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# Creating OA Engagement: Peer-Reviewed Student Journals

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# Creating OA Engagement: Peer-Reviewed Student Journals

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Digital Initiatives Librarian

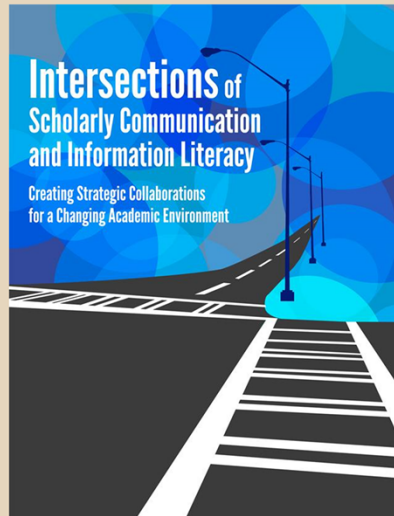


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I'm Michal Strutin, Santa Clara University science librarian and head of the Library's Scholarly Communication Working Group. I'm presenting with 2 of my 3 colleagues: Christa Bailey, librarian and IT specialist, and Tom Farrell, SCU Library's digital initiatives librarian and manager of our new institutional repository, Scholar Commons. Susan Boyd, also part of the group, is our engineering librarian.

We're going to talk about an exciting new direction in Scholarly Communication: peer-reviewed, open-access, student-run journals.

# Introduction



At the most recent ACRL conference, held in Indianapolis this past spring, there were a number of intriguing Scholarly Communication presentations. One focused on the Intersections of Scholarly Communication and Information Literacy in the recently published ACRL white paper of the same name. The idea: introduce Scholarly Communication concerns to students as you teach them about IL.

In addition to learning how to search critically and to evaluate, they'll get real-world knowledge about how the scholarly process works: sharing information collegially, best done *not* behind expensive publisher "firewalls." With open access, knowledge can be built faster. We stand on the shoulders of giants concept. This white paper is free to download. Our Resources slide will include the link.

# Introduction

Scholar Commons

SCHOLAR COMMONS

Scholar Commons is a service offered by the University Library to archive and offer access to intellectual work produced by faculty, students and staff at Santa Clara University. Open access publications, student projects, theses, dissertations, pre-print and post-print articles, instructional resources and university archival material are all candidates for deposit.

To find out more about Scholar Commons, and how you can submit your work, visit our [FAQ page](#).

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- Leavey School of Business [19]
- School of Engineering [36]
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Santa Clara University

This past summer, we got an IR -- Scholar Commons. Driven by the need for a place to collect and preserve engineering theses and dissertations. Tom started filling up Scholar Commons in all categories.

BTW—among SCU publications is a student literary review dating back to the 1800s. Now available to the world. Fascinating slices-of-life from nearly 150 years ago. At the same time, SCU is starting to ramp up student research. We have student projects and poster sessions to deposit in Scholar Commons. Faculty and staff articles and presentations. Of course, the engineering theses.

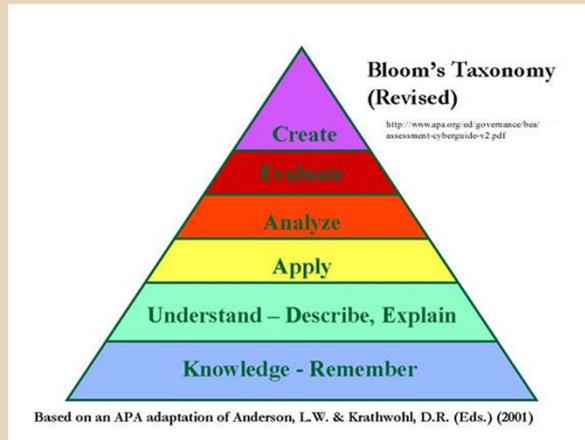
## Introduction

# What's Missing?



Perhaps a student-run, open-access, peer-reviewed journal.

# Introduction

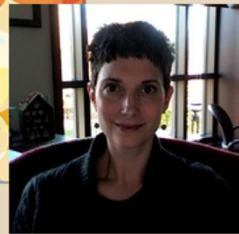
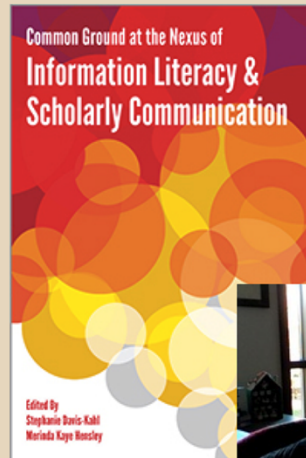


Back to ACRL: a most intriguing session was “Library Publishing and Undergraduate Education: Strategies for Collaboration.” Illinois Wesleyan’s Stephanie Davis-Kahl and colleagues explained how they put together a student-run, open-access, peer-reviewed journal.

Bloom’s taxonomy, *the* classification system of educational learning, says the best way to learn is to use what you have learned to create something. As in: create a peer-reviewed journal.

Running a journal and peer reviewing are rigorous and time-consuming. Great preparation for students: lots of critical thinking, which students can take with them into the world, academia or not. But how does that work, with students’ crazy schedules?

What if SCU wanted to try this? What would it take? We decided to find out.



Stephanie Davis-Kahl is co-author of the book *Information Literacy and Scholarly Communication*. She's also co-advisor to the student journal she spoke of at ACRL: IL Wesleyan's *Undergraduate Economic Review*. We looked for others. So far, not too many out there. It's hard to find those 3 elements in one journal: peer reviewed, open access, student run.

I'll talk about the *Undergraduate Economic Review*. Christa Bailey looks at *Illuminare*. And Tom will tell you about *Tapestries*. You'll hear similarities...and differences.

**Undergraduate Economic Review**

ILLINOIS WESLEYAN  
Fostering the Future

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Undergraduate Economic Review

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The UER is a peer-reviewed journal aimed at promoting high quality undergraduate research. It is supported by the Department of Economics and The Ames Library at Illinois Wesleyan University. Submissions for Volume 10 are now being accepted. If you have any questions about the journal or our criteria, please [contact the editors](#).

**Undergraduate Economic Review**

Editor-in-Chief  
**Jake Bates**

Associate Editors  
Mark Giannis  
Jaret Kanarek  
Ben White

Reviewers

Current Issue: Volume 10, Issue 1 (2013)

Articles

PDF Factors Explaining Obesity in the Midwest: Evidence from Data  
Josh Matti and Hansol Kim

PDF Evaluate the Effect of IMF's Longer-Term Concessional Lending Programs on Growth in the Development Background of

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Santa Clara University

I asked Stephanie: journalism students? No. Economics. She and her co-advisor pride themselves on making the journal experience as professional and real as possible. Most students who work on the journal go on to graduate school in economics. So this is a huge jump-start for them.

As for any publication, Davis-Kahl says 1. Check the competition. Would it add to the literature? 2. Make sure you have a faculty champion who will stay the course. 3. Who's the audience? In this case, economics students, although faculty read it, too. 4. Planning. 5. Role clarity



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Current Issue: Volume 10, Issue 1 (2013)

#### Articles

- [PDF](#) Factors Explaining Obesity in the Midwest: Evidence from Data  
*Josh Matti and Hansol Kim*
- [PDF](#) Evaluate the Effect of IMF's Longer-Term Concessional Lending Programs on Growth in the Development Background of Sub-Saharan Region  
*Guanyi Yang*
- [PDF](#) Diet and Health Capital: An American Case Study  
*Matthew J. Klein*

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Faculty Advisors  
**Dr. Michael Seeborg, Department of Economics**  
**Professor Stephanie Davis-Kahl, The Ames Library**

Three articles – a screenshot from a few days ago. They've added another since then. They add when the article is ready. These are from Indiana Wesleyan, Ohio Wesleyan, U. of Chicago, and the new one is from Princeton. Earlier issues include articles from China, Bulgaria, England, Canada.

## Structure

- 2 faculty advisors
- Student editor-in-chief
- 2-3 associate editors
- ~dozen reviewers
- 1 issue / year: 10-12 articles



## Scope

- Topics: whatever interests the authors
- Submissions from academic institutions worldwide
- Vetted: faculty must write supporting letter
- 20% acceptance rate

Two faculty advisors: Prof. Stephanie Davis-Kahl, Scholarly Communications, and Prof. Michael Seeborg, Economics.

A complementary combination. He provides the economic expertise, faculty champion angle, and a broad networking in his discipline. She provides the Scholarly Communication component: author rights, why OA. Plus technical and platform expertise. (The journal has been on bepress since 2008.)

Editor-in-chief is appointed by faculty each spring for the following academic year. The editor and others on the journal are mostly seniors in the Economics fall capstone course, doing their own research. The editor assigns submissions and has final say on rejections.

The editor continues through all of senior year—a sort of work-study situation. The reviewers are trained, but not until the capstone course. They have to hit the ground running. The advisors would like to start earlier in students' tenure.

Scope: pre-vetting by faculty at the submitter's home school is important. Articles submitted are cream of the crop—in most cases. That's why they can have tough standards: 20% acceptance rate.

### Criteria for Acceptance: 13 points

1. Important research problem
2. Describes problem clearly, persuasively
3. Uses appropriate theoretical framework
4. Provides adequate supporting arguments, evidence
5. Relates principal findings back to research problem
6. Draws policy implications (if any) from principal findings
7. Uses appropriate research design and data
8. Well organized and unified
9. Uses appropriate, direct language
10. Correctly acknowledges, documents sources
11. Maintains excellence throughout
12. Shows originality and creativity
13. Overall evaluation: (1-5)

If you have served as a referee on a peer-reviewed journal, you can see this list is completely professional. Davis-Kahl says they hammer in the need for high quality.

Students edit, but they don't do full-scale dissection of, say, methodology. If a reviewer sees that methodology or other major parts of the paper are faulty, the manuscript is rejected. Pre-vetting keeps most problem-papers out.

### **Student Benefits**

**Critical thinking**  
**Improves writing, editing skills**  
**Good for resume**  
**Academic rewards**  
**Preparation for academia**  
**Learn Scholarly Communication**  
**Networking**

### **Librarian Benefits**

**Substantive, ongoing collaboration  
with students and faculty**  
**Scholarly Communication, esp OA**

### **Challenges**

**Consistency**  
**High turnover**  
**Recruitment**  
**Soliciting excellent work**



Student benefits are apparent: exercises critical thinking; improves writing and editing; good for resume; academic rewards (students receive academic honors for serving on the journal); preparation for academia; learn Scholarly Communication; networking.

Librarian: This goes way beyond embedding in a course. The librarian is an integral, critical part of the course. And open-access, shared knowledge--this becomes the new norm for students. Especially important in an increasingly globalized world.

Challenges: They hope to start training editors and reviewers earlier in the process: as juniors and rising juniors. That would ameliorate the first 3 challenges: consistency, turnover, and recruitment. They'd like to add shorter pieces, perhaps book reviews, do more marketing, and improve the graphics.

Still—an impressive feat. I've looked at some of the articles. They are every bit high-quality academic.

Now to Christa Bailey and *Illuminare*.

# Illuminare



*Illuminare*

## **About the Journal**

**Focus and scope**

**Journal staff**



Illuminare is an open access peer-reviewed journal in the field of recreation, parks, and leisure studies. The journal is produced by students at Indiana University. The intended audience are those individuals in the five core specializations within the field. These areas include: recreational sport administration, park and recreation management, outdoor recreation, recreational therapy/therapeutic recreation and tourism management sectors.

# Illuminare



## Why go the Open Access route?

Journal history

Rebuilding the journal



Illuminare originally started in hard copy in 1992. IU Cat (Indiana University catalog) has records for volumes 1-6. The journal was published just once per year. However, Indiana University Press wanted to require 2 issues per year in order to keep the journal in print. This process was expensive and the end product was not accessible. As a result the journal ceased publication in 1999.

In 2010 student Lauren Duffy decided open access was a solution to the publication problem. In addition to being a great learning opportunity. Lauren took the existing name and reputation, but everything else she built from scratch.

Illuminare is one of 15 journals hosted by IU ScholarWorks. The journal is supported by OJS (Open Journal Systems.) OJS is a journal management and publishing system that has been developed by the Public Knowledge Project through its federally funded efforts to expand and improve access to research.

# Illuminare - Publication Process



## Timeline



## Submissions



## Review Process



## Timeline

In October, call goes out for manuscripts and reviewers.

December is the deadline for manuscript submission and reviewer selection. The review process is about 4 weeks long. The process typically occurs over students' Christmas break. This timeframe allows for extensions, if necessary.

Authors typically receive a decision in January as to whether their material will be published.

Authors have until the end of February to make any corrections and re-submit their articles.

In March the final version of the issue is uploaded.

**Submissions** Requests for submissions are made on list serves and through professional organizations. The journal focuses on advertising to the 5 core areas of the field.

Any student can submit an article. However, students do need to be 1st authors on the manuscript. For example, if they were working with a faculty member, their name would need to be listed first. The journal does accept dissertations. If the material was produced while the individual was a student then it is acceptable for submission.

Typically the journal receives submissions from both Masters and Doctoral level students.

Jill Stuarts, the 4th year IU doctoral student that I spoke with, admits they don't get a ton of

submissions.

### **Review Process**

Student reviewers are solicited through national email lists and through the Indiana University list serves. There is an application process. Students are accepted based on their experience and the number of publications they have written. They try to keep as many reviewers as possible. Last year they had 25 from all over the country.

Submissions are received by the editorial board. The editorial board is then responsible for dividing the submission among the reviewers. Submissions are divided based on area of expertise.

Peer reviewers use a rubric to read the papers. There are 2-3 reviewers for each submission in addition to a topic editor. Submissions are reviewed using a double-blind process.

Peer reviewers make the following recommendations for submissions: accept, reject, accept with minor revisions, or accept with major revisions.

The topic editor combines all the comments and makes recommendations and provides a summary. The assistant editor and editors then contact authors with their decision.



# Illuminare - OA Process Benefits



## **Benefits of OA Process**

**Review process experience**

**Learning opportunity**

**Submission practice**

**Improved writing skills**

**Builds vitae**

**Establishment in field**

**Open journal experience**



## Benefits of the OA Process

Student editors get the experience of reading manuscripts and go through the review process experience.

Over time students typically move into different positions which expands their learning opportunities.

They get to see the review form and learn what publishers are looking for before submitting their own work for publication.

The experience helps them improve their writing skills.

It helps build their experience on their vitae...this is especially useful for those students who are entering academia. This experience also helps build their professional network.

They establish themselves and gain exposure in their field.

The whole process provides excellent experience with the open journal system.

# Illuminare - OA Challenges

## Challenges of the OA Process

**All volunteer staff**

**Time intensive**

**Student turnover**



## Challenges of the OA Process

All volunteer, no stipend, no release time, no compensation

Some parts of the process are more time intensive than others. Students can expect to spend 10-15 hours per week for up to 6 weeks reviewing submissions.

Getting a journal established is very time intensive...especially the first year. Once templates are established and draft emails are created the process is easier.

Student turnover - The journal needs to get students on board early in their graduate career and then have these students move into leadership positions over time in the process so that they is always someone experienced on board.

# Want Your Own OA Journal?

## Advice for starting an OA journal @ your institution

Student investment

Faculty support and ownership

Consistent interest

## This what success looks like



2500 site views from 43 different countries last year



Advice for starting an OA journal at your institution

Student investment

faculty support and ownership

Consistent interest

All of these factors will get the journal through the lulls in the process.

Success is possible!

Although Illuminare has been online for just 3 years, last year the journal had 2500 site views from 43 different countries.

# Tapestries - American Studies journal


Home > American Studies Department > TAPESTRIES > Vol. 3 (2013) > Iss. 1

## TAPESTRIES: INTERWOVEN VOICES OF LOCAL AND GLOBAL IDENTITIES

Volume 3, Issue 1 (2013) Generational Politics, Spring 2013

**Articles**

- PDF: Table of Contents
- PDF: Miss Appropriation: Why Do We Keep Talking About Her? Abaki R. F. Beck
- PDF: Y Drake T. Myers
- PDF: Death Be Not... Fearful Matt Camini
- PDF: The Generational Fight for Affirmative Equality: Understanding and Dismantling the Assault on Affirmative Action Leewana Thomas, Kiah Zellner-Smith, Aaron Brink-Johnson, Felicia Johnson, Isela X Gomez, Jocelyne I. Cardona, Maya Vitaplana, Ryan Brownlow, Whitney Ziton, and Grace Zaiman



**Expressions**

- PDF: Mary Edmonia Lewis and Ella Fitzgerald Avi Thomas
- PDF: Untying My Tongue Raynise Carge
- PDF: A Stream of Thoughts Christine E. Ohenewah
- PDF: Generations in Pictures Anna Pickrell
- PDF: How to Kneel on the Earth Michelle A. Kiang

**Ideas**

- Our Stake in Violence: College Students Resisting Incarceration Maya MX Pisel

2012-13 EDITOR  
Anna Van Voothis, '14

2012-13 EDITORIAL COLLECTIVE  
Matthew Camini, '13  
Myiah Myers, '13  
Christine Ohenewah, '15  
Anna Pickrell, '14  
Maya Pisel, '13  
Anna Van Voothis, '14

The journal is the product of a course at Macalester College, St. Paul, MI, a private liberal arts college.

The course, offered through the American Studies Program, is: *Engaging the Public: Writing and Publishing in American Studies.*



Principal Macalester people behind the journal are Dr. Jane Rhodes, Dean for the Study of Race and Ethnicity and Chair of the American Histories Program, and Terri Fishel, Director of DeWitt Wallace Library.

Dr. Rhodes teaches the class through which the journal is annually published, and Terri Fishel provides guidance about scholarly publishing and the publishing platform.

The intended audience is the public, as well as scholars in American Studies, interested in issues related to race, gender, ethnicity, class, or sexuality.

## Tapestries - Eclectic mix

### **Aim and scope**

- Tapestries purposefully weaves multiple histories, voices, and languages together into a space where a plurality of knowledge can manifest. This journal engages in conversations-- both locally and globally-- through all media as they pertain to identities such as race, gender, ethnicity, class, nation, ability, and sexuality.

### **Types of content**

- Journal issues include research articles, creative works, and mixed media - all previously unpublished works not currently under review at another journal.

According to its aim statement, “Tapestries purposefully weaves multiple histories, voices, and languages together into a space where a plurality of knowledge can manifest. This journal engages in conversations-- both locally and globally-- through all media.”

The course is intended to focus on dissemination of research findings and knowledge beyond the American Studies classroom. In addition to work done by the students on writing, editing, and peer review, the focus is on introducing students to a collaborative model for producing a peer-reviewed journal. Students are also introduced to the broader topics of Scholarly Communication, Open Access, intellectual property, and author rights.

## Tapestries - Context

### Origin

- Course was created in response to President's Curriculum Renewal Initiative, focusing on issues of multiculturalism and synergy.

### Process

- Class members are instructed in, and responsible for, marketing, submissions, referee process, design and production.

This journal is the outcome of a course proposal that was submitted in response to the college President's Initiative for Curriculum Renewal in fall 2008 that was focused on two areas related to this class:

- "the development of courses that support the College's U.S. Multiculturalism general education requirement"

and

- "the development of "synergy" courses in which faculty and students engage in classroom-based scholarly collaborations"

The Editorial Collective oversees the management of submissions, assignment of editors and reviewers, and decisions on publishing. Through this process, students learn about scholarly publishing, evaluate the quality of peers' work, and grapple with many of the issues faced by professional editors and their reviewers.

# Tapestries - Content

## TAPESTRIES: INTERWOVEN VOICES OF LOCAL AND GLOBAL IDENTITIES

### Most Popular Papers \*

- [PDF](#) The Generational Fight for Affirmative Equality: Understanding and Dismantling the Assault on Affirmative Action  
*Leawana Thomas, Kiah Zellner-Smith, Aaron Brink-Johnson, Felicia Johnson, Isela X. Gomez, Jocelyne I. Cardona, Maya Vilaplana, Ryan Brownlow, Whitney Zilton, and Grace Zalman*
- [PDF](#) How to Kneel on the Earth  
*Michelle A. Kiang*
- [PDF](#) Y  
*Drake T. Myers*
- [PDF](#) Mary Edmonia Lewis and Ella Fitzgerald  
*Avi Thomas*
- [PDF](#) Miss Appropriation: Why Do We Keep Talking About Her?  
*Abaki R. F. Beck*
- [PDF](#) Bobble Head Dolls: On Performing The Lawn Jockey  
*Clara Younge*
- [PDF](#) Bound to Ride that Northern Railroad: Representations of Blackness in "O Brother, Where Art Thou"  
*Eric Goldfischer*
- [PDF](#) Book Review: My Year of Meat  
*Clara Younge*
- [PDF](#) Expanding Educational Opportunities (EEO) at Macalester College, 1968 -1975  
*Rachel Boyle*
- [PDF](#) Housewifization  
*Maya A. Weisinger*

### Examples of content

- Most popular works based on downloads from repository
- Research, poetry, memoirs

Browsing for the most popular *Tapestries* downloads on Macalester's Digital Commons repository shows a variety of content - research articles, poetry, memoirs, reviews.

## Tapestries - Process

### Marketing and Submissions

- Dining commons table tents, campus posters, visits to history, humanities, and fine arts classes seminars

### Peer Review

- Student editors assign reviewers drawn from other classmates - at least two reviews per item
- Referees are counseled and monitored by faculty member and librarian

### Design and Production

- Each journal volume has unique identity
- Staff support available for technical issues



The students have to actively engage in marketing and publicity in order to get submissions. They plan the publicity program themselves. Each year, the editors visit other history, humanities, and fine arts classes and challenge students to submit their best works. Any Macalester students can submit work; work is chosen based on the review process and whether there is a theme for the current issue.

Each year one or two students take on the role of editor. They assign reviewers drawn from other classmates (at least two reviewers per article), and occasionally engage outside reviewers. The student referees are monitored by the faculty member and associated librarian, who counsel them on best practices and evaluate their work. Guidelines for material are included on the *Tapestries* website. After review, the author is informed of required edits or approval for acceptance. The students do the layout and design for each issue so that each issue is unique from the previous issue.

Students are responsible for the complete production of the journal, including ensuring that there are no copyright issues. The journal is produced using InDesign software, and presented through Macalester's Digital Commons institutional repository. There is a staff member on call to assist with technical issues in the production process.



## Tapestries - Benefits

### **Sustainability**

- Course structure assures sustainability

### **Student Benefits**

- Trained in best practices of Scholarly Communication
- Reported pride of achievement and 'ownership' of journal
- Opportunity to observe professional collaboration between course faculty and associated librarian



Since this is a course-based journal process, sustainability has not been an issue. The course is popular, and there has been no problem maintaining the required level of editors and referees for the process, nor in obtaining a high quality of work from students on campus.

The production of each journal issue gives a sense of accomplishment and ownership to the editors/referees, and teaches them best practices in Scholarly Communication.

An unexpected benefit of the process, according to Terri Fishel, is that students learn collaboration and best practices not only from their own roles, but by observing the professional level of collaboration between the faculty member and librarian associated with the course.

## Tapestries - Training for the future

“I love this use of the journal as a research *and* a teaching mechanism. Through this process, students learn about scholarly publishing, evaluate the quality of peers’ work, and grapple with many of the issues faced by professional editors and their reviewers.”

Tim Tamminga, bepress



Tim Tamminga from bepress got to the heart of what's valuable about this student journal - it both adds content to Macalester's store of intellectual output in its repository, and produces students who have been instilled with the concepts of Scholarly Communication.

# Resources

Intersections of Scholarly Communication and Information Literacy

<http://acrl.ala.org/intersections/>

Undergraduate Economic Review (Illinois Wesleyan)

<http://digitalcommons.iwu.edu/uer/>

Illuminare (Indiana University)

<http://scholarworks.iu.edu/journals/index.php/illuminare/>

IUScholarWorks Journals (Indiana University)

<http://scholarworks.iu.edu/journals/index.php>

Tapestries (Macalester College)

<http://www.macalester.edu/academics/americanstudies/tapestries/>

Library Publishing and Undergraduate Education

[http://works.bepress.com/stephanie\\_davis\\_kahl/](http://works.bepress.com/stephanie_davis_kahl/)

# Questions?

Thank you for your attention.

Questions?

Experiences / stories you would like to share?