in LIS Curricula is a collection of essays offering an in-depth exploration of how LIS programs can realign their curricula to better reflect social justice goals through the integration of scholarly communication. Drawing on the work of educators, researchers, and practitioners, this book provides both theoretical perspectives and practical insights for implementing curriculum changes that prioritize equity, accessibility, and knowledge democratization.

The book is compiled to provide a comprehensive discourse of the challenges and opportunities associated with curriculum realignment in LIS education.

The essays primarily address key issues such as:

- Scholarly communication in promoting social justice - the role of scholarly communication in promoting social justice—exploring how this critical area can help address structural inequities in knowledge production and access.
- Curriculum realignment in LIS education - why there is a need for curriculum realignment in LIS education—examining current shortcomings in LIS curricula and their broader implications for the profession and society.
- Linguistic and cultural diversity—promoting balanced multilingualism and indigenizing the curricula for the inclusion of marginalized knowledge systems.
- Alternative models in scholarly communication—incorporating scholarly communication into LIS curricula also allows for the exploration of alternative models

Each essay presents unique insights from contributors who are at the forefront of LIS education reform. Together, these perspectives underscore the importance of moving beyond traditional LIS instruction and embracing a curriculum that prepares students to address the social and ethical challenges they will face as information professionals. By focusing on scholarly communication, this book aims to offer a roadmap for re-envisioning LIS education as a vehicle for social change.

This introductory essay is written from the perspective of a practising librarian and emphasizes the importance of reimagining a core aspect of academic librarianship, that is, scholarly communication within a social justice paradigm. Given the anticipated growth trajectory of scholarly communication, social justice must be at the epicentre, with an emphasis on decolonizing the fundamental pillars of scholarly communication to foster an inclusive and equitable knowledge-sharing ecosystem. Hence, as already indicated, the significance lies in defining social justice through an open-access lens and exploring the decolonization of scholarly communication. Before examining social justice and its role in shaping scholarly communication within a decolonized paradigm, it is important to define the concept of scholarly communication.

Scholarly communication

The Association of College and Research Libraries (2003) defines scholarly communication as an all-encompassing system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. This system includes both formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as electronic listservs.

Myers (2016) posits that ‘there is no one common definition of scholarly communication’. However, the essay author contests this posit and holds the view that there are core elements that converge to provide a clear definition of scholarly communication. However, depending on the context, different elements of the concept are knitted together for relevance and value, and it is this that gives a framework for a varied definition of scholarly communication. This contextual flexibility provides a framework that accommodates diverse interpretations while maintaining the integrity of the concept.

Klain-Gabbay and Shoham (2016) assert that scientific publications play a central role in systematically documenting research findings and facilitating the exchange of information between and among researchers. Publishing research outcomes is a key aspect of scholarly communication, and technological advancements have significantly transformed how these outcomes are produced and shared.

Brantley, Bruns, and Duffin (2017) further emphasize the growing importance of scholarly communication as a central library service that requires clear understanding and professional expertise. The essay author supports this perspective, affirming that for such a critical service to function effectively, it must be underpinned by a clear and coherent definition.

Social justice

Matthew Robinson (Caravelis & Robinson, 2015) defines social justice as the promotion of a just society by actively challenging injustice. He emphasizes that social justice advocates for the fair allocation of resources within a community, ensuring that no one is discriminated against or constrained in their welfare or well-being. At its core, social justice is closely associated with the principle of equality, striving for equal opportunity in all facets of society.

John Rawls (1958) contributes to this discourse by asserting that social justice requires the protection of equal access to basic liberties, rights, and opportunities. Additionally, Rawls underscores the importance of prioritizing the needs of society’s least advantaged members, ensuring that their well-being is not only considered but actively safeguarded. This perspective highlights the dual focus of social justice: promoting fairness while addressing systemic disadvantages.

David Miller (2003) expands on this idea, emphasizing the role of social institutions in the distribution of resources. He highlights education as a pivotal resource that must be equitably accessible to all citizens. Miller’s analysis broadens the scope of social justice, linking it to institutional responsibilities and the mechanisms by which societies allocate their resources. Robinson, Rawls, and Miller all define social justice as advancing fairness and equality.

Robinson advocates for challenging injustice and fair resource distribution, while Rawls stresses protecting basic rights and prioritizing the disadvantaged. Miller links justice to institutional responsibility, especially in education. Together, they emphasize fairness, equality, and the well-being of the least advantaged.

The concept of social justice is inherently multifaceted and complex. Drawing from the aforementioned authors and for the purposes of this essay, it is argued that social justice is about fairness and equity in dismantling barriers that perpetuate inequalities and unfair practices. This foundational principle is viewed as a transformative force in redefining the open-access movement. Specifically, it calls for the dismantling of entrenched structures that perpetuate exclusion and inequality in scholarly communication and knowledge dissemination. This is deemed to be a two-step process. The first step is to identify inequitable structures and second is to seek alternatives.

Identifying inequitable structures

This step involves critically examining and identifying the systemic structures and practices that perpetuate inequality, exclusion, and marginalization. This process requires a thorough understanding of the historical, social, and economic contexts that have shaped these inequities. For instance, in the realm of scholarly communication, this includes analysing power dynamics, economic models, and institutional practices that prioritize certain voices and epistemologies over others.

Seeking alternatives to promote equity, inclusion, and diversity

The second step entails developing and implementing alternative structures or remedies that foster equity, inclusion, and diversity. This involves reimagining systems and processes to create spaces where all voices, particularly those historically excluded or marginalized, can contribute and thrive. In the context of open access (OA), this means challenging commercial publishing models, supporting community-driven initiatives, and promoting linguistic and regional diversity in scholarly output.

By approaching social justice as both a diagnostic and transformative process, it is proposed that it can serve as a guiding principle for advancing equity and inclusivity in the OA movement. Through this lens, social justice becomes not only a moral imperative but also a practical framework for action, aimed at creating a more equitable and inclusive knowledge ecosystem.

The golden philanthropic thread woven through the Berlin, Bethesda, and Budapest Declarations is the removal of financial barriers to access to information. However, the introduction of article processing charges to advance OA inevitably added another layer

of discrimination against the dissemination of African scholarship. Even more damaging in the current publishing ecosystem are the prevailing systemic conscious and unconscious biases. These biases directly contradict the philanthropic ethos of the Declarations as they continue to marginalize African scholarship and perpetuate 'knowledge colonization'.

Systemic inequalities within the current publishing ecosystem exacerbate the information divide and marginalization of research voices from Africa.

Decolonizing scholarly communication: toward epistemic justice

It is posited that scholarly communication has long been shaped by global north, consciously or unconsciously, practices that marginalized global south knowledge system. The inherent biases of the current knowledge systems perpetuate inequities in global research and reinforce the dominance of Western epistemologies. Hence, the dire need for the decolonization of scholarly communication to dismantle these inequities by promoting inclusivity, valuing diverse epistemologies, and challenging the structures that privilege Western knowledge production, in order to correct the legacy of colonial knowledge systems.

The legacy of colonial knowledge systems

Colonialism left a long lasting mark on global knowledge systems, embedding hierarchical structures that prioritize Western scientific paradigms and neglected indigenous, local, and non-Western knowledge. This legacy is evidenced in areas such as:

- Language hegemony: English is the primary language of academic publishing, marginalizing scholars who write in other languages and limiting the global exchange of knowledge - stifling bibliodiversity¹.
- Metrics of prestige: Indicators like the journal impact factor and h-index are disproportionately skewed toward Western-centric journals, creating barriers for scholars from the global south.

Decolonizing scholarly communication requires confronting these issues and creating systems that are inclusive, equitable, and reflective of global diversity.

The author suggests that Diamond OA is the most viable way to create an inclusive and equitable publishing ecosystem.

¹ Bibliodiversity is the diversity of knowledge production and sharing. It promotes a wide range of voices, perspectives, formats, and languages in publishing to avoid dominance by commercial interests and ensure inclusive, community-led publishing.

Definition of diamond open access

Raju (2024) defines Diamond OA as a scholarly publishing model where scholarship is free for both readers and authors. Simply put, there are no article or book processing charges, nor are there any subscription or purchasing costs. This model is being used by academic libraries to develop more diverse collections that reflect a wider range of languages, perspectives, and regional scholarship. This model is typically supported by institutions, academic consortia, libraries, governments, or other funding bodies. It emphasizes the principle of equitable access to knowledge and publishing opportunities, particularly for communities and regions with limited financial resources. However, Raju (2024) notes that certain nuances give Diamond OA its distinctive characterization and makes provision for contextual flexibility to foster relevance resulting in equity and inclusion. These three distinctive characteristics are social justice, non-commercialization, and equity and inclusivity.

From a global south perspective, when social justice, scholarly communication, and Diamond OA converge for the creation and dissemination of information, the result is a decolonized, demarginalized, inclusive, and equitable knowledge ecosystem.

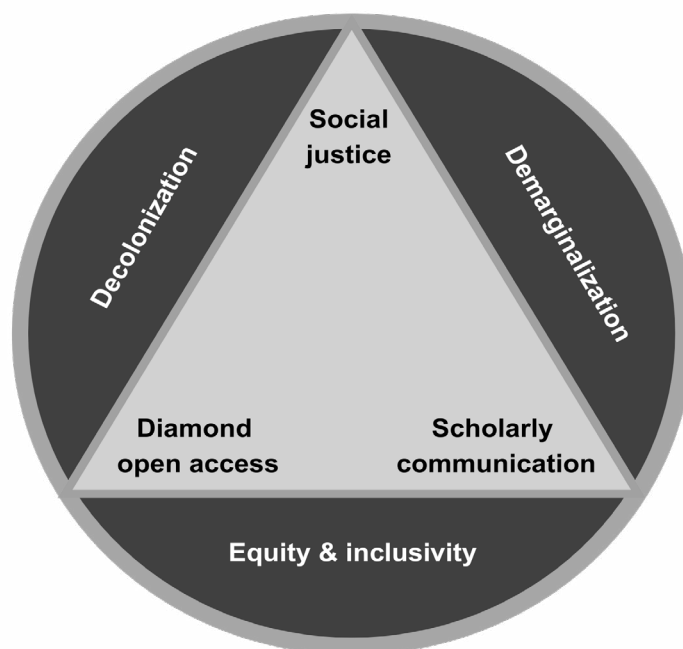


Figure 1: Relationship between diamond OA, scholarly communication, and collection development

The relationship between Diamond OA, scholarly communication, and collection development reflects a transformative shift in academic and research ecosystems. Diamond OA enhances scholarly communication by fostering equitable knowledge sharing, amplifying underrepresented voices, promoting open practices, and decentralizing control from commercial publishers. In collection development (to be discussed later in the essay), Diamond OA shifts libraries' focus to curating open resources, realigning budgets to support Diamond OA initiatives, and including diverse, regional, and non-mainstream knowledge in their collections, while also ensuring sustainability.

Scholarly communication influences collection development by prioritizing access over ownership, addressing gaps in traditional collections, and ensuring the preservation and accessibility of open resources. Libraries play a central role in bridging these areas, advocating for Diamond OA, curating and preserving open knowledge, and contributing resources to sustain equitable publishing models. Together, Diamond OA, scholarly communication, and collection development drive an inclusive and open scholarly ecosystem, with libraries at the forefront of fostering equitable access and sustainability.

The relationship between scholarly communication, social justice, and Diamond OA offers a powerful opportunity to reshape the global knowledge ecosystem. Scholarly communication provides the essential framework for generating, sharing, and preserving knowledge, while social justice serves as a guiding principle to confront systemic inequalities and foster inclusivity. Diamond OA, with its emphasis on non-commercialization, equity, and inclusivity, stands out as a model well-suited to address the disparities embedded in traditional publishing systems.

It is important to recognize the critical need to decolonize scholarly communication by dismantling historical biases and advancing epistemic justice. Academic libraries play a pivotal role in bridging the gap between scholarly communication and collection development, ensuring equitable access and sustainable publishing practices. In uniting these principles, a more inclusive, equitable, and diverse knowledge ecosystem emerges, fostering a truly global scholarly community where all perspectives are valued. This framework transforms the promise of social justice into actionable change, paving the way for a more sustainable and fair future in scholarly communication.

Be that as it may, for now, collection development must become synonymous with scholarly communication – collection must transition into collection development. It means that collection development needs to transition from a mere accumulation of information resources to be an active, dynamic process of development that supports scholarly exchange.

Be that as it may, for now, collection development must become synonymous with scholarly communication – going forward, collection development must transition into scholarly communication. This implies that collection development needs to shift from the mere acquisition of information resources to being an active, dynamic process that supports access and dissemination of scholarship.

Collection development in transition

Collection development has been, from the earliest days of librarianship, a core function with libraries playing a key role in selecting, acquiring, organizing, and curating collections. This role is in continuous transition, especially now with the impact of the internet and the growth of the OA movement. In its current iteration, collection development encompasses not just traditional selection and acquisition but also a commitment to enhance access and equity, navigate the challenges of digital content, and support a more open and inclusive information landscape.

The selection and acquisition components of traditional collection development are accomplished through collecting from the outside for the inside, that is, buying or subscribing via vendors for use by the purchaser/subscriber's institution's researchers and students. In the current OA and internet-enabled era, collection development must evolve from a purely institutional focus to a more outward-facing approach, where scholarly output generated by the institution is systematically organized, packaged, and disseminated for broader societal consumption, including the general public. Another string to the collection development bow is the digitization of special collections. These digitized special collections are now accessible to a much wider reading audience. Digitization of unique collections is now an integral part of a newly defined collection development process.

This expanded approach is championed by Corral (2018), who posits that collection development of the future must look beyond traditional, locally based collections and rather towards the development of large-scale global collections that are accessible to researchers and lifelong learners around the world, irrespective of their location and affordability.

Corral's perspective is even more relevant today, given the financial challenges that burden academic institutions resulting in massive reductions in subscription budgets. One of the main interventions being considered is the shift from subscribed collections (just-in-case) to enhanced accessibility (just-in-time). Another key intervention is the adoption of OA practices. In the context of collection development, the OA term associated with collection development is *scholarly communication*.

Open access is a publishing model that provides free, unrestricted access to scholarly research outputs by the end user. In this model, authors generally retain their copyright but may utilize licenses (such as Creative Commons) that allow others to share, use, or build upon their work legally, while still acknowledging the original creator. This approach aims to increase knowledge dissemination and accessibility, supporting equity in research and enabling broader public and academic engagement. This transition to scholarly communication demands that library and information professionals expand their knowledge and skill set.

It is asserted that collection development and scholarly communication share a common underlying purpose—the former rooted in long-standing traditional practices, and the latter drawing from these practices with an added emphasis on social justice.

Scholarly communication and the research life cycle

Scholarly communication has become an integral part of the research life cycle, adding a critical component through a differently mediated dissemination mode of scholarly output.

The first phase of the research life cycle is planning. In this phase, OA to scholarly content provides researchers with free access to a wider array of research materials, enabling them to explore more ideas and perspectives. In the gathering phase, researchers have access to a wealth of scholarly materials without paywalls, streamlining the literature review process and fostering a more informed research environment; free access to scholarship enriches this phase. Additionally, access to literature from previously marginalized research voices is enhanced, enriching both this and the creation phases of the research process.

The sharing phase is the moment of truth, as social justice principles dictate the free sharing of scholarship. Diamond OA facilitates the implementation of these principles, as it removes costs for both readers and authors. Diamond OA eliminates article processing charges, facilitates the publication of scholarship that may not be in mainstream languages, and removes geographic biases, offering global south regions fair opportunities to get published without compromising on academic rigor. The preservation phase has, by default, become integral to providing OA to scholarly content. Institutional repositories are the most prominent forums for the open sharing of scholarship, and universities with these repositories often have a preservation strategy. The measuring phase in the open-access space enables better tracking of research impact and provides metrics that can inform future funding and collaboration decisions.

Open access and advancements in scholarly communication contribute significantly to making research more accessible, collaborative, and impactful throughout the research life cycle, while also presenting challenges that the academic community must navigate.

Synopsis of reimagining scholarly communication, collection development, and LIS education

Evidently, scholarly communication must be reimagined through a social justice lens to confront systemic inequities that marginalize research voices, particularly from the global south. The enduring legacy of colonial knowledge systems, characterized by language hegemony and Western-centric metrics like the journal impact factor, continues to reinforce exclusion and inequity in academic publishing. Addressing these challenges necessitates a focus on decolonization, demarginalization, inclusivity, and equity in scholarly communication, with the Diamond OA model serving as a critical pathway to achieving these goals.

The Diamond OA model removes financial barriers for both readers and authors, promotes linguistic and regional diversity, and supports non-commercial, community-driven publishing models. By prioritizing equity and inclusion, Diamond OA not only addresses systemic disadvantages embedded in traditional publishing systems but also creates opportunities to redefine the role of academic libraries in transforming collection development. Libraries are now tasked with curating collections that reflect diverse epistemologies and regional perspectives while fostering a more equitable and sustainable knowledge ecosystem.

In this reformed scholarly communication landscape, integration into the research life cycle demonstrates its growing centrality to academic librarianship. The transition from traditional collection development to dynamic knowledge curation aligns libraries with the principles of social justice, empowering them to play a pivotal role in fostering a more inclusive global scholarly community.

Table 1: A comparison between scholarly communication and collection development

| Aspect | Scholarly communication | Collection development | Comments |
|---------------------------|---|---|--|
| Definition | The process of creating, evaluating, disseminating, and preserving scholarly work. | The process of selecting, acquiring, and managing resources for a library or institution. | It is envisaged that collection development is on a trajectory to becoming a sub-set of scholarly communication. |
| Primary purpose | It is to facilitate the sharing and accessibility of research and knowledge. | Is to build and maintain a library's collection to meet institutional user needs. | In an era where there is growing need for access of digital content, access is fast replacing ownership. Libraries need to reinvent themselves to stay relevant. |
| Key activities | Publishing, open access advocacy, research data management, and copyright compliance. | Selection, acquisition, cataloguing, weeding, and collection assessment | Collection development activities become a sub-group of activities of scholarly communications. |
| Emphasis is on | On open access and equitable sharing of knowledge. Inclusivity and bibliodiversity are strongly emphasised. | On building and maintaining information resources to meet the informational, educational, and research needs of its users and supports the institution's goals. | Scholarly communication is driven by social justice principles and aligned to the Universal Declaration on Human Rights (1947), that is, the right to access and share (disseminate) knowledge. Lorcan Demsey's outside in and inside out strategy becomes significantly relevant. Just in case (collection development) refers to acquiring materials in advance to anticipate potential future needs, ensuring resources are readily available. Just in time (scholarly communication) focuses on obtaining resources only when they are specifically requested or immediately needed. If the resources are freely available, they become accessible, via the web, when necessary. |
| Impact measurement | Citations, altmetrics, downloads, and societal impact. Focus is on a more holistic approach taking into consideration qualitative factors such as local relevance, societal impact, and long-term value. It recognizes the importance of diverse research, including work that may not have immediate global visibility | Usage statistics, cost per use, and alignment with institutional goals. Focus is on quantitative measures like citation counts and journal impact factors to evaluate research influence. | Scholarly communication provides a more comprehensive view of research impact, while the numbers approach (citations or journal impact factors) has demonstrated evidence of marginalising global south research. A comprehensive approach brings into focus factors such as societal relevance, local impact, and interdisciplinary contributions. It promotes equity by valuing diverse types of research. |

Achieving this transformative vision requires embedding scholarly communication into the Library and Information Science (LIS) curriculum. The fusion of collection development into scholarly communication must be introduced at the library school level. The curriculum should prepare library professionals to advocate for equitable publishing practices, navigate the complexities of OA, and actively shape the evolving scholarly communication landscape. Moreover, integrating scholarly communication into LIS education establishes the foundation for a truly inclusive and sustainable scholarly community, where diverse perspectives are not only acknowledged but celebrated.

LIS education and scholarly communication

There is significant evidence in the literature that points to the neglect, by library schools/programmes, to mainstream scholarly communication in their curricula. As early as 2015, Finlay, Tsou and Sugimoto recorded their concern with regard to the “neglect [of] scholarly communication at the library school level”. Their prediction was that library schools would mainstream scholarly communication, given that libraries were increasingly devoting more resources toward launching and maintaining scholarly communication initiatives. The blog post by Kingsley (2017) points to the continued failure of library schools in the UK to deliver programmes in support of scholarly communication. Bonn, Cross and Bolick (2020) affirm that scholarly communication has arisen as a core academic librarianship competency, but formal training on scholarly communication in library schools in the USA is rare. Raju (2019) observed that academic libraries in South Africa are actively embracing new and emerging trends in scholarly communication; however, “LIS schools’ curricula do not seem to be keeping pace with this development”

This book addresses a pressing and underexplored need in LIS education: the inclusion of scholarly communication as a core, rather than peripheral, aspect of the curriculum. Traditionally, LIS programs have concentrated on topics like cataloguing, reference services, and information literacy. While these areas remain foundational, they do not fully address the skillset and knowledge base necessary for supporting the scholarly communication functions that libraries are increasingly responsible for today. From navigating complex copyright issues to supporting data management plans, promoting open science, and managing digital repositories, LIS professionals are now expected to be well-versed in areas that extend far beyond traditional library roles.

At its core, scholarly communication is undergoing a profound transformation, driven by key trends that reshape how knowledge is produced, shared, and valued in academic and public spheres. The OA movement, for instance, has introduced new models of knowledge dissemination that challenge the conventional paywalled systems of academic publishing.

Originally catalysed by a desire to make research freely accessible to the public, OA has grown to influence mandates from funders, affect tenure and promotion criteria, and inform new publishing practices. Furthermore, the digital shift—both in research creation and dissemination—has led to an emphasis on repository management, metadata quality, and digital preservation skills, which are now indispensable for LIS professionals supporting scholarly outputs.

Another significant trend impacting scholarly communication is the increasing commercialisation of academic publishing. Major commercial entities dominate the publishing industry, and these corporations are rapidly expanding their influence by acquiring tools, platforms, and services across the research lifecycle. This trend raises critical ethical questions about data privacy, content ownership, and academic freedom, all of which impact the way information is controlled and accessed. LIS professionals are uniquely positioned to respond to these challenges by advocating for sustainable and equitable information practices that prioritize OA, knowledge equity, and public benefit. However, to fulfil this role effectively, LIS graduates must be trained to understand the broader landscape of scholarly publishing and its socio-economic dimensions, equipping them to critically evaluate and actively engage in shaping the future of scholarly communication.

Structure of the book

This book integrates theoretical perspectives and practical applications to embed scholarly communication into LIS curricula, positioning it as a foundational resource for LIS educators. By treating scholarly communication as an essential component rather than an optional specialization, LIS programmes can better prepare graduates for the diverse and challenging roles demanded of contemporary information professionals.

The evolving landscape of LIS education and practices requires critical reimagining to foster inclusivity, address social justice, and meet the needs of global communities. This book reflects a strong consensus on the need to reform LIS education and scholarly communication to align with principles of equity, access, and diversity.

The book is framed by four key themes:

- Scholarly communication in promoting social justice
- Linguistic and cultural diversity
- Curriculum realignment in LIS education
- Alternative models in scholarly communication

These discussions highlight the importance of reshaping LIS education and practices to prepare librarians for increasingly diverse and inclusive professional landscapes.

Social justice and inclusivity in LIS education

There is an urgent need to embed social justice principles more effectively into LIS curricula. While the profession has long espoused commitments to diversity, equity, and inclusion, challenges such as institutional resistance and discomfort with sensitive topics have hindered progress. The COVID-19 pandemic served as a catalyst for reevaluating educational practices, emphasizing the importance of culturally competent and socially responsible LIS professionals. Embedding principles such as equitable access, respectful relationships, and community building into LIS programs can help address systemic inequities and better prepare graduates to meet the social realities of their communities.

The pandemic heightened awareness of social justice issues within the LIS profession, prompting significant reassessments of LIS curricula. This period of reflection emphasized the need to dismantle systemic inequalities through education. By incorporating social justice frameworks, LIS programs can empower students to challenge traditional gatekeeping practices, advocate for marginalized groups, and promote inclusive knowledge-sharing practices. The pandemic also underscored the critical role of scholarly communication in fostering a more equitable academic ecosystem.

Linguistic and cultural diversity

This theme examines the importance of embracing linguistic and cultural diversity to promote inclusivity and equity in scholarly communication and LIS education.

Multilingualism in scholarly publishing

The predominance of English in mega journals has far-reaching implications for non-English-speaking authors, editors, and reviewers. This linguistic hegemony creates hierarchical structures and biases that contradict the inclusive aspirations of open-access initiatives. The concept of “balanced multilingualism” is proposed as a viable strategy to foster inclusivity in scientific communication, advocating for the use of multiple languages to cater to the diverse needs of global research communities. The call for greater multilingual resources and policies underscores the need for academic publishers to accommodate linguistic diversity and ensure equitable access to scientific knowledge.

Local knowledge and cultural perspectives

Integrating local and indigenous knowledge into LIS programs is essential, particularly in regions such as Africa and New Zealand. The dominance of Western-centric epistemologies often marginalizes local traditions and knowledge systems. By addressing the information and cultural needs of various communities, including Māori, Pacific, Asian, and other marginalized groups, LIS curricula can foster inclusivity and diversity.

The indigenization of curricula serves as a model for addressing the unique information needs of all groups, ultimately benefiting the broader community.

Curriculum reform and alignment

Unpacked in this theme is the need for global alignment and regular updates in LIS curricula to ensure relevance and equity, emphasizing skills in data management and the decolonization of knowledge practice.

Curriculum realignment and uniformity

A lack of uniformity and effectiveness in LIS curricula globally poses challenges for graduates seeking employment or pursuing further education. Gaps in essential skills, particularly in information technology, highlight the need for regular reviews and updates to ensure relevance in an evolving information landscape. Global alignment of LIS curricula, supported by comparability matrices and collaborative efforts with international scholars, can enhance the educational experience and marketability of LIS graduates.

Data management and algorithmic decolonization

The integration of data librarianship and data management into LIS education is a critical step toward promoting social justice and decolonization. Algorithmic colonization and the dominance of Western epistemologies in data processing exacerbate inequalities. By reimagining curricula to include indigenous data methods and equitable scholarly communication practices, LIS programs can empower librarians to address data inequities and contribute to the democratization of knowledge.

Alternative models in scholarly communication

This theme explores scholar-led publishing as a community-driven alternative to commercialization and emphasizes the need for collaborative efforts to reform LIS education and promote equity and inclusivity.

Scholar-led publishing

The rise of scholar-led publishing initiatives offers a community-oriented alternative to the commercialization of OA. While these initiatives have the potential to resist commercial pressures and promote equitable knowledge dissemination, concerns about their sustainability and susceptibility to co-option by commercial interests must be addressed. Institutional logics provide a framework for understanding the values and norms influencing scholarly communication, offering insights into the long-term viability of scholar-led publishing models.

Collaborative approach for reform

Reforming LIS education and scholarly communication practices requires a collaborative approach involving educators, researchers, and professional organizations. Collective efforts can ensure that LIS programs remain inclusive and responsive to the needs of diverse communities. Engaging stakeholders across sectors can help develop and implement curricula that address systemic inequalities and promote social justice. Such collaboration is essential for creating educational frameworks that empower future professionals to engage meaningfully with issues of equity, access, and diversity.

Roadmap for reimagining LIS education

The collective insights presented outline a comprehensive roadmap for reimagining LIS education and practices. By integrating diverse perspectives, addressing systemic barriers, and promoting equitable access to information, the proposed reforms aim to create a more just and inclusive academic environment. Ongoing reflection and adaptation within LIS curricula are essential to meet the evolving demands of the information landscape and effectively serve all community members. These efforts will ensure that LIS education remains a cornerstone of social justice and inclusivity in the information profession.

Summation

The evolving discourse on social justice in academic librarianship highlights the need to realign LIS education with social justice values, focusing on scholarly communication. The author posits that despite its growing significance, LIS curricula have not fully integrated social justice-driven approaches, creating a vacuum between theory and practice. *Advancing Social Justice Through Curriculum Realignment: Centering Scholarly Communication in LIS Curricula* explores how integrating scholarly communication within LIS education can address inequities in knowledge production and dissemination, particularly through Diamond OA.

Diamond OA is viewed as a viable option to dismantle colonial knowledge structures and overcome systemic barriers in academic publishing. It fosters an inclusive and equitable knowledge ecosystem by promoting free access to scholarly materials, making it a critical option in the transformation of scholarly communication. The touch points between Diamond OA, scholarly communication, and collection development signals a transformative shift in access and dissemination of scholarship. In this cash strapped digital era, collection development has to transform from merely accumulating resources to curating open, diverse, and sustainable collections that reflect global and regional epistemic perspectives. Libraries are pivotal in redefining collections and supporting equitable publishing opportunities for scholars worldwide.

For LIS education, integrating scholarly communication into the curriculum is essential. As libraries transition from traditional collection development to curating OA collections, LIS professionals must be equipped with the necessary skills to navigate digital repositories, promote open science, and support the evolving role of libraries in fostering a more inclusive scholarly ecosystem. This integration ensures that future professionals are prepared to actively shape equitable and sustainable scholarly communication practices.

Academic libraries and LIS professionals play a key role in advocating for OA and ensuring that scholarly resources reflect diverse perspectives, contributing to the sustainability of the scholarly ecosystem. Integrating scholarly communication into LIS curricula is crucial for preparing future professionals to meet these challenges and drive a more equitable scholarly landscape.

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