

## **CANVAS Meeting Minutes, 10-15-20**

### Participants in Attendance:

- Alex Sturm (UCLA)
- Amber Meyers
- Auston Stamm
- Bella Kofner (College of Staten Island)
- Brad Cox (Florida State | College Autism Network)
- Brett Ranon Nachman (UW-Madison | College Autism Network)
- Cheryl Widman (University of Illinois at Chicago)
- Claire Klein
- Dave Caudel (Vanderbilt University | Frist Center for Autism and Innovation)
- Emily Rothman
- Eric Endlich (Top College Consultants)
- Florencia Ardon (Cornell University)
- Jessica Monahan (University of Delaware)
- Jennifer Wick (RIT)
- Jennifer Williamson (University of Calgary)
- Jill Underhill (Marshall University)
- Jonathan Vincent (York St. John University)
- Julie Lounds Taylor (Vanderbilt University)
- Kathryn Szechy (Wayne State University)
- Kayden Stockwell (University of Virginia)
- Ken Gobbo (Landmark College)
- Kristen Gillespie-Lynch
- Laura Graham Holmes
- Lee Williams (CAN | NASPA)
- Lindsay Blankenship
- Mary Baker-Ericzen (San Diego State University)
- Michelle Reed (SARRC)
- Monique N. Colclough (NC State University)
- Patrick Dwyer (UC Davis)
- Siva priya Santhanam (Metropolitan State University of Denver, Colorado)
- Stace
- Summer West (Universität Kassel, Germany)
- TC Waisman (University of Calgary)
- Zoe Sargent (University of Virginia)

## **Meeting Plan**

### **I. CANVAS Updates**

- Join our CANVAS list-serv - Our primary means of connecting, sharing info
  1. Click [here to join](#)
  2. Send email to the list by emailing [can-canvas@collegeautismnetwork.org](mailto:can-canvas@collegeautismnetwork.org)
  3. [Updated college autism programs list](#)
- [College Autism Summit](#) (virtually; Oct 27-30)

- CANVAS Cross-Institutional Collaborations Working Group (TC)
- Share a roughly 30-second elevator pitch of a recent article (magazine, news, journal) you have read or resource you would recommend people check out! List your name and a link to the article below so others may access it at their convenience!
  1. [60 Minutes clip on autism in the workplace](#) (Nachman)
  2. [Summary report from the National Survey of Autism-Specific College Support Programs \(Direct link\)](#) (Cox)
  3. Bailey, K. M., Frost, K. M., Casagrande, K., & Ingersoll, B. (2020). The relationship between social experience and subjective well-being in autistic college students: A mixed methods study. *Autism*, 24(5), 1081-1092. <https://doi.org/10.1177/1362361319892457> (Cox)
  4. This is not postsecondary-specific, but we have a virtual Neurodiversity Summit coming up at UC Davis (<https://health.ucdavis.edu/mindinstitute/events/>) on Nov. 20. Will be presentations and panels on variety of topics including participatory research, autistic burnout, neurodiversity in K-12 education, etc. Will also be dialogue on behaviour intervention controversy. Registration (free) is at <https://zoom.us/webinar/register/tJ0udO2hqT4qGtf8n7c8Hm4VqbtCRG28r6KZ>. (Patrick Dwyer)
  5. We are putting the final touches on a document that presents the results of a recent study we did, along with practical tips for autism support program staff. We had responses from just over 90 autistic college students and measured their levels of anxiety related to COVID and the return to college campuses. We are writing up the results for a special issue on COVID and disability. Details will be shared when complete (Jess Monahan)

## II. Presentation Notes

Julie Lounds Taylor: Associate Professor of Pediatrics and Psychiatry & Behavioral Sciences, Principal Investigator of the Transitions Lab, Editor, *Autism: The International Journal of Research and Practice*

- Julie has drawn inspiration from a blogpost by Sue Fletcher-Watson at *Autism* regarding lessons learned from the editorial desk, including demystifying the process. The post can be found at <https://dart.ed.ac.uk/editorial-desk/>
- Her path to *Autism* editorship entailed regularly reviewing for and publishing in the journal for many years. The journal was publishing many pieces relevant to her own work. In 2015 she was asked to co-edit a special issue on Autism and Adulthood. Later she was invited to join the editorial board, serving from 2015-2017. These individuals are often considered to have more of an active role and quickly enlisted to cover reviews. In 2017 she became a main editor, reflective of the journal's expansion to cover more adulthood-based topics.
- Manuscript submission entails the editor-in-chief assigning the piece to an editor who may have the most knowledge of the topic. If there are significant issues the manuscript

may be sent back (e.g., excessive word count). Reviewers are selected based on their expertise, and having reliable and qualified folks are essential in maintaining the momentum.

- Julie asked attendees to let *Autism* know of good individuals who would be qualified as reviewers when they submit manuscripts.
- Typically decisions on manuscripts may take two months or longer, and what expedites the process is having reliable reviewers.
- Often *Autism* assigns the manuscript to two reviewers, often based on factors like key words. It can take a long time to find good reviewers.
- She often receives four to six manuscripts each week, and there are multiple editors.
- The journal has a roughly 15% acceptance rate.
- Many manuscripts are not sent out to peer review, thus meaning they are desk rejected. The Editor is the person who reads it over and makes the decision. Common reasons for desk rejects include: significant issues with the study design, analyses, or conclusions; evaluation that the manuscript does not add sufficiently to the literature or the argument isn't well articulated; or ethical concerns. As an Editor, Julie aims to offer notes behind the article's rejection, explaining why it is not sent out for review.
- Editors assemble a list of back-up reviewers, with the system automatically enlisting reviewers if reviewers initially enlisted cannot do the job.
- Regarding revisions, authors are encouraged to address all of the comments. Multiple rounds of revisions are often necessary.
- Accepting manuscripts is her favorite part of the job.
- Common reasons for rejected manuscripts include: problematic measurement; qualitative research that does not provide new insights; lack of descriptive information about the samples; and failure to move knowledge forward.
- Authors can appeal decisions, but it is often unsuccessful. That said, appeals may happen by writing the Editor directly and noting reviews that feel off. Use appeals judiciously and sparingly.

## Q&A

Kayden: "If you get a desk reject without any details as to why in the decision letter, is it appropriate to follow up and ask?"

Answer: Yes. If desk rejects lack good feedback, and you plan to address feedback, go ahead.

Laura: "When you see that someone has expertise in an area and has been reviewing for you/giving good reviews, do you reach out to them? Or is it ever worthwhile to ask about joining an editorial board?"

Answer: Yes and yes. Each year the staff reviews the statistics of who is reviewing for the journal. That info may guide their decisions.

Siva: "Fantastic presentation, Julie! Very useful and informative!! Thank you so much! I have a couple questions: 1. What % of articles that you receive/review focus on culturally

and linguistically diverse individuals on the autism spectrum? or participant pools that include autistic individuals from diverse cultural and linguistic backgrounds? 2. What are some change in trends you are seeing or have been seeing over the years in the articles you receive? Trend in topics or trend in designs?"

Answer: They are not seeing enough articles entailing culturally and linguistically diverse groups; often articles only come from a handful of countries. She will spend more time in working with authors on manuscripts that fill a huge gap in the field. They are seeing a lot more adult work, as well as related to sexuality.

### **III. Upcoming CANVAS Meetings**

- **Thurs, Nov 12** at 3pm ET: **Dr. Cheryl Widman** (University of Illinois at Chicago) discusses "Understanding Parent Participation in the Postsecondary Education of Students with Autism Spectrum Disorder"
- **Early 2021 Schedule TBD**