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Library Services for Creating and Publishing Student Research Journals

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Library Services for Creating and Publishing Student Research Journals

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1 IN THIS CHAPTER

Theme

Planning & implementing student research journals

Highlighted Services

Journal consulting, publishing and technical support

Resources

Sample journal staff organization models, checklists to support planning, staffing, and production

Conducting research is an integral part of graduate education. To enhance students' learning and research skills, some institutions have launched journals to publish noteworthy scholarly works by graduate students. As Pearson, VanNest, and Jasinski (2004) explain, a graduate student journal encourages contributors to review the professional literature, promotes publishing of original findings, and creates mentoring opportunities for students (p. 68). Meanwhile, research has gained

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prominence in undergraduate education. The Council on Undergraduate Research, for example, has held an annual conference since 1987 to highlight and celebrate undergraduate students' contributions to research and scholarship. Educators have contended that it is beneficial to create an undergraduate research journal because it provides the students on the editorial board with opportunities to augment their learning, sharpen their critical thinking, and acquire new skills (Bauer, Ogas, Shakir, Oxley, & Clawson, 2009; Deonandan, Patel, & Winterbottom, 2012; Ware & Burns, 2008).

> ...a graduate student journal encourages contributors to review the professional literature, promotes publishing of original findings, and creates mentoring opportunities for students.

Thanks to technological advancement, academic libraries have been engaged in scholarly publishing to "bring their values to bear on scholarly communication processes" (Harboe-Ree, 2007, p. 17). A survey conducted by Mullins et al. (2012) reports that almost two-thirds of the respondents' library publishing programs involve collaboration with one or more units on campus (p. 6). Unsurprisingly, the collaborators include academic departments and student organizations that wish to bring to fruition the publishing of student journals. Phillips (2010) applauds academic libraries' publishing initiatives because they facilitate access to their parent institutions' intellectual outputs and help enhance the institutions' stature (p. 156).

As one of the stakeholders in the scholarly communication life cycle, the academic library has built working relationships with constituents on and off campus. Therefore, it has much to offer when it comes to campus-based journal publishing. This paper aims to provide an overview of library services, especially for creating and publishing open access student research journals (regardless of whether they are run entirely by students or led by a faculty member[s]). Its coverage is not meant to be all-inclusive. Resources relevant to the mentioned services are listed in Appendix 1. A list of issues related to this topic are presented in Appendix 2.

Faculty members and students may not perceive the library as a player in the dissemination of original research outcomes, even though the library's endeavors in this area have been documented in the professional literature. Thus, it is important to raise the campus's awareness of what resources and services the library has to offer to support online publishing. The annual Open Access Week is an apt occasion for such a publicity event. However, the promotion has to be ongoing and across the campus. One effective way to achieve this is by word of mouth. Liaison librarians, for instance, can draw faculty members' attention to the services when communicating with their departments. Library administrators can highlight the services at meetings with their counterparts from other units and encourage them to spread the word. Librarians can also take the initiative to contact existing print-only student journals on campus,

introduce the services, and explore the possibility of transforming the publications to open access journals. Although outreach activities are time-consuming, they are worthwhile because they help identify potential collaborators and build relationships with them. Additionally, they provide a means for the library to gauge what services for online publishing are sought after from different perspectives. That will assist the library with the allocation of resources for the provision and possible growth of the concerned services.

Assistance With Planning and Organizing

While faculty members can be staunch advocates for the creation of student research journals, enthusiastic students may also take the lead to start up such journals because they wish to increase the visibility of outstanding research conducted by their peers. For students who plan to further their academic pursuits, they may volunteer to assume responsibilities for the journal operations in order to familiarize themselves with scholarly publishing practices and gain valuable credentials. If it is a faculty member who intends to start a student research journal, s/he may have a clear idea with regard to the staffing and necessary resources for the journal operations. If it is students who seek assistance from the library for the launch of a journal, they may not be fully aware of the issues and responsibilities entailed by developing and managing an open access journal. Bittman, Lynch, and Pauls (2007) state that there are a wide variety of tasks involved in running a journal (p. 8). They range from strategic planning and operational oversight to marketing, financial management, and journal site maintenance. They differ in nature and are divided up among a team of individuals who work closely to keep the journal alive. As the *Online Guide to Open Access Journals Publishing* points out, it is crucial that the members of a journal team assume appropriate roles and "understand what activities need to be carried out, who ought to carry them out and how they relate to other activities" (n.d.). To ensure that a student-initiated journal will take off and continue over time, the library ought to get these points across to the students right at the beginning:

- Publishing a journal is a team effort that requires the recruitment of committed fellow students to fill the positions on the team and perform different tasks.

- It is likely that the team members have to acquire new skills in order to carry out the responsibilities they undertake.

- The members have to communicate with each other constantly to facilitate the collaboration.

- There is usually an annual staff rotation due to some members' graduation or departure. Therefore, the outgoing team has to recruit new members to run the journal in the next year. Moreover, departing members should hand over their responsibilities to their successors before the end of their terms.

As part of the education, the library can recommend these useful resources to the students for reference:

- *Developing Open Access Journals: A Practical Guide*
- The *Online Guide to Open Access Journals Publishing*
- Open-Access Journal Publishing Resource Index
- Student Journal Editor Resource Centre

Meanwhile, it is advisable to recommend that the students invite interested faculty members to participate in developing and managing the journal because the latter will be able to offer advice and coach the students from the researcher's perspective. The involvement of faculty may bring about recognition and sponsorship from an academic department or a campus unit. Last but not least, the presence of faculty on the team will be conducive to the journal's success and continuity if they provide oversight of the students' performance. As Froman (2008) cautions, "Without commitment from key faculty members, the journal will not last long" (p. 250).

With at least one faculty member on board, the journal team has to make a decision on how different responsibilities are divided among the members. Common staffing models include but are not limited to:

Editor-in-Chief	Reviewers	Production and Administrative Support (e.g., Copyediting, Marketing, etc.)
Faculty member(s)	Students trained to be reviewers	Faculty members, trained students, and/or liaison librarians
Faculty member(s)	Faculty members	Faculty members, trained students, and/or liaison librarians
Student(s) guided by faculty advisor(s)	Students trained to be reviewers	Faculty members, trained students, and/or liaison librarians
Student(s) guided by faculty advisor(s)	Faculty members	Faculty members, trained students, and/or liaison librarians

Which model a student journal adopts is contingent on factors such as who initiated the creation of the journal, how many faculty members have expressed interest in serving on the editorial board, whether and how many students volunteer for the journal, and the educational level of the students involved. For instance, a subject-based undergraduate journal could have a faculty member as the editor-in-chief and upper-level undergraduate students would be trained as reviewers. A multidisciplinary undergraduate journal, however, could be based on the model that faculty members from various academic departments are appointed as editors-in-chief and

reviewers. If the journal is sponsored by a campus unit, the production and administrative support might become the unit's responsibilities. For a graduate journal, one or two students might be assigned as the editor(s)-in-chief and would be mentored by faculty members. Other students on the team would receive training and become reviewers and copy editors. The library and the faculty can work with the journal team to assess the situation, identify the available resources, weigh the pros and cons of different models, and select the one that suits the journal the best. Opportunities may arise for librarians to help coordinate and participate in the student training. Given that each journal has its own mission and characteristics, the adopted model may be none of the four listed above. Nevertheless, it is suggested that the model be evaluated in due course and tweaked as needed to ensure its efficiency and appropriateness.

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To secure the commitment of the journal team, it is not uncommon that a memorandum of understanding is signed between the library and the team to formalize their publishing partnership. The document clarifies the roles and responsibilities of the two parties and ensures that there will be an ongoing mutually beneficial relationship between them. The terms therein are often determined by the library's service level and the journal's needs.

In addition to assistance with team building, the library can provide input in formulating journal policies. While the faculty members involved are familiar with journal publishing in general, they may not have a solid grasp of open access. This presents the library with a prime opportunity to fill both the students and the faculty in on the economics of traditional journal publishing and the rationale behind open access. Moreover, an introduction to copyright law as well as Creative Commons licenses can illuminate the significance of open access and how publishing is interwoven with teaching, learning, research, and scholarship advancement. Resources from SPARC and the Right to Research Coalition are especially useful and valuable in this regard. A discussion of these topics not only reveals the downsides of subscription-based journal publishing with respect to knowledge sharing, but also highlights how authors' retention of rights in their works can enhance the dissemination, dialoguing, and constructive reuse of their intellectual outputs. Furthermore, it orients the journal team members to their roles as consumers and creators of information in the scholarly communication ecosystem. As

the Association of College and Research Libraries (2013) states, such knowledge is important because it is fundamental to being information literate. Cognizant of the impact of access and copyright issues, the journal team will likely place emphasis on maximizing the dissemination and reuse of the published content when laying down policies and practices. Its members will be able to speak of the journal cogently and be prepared to tackle potential authors' queries confidently.

While addressing scholarly communication issues, the library can go further and draw the journal team's attention to such new developments as open peer review, alternative metrics, data management, and researcher identity management. Lapinski, Piwowar, and Priem (2013) assert that librarians can play a critical role in educating campus constituents about article-level metrics and relevant resources. The same is true when it comes to informing faculty and students of other developments in the scholarly communication arena. A variety of guides to these topics are readily available online. If the journal team is interested in integrating these practices into its operations, the library could provide training and offer support as appropriate. Doing so would be an effective way to demonstrate the library's value and leadership in preparing the campus community for open digital scholarship.

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An essential part of the planning process is the graphic design of the journal site and the technical setup of the online publishing system. If the library is able to help with graphic design, it may be a boon to the journal team. In case the library cannot help, it can refer the team to appropriate service units on campus for assistance. It can also alert the team to open-licensed resources so that its members can adapt them for the graphic design if they prefer. With regard to setting up the online publishing system, the library introduces the journal team to the system's features, configures its functionality in consultation with the editors, and provides training (and refreshers) to ensure that the team members are able to perform the editorial work using the system. Once the inaugural issue has been published, the library could touch base with the team to discuss if the system needs to be fine-tuned to streamline the operations. What is involved in this stage to a large extent depends on how the library installs the technical infrastructure for publishing. If it has opted for a hosted service approach and offers its publishing services through licensing a vendor's online platform, the vendor will cover some of the graphic design and technical issues on behalf of the library.

Support for Content Management

Furlough (2010) notes that content management services "are frequently cited as a key asset for libraries engaged in publishing" (p. 206). Indeed, the library is able to provide a variety of

services before and after the launch of a student journal. For example, the library can apply for an International Standard Serial Number (ISSN) for the journal before (or after) the publication of the inaugural issue. The assignment of digital object identifiers (DOIs) to articles has become an industry standard among journals. If the library is a publisher member of CrossRef and if the journal team decides to assign DOIs to articles, the library can embed itself in the production workflow and perform certain DOI-related responsibilities as long as both parties are able to work out an agreement on issues such as how to fulfill the requirement for providing outbound DOI links for the works cited by the articles and who will pay the fees incurred by new DOIs.

Thanks to its substantial experience with enhancing the discoverability of information, the library has much to offer after the inaugural issue is published. It can add the journal to its online catalog and export the bibliographic record to WorldCat if the library is an OCLC member. Other libraries may import the record into their online catalogs so that their users can find the journal. If the library licenses a vendor's knowledge base to maintain an electronic journal list, it can create an entry for the journal to make it readily accessible to users of the list. Similarly, the library can work with vendors of Web-scale discovery tools to set up metadata harvesting for the journal in order to boost the discoverability of the published articles. As the journal grows and accumulates quality content over time, the library can explore the possibility of having the journal included in academic databases. Besides its array of licensed information resources, the library can also register the journal with online finding aids such as the Directory of Open Access Journals (DOAJ). It can even supply the metadata of published articles to enable article-level searching on DOAJ. Meanwhile, the library could provide assistance with identifying subject-specific online search tools and have the journal content indexed by them. It could also make suggestions for promoting the journal through appropriate avenues such as social media and online communities.

Some services are truly valuable to a new online journal. They include search engine optimization, an RSS feed for newly published content, download rate tracking, periodic delivery of download statistics to editors and authors, and the tracking of the journal site traffic. Data about downloads and site visits inform the journal team of how well its publication is received. It also helps the team determine whether it needs to work on promotion in order to increase readership and recruit more promising manuscripts. The availability of these services is tied to the publishing system. If the library utilizes a vendor's online platform to publish the journal, the vendor will cover at least some of these services. If the library publishes the journal on its own instance of an open source platform, the library probably has to sort out certain technical issues before it can deliver these services.

Last but not least, the library can identify possible means to preserve the journal content for long-term access. Some libraries have their own digital preservation programs and can tackle this issue by themselves. In case the library does not have this advantage, it can look to library consortia of which it is a member for assistance or an opportunity for collaboration. It can also consider participating as a publisher in such digital preservation initiatives as CLOCKSS and Portico.

The content management services support the journal in different ways. They establish its legitimacy, integrate it into the existing scholarly literature, and enhance its discoverability in a sea of online content. They provide data on which the journal team relies to chart its operational activities and future directions. They also ensure long-term access to the journal content in spite of possible disruption caused by technological innovation. The journal team may not think of the need for these services in the first place, but it usually appreciates them once it has realized their importance.

Conclusion

The library is well positioned to educate the team of a student research journal about publishing in an open access environment. It can assist the members with team building, policy setting, and decision-making with regard to the journal operations. The team effort is indispensable in laying the groundwork for the launch and continuity of the journal. The library assumes a different role after the journal has gone live. Its expertise in organizing information can translate into services for managing the published content. In sum, there is a wide range of possible services that cater to the creation and publishing of open access student research journals. As discussed by Perry, Borchert, Deliyannides, Kosavic, & Kennison (2011), what services are offered is predicated upon the library's resources, abilities, and strategic plan. To ensure positive outcomes, Mullins et al. (2012) recommend that positions dedicated to library publishing be created "to provide program champions and improve program continuity and success" (p. 20).

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Appendix 1: Select Resources

Online Forums

LIBPRESS-L Listserv

http://listserv.ucop.edu/cgi-bin/wa.exe?A0=LIBPRESS-L

Libpub Google Group

https://groups.google.com/forum/#!forum/libpub

Planning, Organizing, and Managing

Developing Open Access Journals: A Practical Guide

http://www.developing-oa-journals.org/

(an abridged version freely available at: http://www.developing-oa-journals.org/Guide_to_developing_oa_journals.pdf)

Library Publishing Services: Strategies for Success: Final Research Report (March 2012)

http://docs.lib.purdue.edu/purduepress_ebooks/24/

Online Guide to Open Access Journals Publishing

http://www.doaj.org/bpguide/

Open-Access Journal Publishing Resource Index

http://www.sparc.arl.org/partnering/planning/

Student Journal Editor Resource Centre

http://studenteditors.org/

Sample Agreements Between Library and Journal

Hosting Agreement for Open-Access or Embargoed Journals (from MPublishing in University of Michigan Library)

http://wiki.publishing.umich.edu/sites/mpublishing/uploads/4/4a/Editors-MPub_journal_license_OA.pdf

Master Service Agreement—Basic Service Level (from CDRS in Columbia University Libraries)

http://cdrs.columbia.edu/cdrsmain/wp-content/uploads/2009/05/Basic_MSA_Journals.pdf

Open Access E-Journal Hosting Agreement (from University of South Florida Libraries)

http://scholarcommons.usf.edu/tlar/10/

Sample Agreements Between Journal and Author

Agreement for Publication and Sharing of Rights (from CDRS in Columbia University Libraries)

http://cdrs.columbia.edu/cdrsmain/wp-content/uploads/2009/05/sampleauthoragreement.pdf

Author Publishing Agreement (from MPublishing in University of Michigan Library)

http://wiki.publishing.umich.edu/sites/mpublishing/uploads/d/d3/Author-journal_article_license.pdf

Standard Author Copyright Agreement (from University of Pittsburgh Library)

http://www.library.pitt.edu/e-journals/Public/authorcopyrightagreement-2012-03-28.docx

Suggested Language for Author Agreements (from California Digital Library)

http://www.escholarship.org/sample_author_agreement_final.doc

Scholarly Communication Issues

Article Level Metrics: A SPARC Primer

http://www.sparc.arl.org/bm~doc/sparc-alm-primer.pdf

Copyright in General

http://copyright.columbia.edu/copyright/copyright-in-general/

Creative Commons: About the Licenses

http://creativecommons.org/licenses/

MANTRA: Research Data Management Training

http://datalib.edina.ac.uk/mantra/

Open Access Scholarly Information Sourcebook (OASIS)

http://www.openoasis.org/

Open Review: A Study of Contexts and Practices

http://mediacommons.futureofthebook.org/mcpress/open-review/files/2012/06/MediaCommons_Open_Review_White_Paper_final.pdf

ORCID: A System to Uniquely Identify Researchers

http://dx.doi.org/10.1087/20120404

Right to Research Coalition

http://www.righttoresearch.org/

SPARC's Author Rights Initiative

http://www.sparc.arl.org/author/

Information Literacy and Scholarly Communication

Common Ground at the Nexus of Information Literacy and Scholarly
Communication

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/
booksanddigitalresources/digital/commonground_oa.pdf

Intersections of Scholarly Communication and Information Literacy: Creating
Strategic Collaborations for a Changing Academic Environment

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/
Intersections.pdf

Scholarly Publishing Tutorial (for Information Literacy)

http://liblearn.osu.edu/tutor/scholarlypublishing/

Content Management of Open Access Journals

CLOCKSS

http://www.clockss.org/

CrossRef

http://www.crossref.org/

Directory of Open Access Journals

http://www.doaj.org/

Portico

http://www.portico.org/digital-preservation/

Appendix 2: Issues to Consider

This list aims to help the founder(s) of a student research journal brainstorm and organize.
It is by no means comprehensive. Members of a journal team may want to refer to the Student
Journal Editor Resource Centre's advice on the important steps in getting started in student
publishing: (http://studenteditors.org/important-steps/).

Planning and Policies

1. Ownership

   • Who owns the journal (e.g., an academic department, a student society on campus, etc.)?

2. Continuity

   • What mechanism is in place to ensure the journal's continuity?

3. Faculty involvement

   • How many faculty members are involved in the journal's operations?

4. Title

   • What is the journal title? Has it been used by another journal or publication?

5. Purpose

   • Why has the journal been created? What purpose(s) does it serve?

   • How will it contribute to research and scholarship?

6. Scope

   • What will be the scope or subject area(s) of the journal?

   • Will it cover interdisciplinary works?

7. Authors and readers

   • Who will be eligible to contribute to the journal?

   • Who will be the target readers?

8. Content

   • What kind of article will be published (e.g., original research articles, review essays, opinion pieces, etc.)?

9. Language

   • Will the journal only publish articles written in English?

10. Submission guidelines

   • Will there be a page or word limit per article?

   • What citation style should be used?

   • How should the manuscript be formatted (e.g., double-spaced, line-numbered, etc.)?

   • Will previously published materials be accepted?

   • What content type(s) will be accepted (e.g., texts, charts, tables, graphics, multimedia, supplementary datasets, etc.)?

   • What file format(s) will be published (e.g., .pdf, .xls, .jpg, .mp3, etc.)?

11. Author agreement

- What should be the terms for the author agreement?

- Will the journal publish particular information about authors (e.g., a brief bio, a picture, etc.)?

12. Copyright

- Who will own the copyright of published articles?

- Will the articles be published with a Creative Commons license to facilitate knowledge sharing? If so, which license will be adopted?

13. Frequency/publication schedule

- How many times will the journal be published in a calendar year?

- Will articles be grouped and published together as an issue? Or will they be published on a rolling basis (i.e., they are published individually whenever they are ready)?

14. Numbering

- How will the journal be numbered? By volume and issue (when articles are grouped and published together) or by year and article number (when articles are published individually on a rolling basis)?

- Will articles published in different issues have continuous page numbering?

15. Site design

- Is there a logo, banner, theme color(s), and/or cover image for the journal site?

- What is the timeline for the development and launch of the site?

16. Launch

- When will a call for papers be issued?

- When will the inaugural issue be published?

Staffing and Editorial Workflow

1. Editor(s) and contact person

- How many editor(s) will there be?

- What will be the requirements for the editor position(s)?

- Who will receive and respond to questions and comments about the journal?

2. Journal team

- How many positions will there be on the journal team?
- What will be the responsibilities for the positions?
- How long will the terms be for the positions?
- How many reviewers will there be in total?
- What will be the requirements for journal team members and reviewers?
- How will journal team members and reviewers be recruited and evaluated?

3. Editorial workflow

- What will be the review procedure?
- How many reviewer(s) will be involved in reviewing a manuscript?
- What will be the review criteria?
- If students will be reviewers, what training will be provided to them?
- How many days will a reviewer have for completing a review?
- How much time will be appropriate for the entire editorial workflow?

Production, Promotion, and Preservation

1. Copyediting, layout editing, and publishing

- Who will be responsible for the proofreading, copyediting, and layout editing of accepted manuscripts?
- If translation is required for accepted manuscripts, who will be the translators?
- How much time will be appropriate for the proofreading, copyediting, layout editing, and/or translation?
- Will there be a budget for proofreading, copyediting, layout editing, and/or translation if the work has to be outsourced?
- What information will be displayed in the online article record (e.g., an abstract, keywords, the article citation in a particular style, etc.)?
- Should the system be configured to generate a cover page and an abstract page for the downloaded article?
- Should the system be configured to generate a header and a footer on the content pages of the downloaded article?
- Will a digital object identifier (DOI) be assigned to each published article? If so, who will be responsible for providing the outbound DOI links for the papers cited in an article? What will be the funding source for new DOIs?

2. Marketing
   - Who will be responsible for the ongoing marketing of the journal to attract readers and recruit authors?
   - What will be appropriate and effective marketing channels for targeted readers and potential authors?
   - Will the journal create an RSS feed for newly published articles?
   - Will the journal use Google Analytics or a similar tool to track readership?
   - Will there be a budget for marketing? Will it be ongoing?
3. Impact assessment
   - Will the journal provide article-level metrics?
4. Archiving and preservation
   - What will be the plan for archiving and preservation?