STUDENTS LEADING PUBLISHING:
EXPERIENTIAL LEARNING FROM
MULTIPLE PERSPECTIVES

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Library Publishing Forum, 3/20/17
➢ **Dartmouth Library**: grant funding from the Dartmouth Center for the Advancement of Learning’s Experiential Learning Initiative

➢ **Macalester Library**: student involvement with publishing embraced by faculty as a way to enhance classroom learning, and includes students producing a scholarly society journal

➢ **Georgetown University Press and Library**: outreach, organization, education and events

➢ **University of Maryland Library**: student publishers supported through programs which develop a community of peer practitioners through collaborations across campus
Experiential Learning Framework at Dartmouth

➢ Innovate and take risks
➢ Solve complex problems
➢ Collaborate across differences
➢ Think critically and reflect on learning

Students critically reflect on the experience
Funded Proposal: Preparing Students to be Arbiters of New Scholarship: Editing, Reviewing and Publishing in the 21st Century

Collaboration:
Director of Education & Outreach Program
Program Director for Scholarly Communication, Copyright & Publishing

1. Workshop series
2. Funds for your publication
3. Student organized conference
4. Publishing System
Project Elements
➢ Party: Celebrate Student Journals
➢ Focus Groups
➢ Discussions across campus
➢ Student Led Publishing at Dartmouth
➢ Student Publishing Fair
➢ Workshop series
➢ Individual Consultations
➢ Celebration and Reflection
➢ Student Led Publishing unconference
➢ From Project to Program........
Student Goals

➢ Expression
➢ Legitimacy
➢ Visibility
➢ Recognition
➢ Funding
➢ Digital presence
➢ Professional development
Program Goals and Next Steps

➢ Improve quality of content
➢ Increase digital publishing & reduce print
➢ Articulate who decides
➢ Support continuity in editorial practices
➢ Increase diversity of voices
➢ Reduce barriers to participation
➢ Prepare to publish professionally
➢ Reflect on learning
➢ From Project to Program......
Acknowledgements

- Laura Barrett, Director of Education and Outreach, Dartmouth College Library
- Students involved in Student-Led Publishing at Dartmouth
- DCAL Experiential Learning Initiative
- Many conversations with colleagues
Students Leading Publishing: Experiential Learning from Multiple Perspectives

Macalester College Experience

Terri Fishel - ORCID - 0000-0001-8890-6269
Teaching tool

Most undergraduate students today don’t really read scholarly journals, they retrieve articles from databases, but don’t read entire issues of journals. And for course readings found in course management systems, there is “no concept of the difference between a book chapter and article.”

(Faculty conversation 3/1/2017)
Learning opportunities

Students who have the opportunity to participate in the publishing process

“understand scholarship in an entirely different way from students who just read it”

Professor Beth Severy-Hoven, Classics Department
Publications and student involvement vary

- **Department Journals** -
  - American Studies - *Tapestries: Interwoven voices of local and global identities*
  - Classics - *Studies in Mediterranean Antiquity and Classics*
  - Physics & Astronomy - *Macalester Journal of Physics and Astronomy*

- **Scholarly Society Journal**
  - *HIMALAYA, the Journal of the Association for Nepal and Himalayan Studies*
Show of hands

How many are involved in an undergraduate course that teaches students how to produce a journal?
Tapestries - course that began 7 years ago

Student produced undergraduate journal and original course included deciding on policies and procedures. All aspects of the journal are covered and decisions are made by the students:

- Solicitation of content
- Peer review
- Copyright and author rights
- Layout
- Theme
- General production
- Lessons learned: peer review process, copyright, project management, layout and design elements, group decision-making and how to reach consensus.
Studies in Mediterranean Antiquities - Classics

Readership map
Studies in Mediterranean Antiquities and Classics

Department faculty rotate on organizing student participation.

- **Editorial Board** - evaluating and deciding which papers will be published. Negotiate with authors to make revisions and decide what is quality work.
- **Writing for a different audience** - one that is documented in the readership map. Students place greater importance on quality of the articles selected.

Lessons learned: negotiation skills, peer review, copyright issues, editorial decision-making.
Himalaya

- Production done by library student employees under staff supervision
- Trained on using InDesign for layout
- Multiple students work on completing the layout and design for final publication
- Students receive acknowledgement in journal both print and online versions

Lessons learned: InDesign production, project management with tight deadlines.

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<th>Editorial Associate</th>
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<td>Jacki Betsworth, Macalester College, USA</td>
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<th>Editorial Assistants</th>
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<td>Bridget Chase, University of British Columbia, Canada</td>
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<td>Rebecca Krasky, Macalester College, USA</td>
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<td>Stella Wang, Macalester College, USA</td>
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Student Learning Opportunities & Faculty Engagement

Each department journal is managed differently, so each provides different learning opportunities

- Collaboration, negotiation and decision-making
- Peer review
- Copyright, author rights, fair use
- Specific skills to transfer to job opportunities
- Faculty are engaged and supportive - also help promote their departments
- Connection to College Strategic Plan - Entrepreneurship & Vocation
Additional faculty comments

10 minute promotional video - YouTube

Journals located at http://digitalcommons.macalester.edu/peer_review_list.html

More information:

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HOYAS PUBLISH @ GEORGETOWN UNIVERSITY

LAURA LEICHUM
DIGITAL PUBLISHING & RIGHTS MANAGER

GEORGETOWN UNIVERSITY PRESS
HERE’S WHERE WE STARTED

GU Library
• Approached by students with copyright questions and other Publishing 101 queries
• Digital Georgetown contacts student publications about adding their content to the digital archive
• Staff member attends Media Board meetings at Center for Student Engagement

GU Press
• 8 student interns each year, who are interested in publishing or communications, and sometimes are involved in student publications
• In 2014, became the publisher of the Georgetown Journal of International Affairs, a student-run publication with peer-reviewed content written by scholars and practitioners
DEVELOPING HOYAS PUBLISH

• Chart the student publishing landscape at Georgetown
• Focus on how this program can support existing institutional mandates
• Determine the type of events: publications fair and roundtable discussion
• Create Hoyas Publish web page hosted on the GU Library site
• Invitations emphasize the showcasing of student publications as well as opportunity for peer practitioners to learn from each other and build community
• Collect student feedback
LESSONS LEARNED

- Define “publishing” as broadly as possible so all formats and types of content feel welcome
- Assist student publishers with visibility and marketing at the fair
- Regularly reach out to faculty, administrators, and students to solicit information about student publications and their status
- Integrate student feedback—they want more events/workshops that can serve as staff training; we need to adjust timing and have events at least once a semester
- Actively look for other partners on campus to grow the program
- Seek out more information on how student publishers navigate the campus administration and budgeting process
NEXT STEPS—
GROWING THE ENGAGEMENT AND SUPPORT

- Add more resources to Hoyas Publish web page and explore the possibility of offering Open Journal System (OJS) to student publications
- Host panel discussions with publishing/media professionals to discuss their careers in publishing and offer practical advice on how to be successful as content producers/curators
- Explore development of Publishing 101 modular workshops, perhaps offer certificates
- Collaborate with the Media Board on offering workshops and “office hours” with GU Press staff
- Explore funding for awarding students the opportunity to attend scholarly publishing conferences such as Association of American University Presses annual meeting and Society for Scholarly Publishing annual meeting
Students Leading Publishing @ UMD
Hello!

I AM KATE DOHE

Digital Programs & Initiatives, University of Maryland Libraries
STUDENT PUBLISHING PROFILES
We have a wide array of publication types, topics, communities, and formats.
32 known and active student publications

22 are undergraduate publications

10+ are “indies” - no support from the university
CAMPUS COLLABORATION
COMMUNITY SITES

Libraries
Spearheading the Terps Publish Initiative. We have the services, the reach, and the relationships.

Journalism School
Have the pulse of the campus publishing community. Classmates know who started a zine, who runs a blog.

Student Union
Brings a remodeled space in the heart of campus and the comprehensive contact list.
3 Student Planners

Leaders from Stylus, Powerlines, and The Left Bench
“You bring a brick, and I bring a brick, then together we build a house.”

-Charna Halpern & Del Close, Truth in Comedy
DISCUSS

What can we do to help student publishing networks evolve into self-sustaining communities?
Thanks!

ANY QUESTIONS?

You can contact me at katedohe@umd.edu
Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash

Data on student publications collected by University of Maryland Libraries Graduate Assistant David Durden.