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# Scholarly Communication for Credit: Integrating Publishing Education into Undergraduate Curriculum

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# Scholarly Communication for Credit: Integrating Publishing Education into Undergraduate Curriculum

**Description**

As academic libraries place increased emphasis on educating students and faculty about issues related to scholarly publishing, it has become clear that workshops, events, and even course-integrated instruction are often not enough to fully engage students and faculty. To be most effective, scholarly communication education should be integrated into the formal academic life—and mission—of an institution and must offer tangible benefits to students and faculty. For most institutions (especially those with an emphasis on liberal arts), the core mission centers around the teaching and learning experience: in other words, the classroom and the curriculum. In order for scholarly communication to be recognized as anything more than an optional adjunct to this mission, it must become a regular part of the curriculum. A practical way to accomplish this is by strategically developing credit-bearing courses and programs that simultaneously support the goals of the academic departments and educate students about scholarly communication issues. At Pacific University, library faculty developed a course on scholarly journal publishing for undergraduates and collaborated with academic faculty to create a new academic minor in editing and publishing.

**Disciplines**

Library and Information Science

**Comments**

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# Scholarly Communication for Credit

## [ Integrating Publishing Education into Undergraduate Curriculum ]

**Isaac Gilman**
*Pacific University*

## Introduction

As academic libraries place increased emphasis on educating students and faculty about issues related to scholarly publishing, it has become clear that workshops, events, and even course-integrated instruction are often not enough to fully engage students and faculty. To be most effective, scholarly communication education should be integrated into the formal academic life—and mission—of an institution and must offer tangible benefits to students and faculty. For most institutions (especially those with an emphasis on liberal arts), the core mission centers around the teaching and learning experience: in other words, the classroom and the curriculum. In order for scholarly communication to be recognized as anything more than an optional adjunct to this mission, it must become a regular part of the curriculum. A practical way to accomplish this is by strategically developing credit-bearing courses and programs that simultaneously support the goals of the academic departments and educate students about scholarly communication issues. At Pacific University, library faculty developed a course on scholarly journal publishing for undergraduates and collaborated with academic faculty to create a new academic minor in editing and publishing.

## Publishing Practices in Undergraduate Coursework

Integrating information about the scholarly publishing process into academic coursework is already recognized as a vital component in preparing undergraduates to be more effective researchers, to be more successful in graduate work, and to be contributing scholars within their respective disciplines. In a study of undergraduate science students, Tenopir et al. (2003) noted that educating students about the

mechanics of publishing, particularly peer review, can help students grasp the importance of using peer reviewed articles to inform their own research. Tang and Gan (2005) emphasize that familiarity with the nature of scientific literature and the peer review process (in this case, for grants) is also vital preparation for graduate research activities, and the authors created a course for senior undergraduates to focus on these topics. For similar reasons, Guildford (2001) successfully used practical exercises to teach undergraduate engineering students about author guidelines and the peer review process.

While attention is certainly paid to educating students about the mechanics of preparing manuscripts for publication and participating in the peer review process, there are fewer examples of courses dedicated to providing students with a more comprehensive picture of scholarly publishing. One of the strongest case studies presented in the literature is provided by Jones et al. (2006), who developed a course on scientific publishing for undergraduate neuroscience majors. As the authors note, "The processes of peer reviewing, editing, and publishing, [are] largely invisible to students," and the course was designed to educate students about *all* aspects of publishing, "from the practical issues to the philosophical challenges" (A60). The specific topics addressed in their curriculum allow students to engage in the complex issues of the formal scholarly communication system: editing methods, ethics in scientific communication, open access publishing, impact factor and h-index, the role of undergraduate journals, the role of English in global science, scientific misconduct/peer review, scientific lay publishing, alternative media, and website design (A61). During the course, students also have the opportunity to review and edit manuscripts that have been submitted to the school's undergraduate journal, *IMPULSE*.

In the discussion of their motivation for this course, Jones et al. (2006) make a connection between the growing emphasis on undergraduate research and the need for students to be educated about the means through which research is formally shared (i.e., publishing). Indeed, if undergraduate colleges and universities want to devote resources to building a robust infrastructure for undergraduate research and scholarship, it is only logical that such a program should require students to engage with the issues and practices that directly affect the ability of their future work to have the greatest impact possible. Furthermore, Davis-Kahl (2012) observes, "Undergraduates … have an important role to play as future graduate students, scholars, and as citizens" (212). Educating students not only about peer review and manuscript preparation, but also about the importance, opportunities, and challenges of the scholarly communication system will best prepare them for these roles.

## Pacific University and Scholarly Communication

Pacific University (Forest Grove, Oregon) is a prime example of an institution with a growing emphasis on undergraduate research and scholarship. Pacific University, founded in 1849, is a small private university with a strong tradition of both liberal arts education and graduate professional education in health care and teaching. Within the past four years, the university has created both a Research Office (headed by a Vice Provost for Research) and a Director of Undergraduate Research position (held by a full-time faculty member). While faculty members within the undergraduate College of Arts and Sciences are supportive of this growth in undergraduate research activities, many also feel strongly that the primary emphasis of the institution should remain on teaching.

Accordingly, as the Pacific University Library has developed its scholarly communication program, it has been a goal of the library to explicitly connect its services and initiatives (e.g., journal publishing) both to the scholarly and research aspirations of the university and to its traditional teaching and learning mission. Connecting scholarly communication services and content directly to undergraduate curriculum not only provides an expanded opportunity for education and advocacy, but also increases the likelihood that undergraduate faculty will view the content and issues as worthy of time and discussion.

The most direct and meaningful way to integrate any topic into the curriculum is to develop a new course devoted to that topic. The subject of scholarly journal publishing was selected because it could be directly connected to the library's services and because it offered a context in which issues relevant to scholarly communication could be discussed. The course content also provides useful knowledge for students who are interested either in publishing careers or in graduate education that will require engagement with the scholarly publishing environment.

Shortly after the scholarly publishing course—Introduction to Scholarly Journal Publishing—was first offered within the college, library faculty began to investigate additional ways that the library's publishing services (and now, the publishing course) could further support the teaching and learning mission of the college. Discussions with English department faculty led to the collaborative development of an academic minor in editing and publishing, a multidisciplinary program that includes courses from English, media arts, art, and business. The mix of required coursework has strong ties to the traditional liberal arts (e.g., an English course on major writers and their contemporaneous publishing practices) and to practical skills (e.g., copyediting and web design). One of the courses included in the minor is the library's scholarly publishing course.

As the following discussion will demonstrate, both the minor in editing and publishing and the journal publishing course have served to embed scholarly communication into the undergraduate curriculum, to provide new roles for the library in supporting undergraduate learning, and to give students opportunities to gain knowledge and skills that will serve them in future academic or professional careers.

## Minor: Editing and Publishing

Although the university library's publishing program is a relatively recent development, there is a strong publishing culture at Pacific University, both within an on-campus center (the Berglund Center for Internet Studies) and in academic departments. One of the most notable examples is within the department of English, which publishes a professional literary magazine, *Silk Road*. The magazine is edited by English faculty, but is largely staffed by graduate and undergraduate students, who manage most aspects of the publication. Undergraduates working on the magazine are enrolled in a one-credit, semester-long course, Literary Magazine Production. Many students who have been involved with the magazine have gone on to graduate programs in publishing or to employment in the publishing field.

Apart from the literary magazine production course—and now the scholarly journal course, which will be discussed shortly—there has not been a formal mechanism in place at Pacific University to provide interested students with additional education related to careers in editing and publishing. The library's promotion across campus of its publishing services and publishing course led to discussions with English department faculty as to how the two units could collaborate to coordinate editing and publishing resources (e.g., academic advising, career guidance, and coursework) for undergraduate students. Library and English department faculty developed an internal grant proposal, which resulted in the creation of the Editing and Publishing Center, a virtual home for the collaboration.[1] The purpose of the center is to connect students with existing opportunities at Pacific University (e.g., internships in the library, Berglund Center, or University Relations; the literary and scholarly publishing courses; etc.) and to cultivate expanded options for education and skill building (e.g., courses and external internships).

A shared vision of the faculty involved in the Editing and Publishing Center project was the creation of a formal academic program that would offer students recognition for coursework and internships related to editing and publishing. No similar program existed in the region, though we were able to identify limited instances across the country: for example, at California State University, Chico, and Florida State

University. However, many programs that were identified are certificate programs or are for graduate or professional students only. After evaluating potential comparable programs, the following rationale for the creation of a minor in editing and publishing was identified:

- Specialized education and experience are necessary for students who may be interested in careers in editing and publishing.
- Students who have no career interest in editing and publishing, but who may pursue graduate or academic careers, will benefit from knowledge of the publishing process and industry.
- Coursework in writing, editing, and publishing will reinforce effective communication skills and will support the growing undergraduate research program.
- Editing and publishing knowledge and skills will be a practical complement to many academic majors, from business to English literature and beyond.
- The minor program will build on existing strengths of Pacific University and distinguish us from peer institutions that lack similar offerings.
- Student retention will be positively impacted by offering coursework, experiential learning, and mentoring relationships in connection to a career (for interested students).
- The "applied arts" nature of the program will be attractive to prospective students and parents who may have concerns about the employment prospects of traditional liberal arts graduates.

During development of the academic minor proposal, discussions frequently touched upon the concept of "applied arts," which is simultaneously seen as a positive and a negative by various stakeholders on campus. Some faculty are understandably protective of the traditional liberal arts curriculum and are wary of diluting the strength of that model through the addition of programs that are "professional" in nature. At the same time, however, Pacific University already provides opportunities for students to experience the liberal arts curriculum while also preparing for professional careers, primarily in education and the health professions. To address concerns about adding another program (even a minor) with a focus on professional preparation, in the minor program proposal, we presented the minor as an opportunity to educate professionals who would also possess the knowledge and skills inherent in a liberal arts program:

> The Minor in Editing and Publishing will build on this strength by educating editing/publishing professionals within the context of a curricular experience that fosters critical thinking, creativity, adaptability and understanding of diverse perspectives. Students in a wide variety of disciplines, with either a creative or a scholarly focus, will

> benefit from participation in the minor, and will be pre-
> pared for either graduate study or professional success.

Although the stated curricular objectives of the minor are largely skill-based (see Table 4.1), a new course was also proposed as part of the curriculum that tied the minor more explicitly to the liberal arts emphasis of the English department (the sponsoring department for the minor). The course, Literature and Publishing: Special Topics, examines a major author within the context of his or her contempo-raneous publishing practices. For example, a section of the course that focuses on Emile Zola or Charles Dickens might examine serial publi-cation and its impact on nineteenth-century fiction and novels.

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**Table 4.1**
Minor in Editing and Publishing—Program Objectives

The primary objective of the Minor in Editing and Publishing is to educate students about the theories and practices of editing and publishing. Upon completion of the minor, students should be able to:

- Understand and articulate the publication process, from initial manuscript submission to final publication, for both monographic and serial publications.
- Distinguish between, and describe the relative benefits of, different publishing models (in terms of both format and economics).
- Understand the legal relationships between author, publisher and reader in order to protect their own intellectual property rights as authors and to respect others' rights.
- Understand the process for selecting, editing and preparing manuscripts for publication.
- Distinguish between, and perform, developmental editing, substantive editing, copyediting and proofreading.
- Demonstrate competence in utilization of relevant technology: editorial management platforms, design software and web editing software.
- Articulate a marketing strategy appropriate to different types of publications.

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## Minor Curriculum

Though new courses are included in the course of study, the minor is largely a formal coordination of courses that already existed within the College of Arts and Sciences. Courses from the departments of art, business, English, and media arts are all included (see Table 4.2), providing students with multidisciplinary elective options. While some

students may not be interested in business courses, including electives like Marketing or Advertising and Promotion makes it easier for business majors to complete the minor and gives other students the option of learning business practices that are vital for the publishing industry.

**Table 4.2**
Minor in Editing and Publishing—Curriculum

| Required Courses | | |
| --- | --- | --- |
| ENGW-203* | Professional Writing and Editing | 4.00 credits |
| MEDA-122 | Introduction to Digital Media | 2.00 credits |
| MEDA-363 | Publication Editing & Design | 4.00 credits |
| ENGW-475* | Editing Practicum | 2.00 credits |
| **Required Elective** Students must take at least one of the following courses. NOTE: Some courses have pre-requisites. | | |
| MEDA-364 | Introduction to Scholarly Journal Publishing | 2.00 credits |
| ENGW-300* | Book Editing, Design and Production | 2.00 credits |
| ENGW-466 | Literary Magazine Production | 2.00 credits |
| **Elective Courses** Students must take at least 8 credits from the following courses. NOTE: Some courses have pre-requisites. | | |
| ARTST-239 | The Artist Book I | 4.00 credits |
| ARTST-339 | The Artist Book II | 4.00 credits |
| BA-309 | Marketing | 4.00 credits |
| BA-410 | Marketing Research | 4.00 credits |
| BA-440 | Advertising and Promotion | 4.00 credits |
| ENGL-431* | Literature & Publishing: Special Topics | 4.00 credits |
| ENGW-300* | Book Editing, Design, and Production | 2.00 credits |
| ENGW-466 | Literary Magazine Production | 2.00 credits |
| MEDA-150 | Pacific Index (Student Newspaper) | 1.00 credits |
| MEDA-265 | Web Design | 4.00 credits |
| MEDA 364 | Introduction to Scholarly Journal Publishing | 2.00 credits |
| MEDA-450 | Pacific Index-Management | 2.00 credits |

Two of the most significant new additions are the courses related to book publishing and the practicum requirement. Book editing and production have many characteristics that are unique (in comparison to serial publishing), and adding appropriate coursework to address this type of publication is key to providing a comprehensive publishing education. Furthermore, the structure of the minor allows students to informally select a "track" and focus on the type of publishing that interests them the most: book, literary magazine, or scholarly journal. In addition, the practicum requirement ensures that students receive hands-on experience and possess more than a theoretical knowledge of publishing practices. Beyond the general hour requirement for the practicum, students will be able to select a setting that is of the greatest interest to them, whether that is a literary magazine, a graphic novel publisher, a university press, or a commercial publisher.

### Next Steps

The College of Arts and Sciences faculty approved the Minor in Editing and Publishing in the spring of 2012, and students are able to begin applying credits toward the minor requirement in the fall of 2012. It is important to note that not every new course approved as part of the minor will be available in the 2012–2013 academic year; taking in account existing faculty teaching loads and the need to hire additional adjunct faculty, the book publishing courses will likely not roll out until the 2013–2014 academic year.

A key component of growing the minor is the development of relationships with potential practicum sites for students. The Portland metropolitan area is home to a number of small publishing houses, as well as larger companies like Dark Horse Comics, so there are ample opportunities for student interested in literary fiction. The most challenging area to provide students with local experience is within scholarly publishing. Certainly, the Pacific University Library's own publishing program is one opportunity, but we are also trying to establish connections with the few university presses in the area, in both Washington and Oregon. For students who are willing and able to undertake practica at sites across the country, there are obviously more options.

## Course: Introduction to Scholarly Journal Publishing

Though not a practicum site, one scholarly publishing–related option close to home is the library's scholarly journal publishing course. An initial impetus for developing the course was to provide a mechanism to train student editors and reviewers to work with the undergraduate

journal founded by faculty from Pacific University and from Central Washington University and published by the university library. Dependent on student availability and interest, the course may also be used in the future to train students to work in support of the library's other publications. This model, of providing undergraduates opportunities to work on both student and scholarly publications (which is not to say that student journals are not capable of being as scholarly as those in which faculty publish), has been applied successfully at other institutions: the *Xchanges* journal project at New Mexico Tech (Boles and Newmark 2011), *Young Scholars in Writing* at the University of Missouri–Kansas City, Illinois Wesleyan University's work with its *Undergraduate Economic Review* and economics capstone students (Davis-Kahl 2012), and the opportunities for students with the Southeast Missouri State University Press.

While cultivating student editorial support for local journals was an initial motivating factor, a journal publishing course was also seen as an ideal opportunity to provide students with an intensive introduction to the issues surrounding scholarly journal publishing in general (as in Jones et al. 2006). By creating a course that focused more generally on the practices and challenges of scholarly journal publishing (rather than connecting it solely to the undergraduate journal), we believed the content would be more applicable and useful to a broader range of students. In addition, we also anticipated the potential for the course to serve as a powerful advocacy tool, giving students the opportunity to actively interrogate scholarly communication issues, such as open access and author rights, within the context of a credit-bearing course, rather than a one-time workshop (which may be easily forgotten or missed).

At Pacific University, the library is currently unable to offer credit courses under its own designation. Because of this, in order to propose a credit-bearing course in the College of Arts and Sciences, library faculty must identify a department that is willing to "adopt" the course and approve it as part of the departmental curriculum. In this case, the media arts department agreed to receive the course proposal for a course on scholarly journal publishing; the curriculum committee and arts and sciences faculty subsequently approved the course.

## Course Description and Objectives

The catalog description and objectives of the course, as proposed, were:

> Scholarly publishing is a vital industry, providing a venue for sharing the results of research, study and creative activities. This course will explore the process through which scholarly writing is solicited, reviewed, accepted

and prepared for publication, both in a traditional print environment and in the growing online environment. A variety of issues related to scholarly communications including economics, open access publishing models and citation metrics will be discussed. Students will have the opportunity to participate in mock editorial/review processes and to hear from a variety of guest speakers actively involved with scholarly journals.

The goal of this course is to prepare students to be actively engaged as authors, reviewers and editors in the scholarly publication process. For students who are considering graduate work and/or further careers as academics or researchers, understanding of scholarly communications will be a tremendous asset. This course will also provide students interested in the publishing industry with an overview of the opportunities that exist within journal publishing.

Upon completion of this course, students should be able to:

- Understand and articulate the publication process, from initial manuscript submission to final publication.
- Identify the process/resources necessary to establish a new publication.
- Distinguish between, and describe the relative benefits of, different publishing models.
- Understand the legal relationships between author, publisher and reader in order to protect their own intellectual property rights as authors and to respect others' rights.
- Understand the process for selecting, editing and proofreading manuscripts for publication.
- Organize the review process for a scholarly publication.
- Demonstrate competence in utilization of an online editorial management/publishing platform.

The course was designed as a two-week winter term course; at Pacific University, these courses are held during January for a varying number of weeks, dependent on the credits. As a two-credit course, the publishing class meets ten times over the two weeks, for three hours each session. The compressed time period limits the scope of assignments that can be given, but also provides students the opportunity to focus intensely on one course for that period of time.

## Course Curriculum

The topics covered in the course were developed by examining the syllabi of similar courses (e.g., the content described in Jones et al. 2006) and by identifying areas that would be informative and useful for all potential students, whether they are pursuing publishing as career, will be engaging with publishing as a graduate student, or are simply taking the course out of general interest in the topic.

Because of the compressed course schedule, it was important to design the curriculum in ways that would (a) allow opportunity for information to be shared with students, (b) integrate active learning to avoid lecture burnout, and (c) provide assignments that would be meaningful but still reasonable to complete in the time allotted. In addition, guest speakers were incorporated into the syllabus to give students a chance to interact with people who are actively working in scholarly publishing, both within and outside the university. The course calendar is shown in Table 4.3.

**Table 4.3**
Scholarly Journal Publishing—Course Calendar (January 2012)

| Date | Topics/Assignments |
|---|---|
| January 9 | Course Introduction<br>Introduction to Scholarly Publishing<br>Overview of Debate Topics<br>*Activity*: Group Prep for Debates |
| January 10 | Publishing Models: Traditional/Open Access (OA)/Hybrid<br>Editorial Workflow<br>EdiKit® Demo |
| January 11 | Writing for Publication<br>*Guest*: John Medeiros Journal of Manual & Manipulative Therapy (JMMT) |
| January 12 | Starting a New Online Journal<br>*Guest*: Hanna Neuschwander (Democracy & Education)<br>*Assignment DUE*: Scholarly Publishing Debate |
| January 13 | Peer Review<br>*Activity*: Peer Review |
| January 16 | NO CLASS - MLK DAY<br>*Assignment DUE*: Topics in SP Paper |
| January 17 | Ethics in Scholarly Publishing<br>Copyright/Author Rights/CTAs<br>*Activity*: Copyright Transfer Agreements (CTAs) Exploration |

**Table 4.3**
Scholarly Journal Publishing—Course Calendar (January 2012)

| | |
|---|---|
| January 18 | Journal Evaluations<br>*Activity*: Journal Site Mock-Up<br>*Assignment DUE*: Peer Review |
| January 19 | Copyediting<br>*Activity*: Copyediting Workshop<br>*Guest*: Jill Kelly |
| January 20 | *Guest*: Marina Kukso (PLoS) [Webcast]<br>Citation Metrics/Impact Factor<br>Indexing (ISSN, DOI, databases, etc.)<br>*Assignment DUE*: Revised Paper (by midnight)<br>Course Evaluations |
| January 23 | *Assignment DUE*: New Journal Proposal<br>*Assignment DUE*: TSP Presentations |

Course assignments (see Table 4.4) were developed to help students connect with philosophical and practical issues related to scholarly journal publishing while simultaneously giving them the opportunity to gain hands-on experience as authors, reviewers, and editors/publishers. The culminating assignments of the course are the presentation of a research paper and the submission of a proposal for a new scholarly journal. Throughout the course, the paper is treated as a scholarly manuscript and is submitted for peer review by classmates; the journal proposal requires students to think about how they would address the issues raised during the course if they were to start a new publication.

**Table 4.4**
Scholarly Journal Publishing—Assignment Descriptions (January 2012)

**Topics in Scholarly Publishing Paper/Presentation**

5–7 pages on an issue of relevance to the scholarly publishing industry. Possible topics include (but are not limited to): Open access publishing, open peer review, citation metrics/impact factor, economics of publishing, transition from print to online publication, journal pricing, or review of a publishing-related technology (e.g. Open Journal Systems). If selecting a topic not on this list, please review it with the instructor prior to starting work. Papers must include citations to relevant literature. At least 3 sources must be peer reviewed, and a minimum of 5 total sources are required. Papers must use either Chicago, MLA, or APA formatting.

Papers will be submitted twice: an initial submission and then a revised submission which will incorporate changes based on your classmates' peer review of your paper. Papers will be evaluated on the quality of writing and rhetorical organization, the presence of critical analysis/thought and the use of appropriate references/literature to support the ideas presented. Paper topics will be presented to the class; visual aids (slides, live web demos, etc.) are encouraged for the presentations. Presentations should be at least 10 minutes in length (not including time for questions).

**Scholarly Publishing Debates**

The scholarly publishing debates will cover three common areas of disagreement within the scholarly community: the merits of open access publishing, copyright ownership of journal articles, and the efficacy of the peer review system. Students will be assigned to one of two teams for one of the debate topics. Each team member will be expected to contribute to an in-class debate on his/her assigned topic. Teams will be expected to prepare a 5 minute opening statement, as well as be able to rebut their opponent's arguments and answer questions raised by the instructor.

**Topic A: Open Access Publishing**
- Pro OA team: "Open access is beneficial and necessary to the process of scholarly communication."
- Con OA team: "Open access is not beneficial or necessary to the process of scholarly communication."

**Topic B: Copyright Ownership**
- Author team: "Authors should retain the copyright for their articles."
- Publisher team: "It is necessary and beneficial for authors to transfer copyright ownership to publishers."

**Topic C: Peer Review**
- Status Quo team: "The current system of peer review works well and is necessary for maintaining the quality of scholarly publishing."
- Change team: "The current system of peer review is broken and should be replaced with alternate forms of review."

**New Journal Proposal**

Students must research and compile a proposal for a new scholarly journal in an area of interest to them. The proposals must establish the need for the publication, discuss the proposed publishing model, and provide an estimated budget of the costs of starting (and sustaining) the publication. Students will also design a homepage for their journal (a mock-up, not an active site). Final submission of the assignment should include a) the completed proposal template, b) a completed ISSN application form, and c) an image file of the journal homepage design.

| **Table 4.4 (Continued)** |
| --- |
| Scholarly Journal Publishing—Assignment Descriptions (January 2012) |
| **Peer Review** |
| Students are required to perform a review of their classmates' Topics in Scholarly Publishing papers. Reviews must be completed according to the provided template, and will be simulated "double blind" reviews coordinated through the Berkeley Electronic Press editorial workflow system. (True double blind reviews are not possible due to the structure of the course). |
| **Journal Evaluation** |
| Select a journal in your discipline (if you are undeclared, pick an academic area of interest to you) that interests you or from which you have previously read an article. You may evaluate a print journal, an online journal or a journal that is published both in print and online. Complete the following survey about the journal you have selected; provide as much detail as possible in your responses to open-ended questions: Journal Evaluation Survey. |

To the extent possible, the course was designed to engage students in self-directed learning and discovery. For example, rather than hearing a lecture that describes both sides of certain issues related to publishing, students are assigned to research and debate those issues. This gives them a stake in understanding different sides of an issue and also allows the students to educate each other through participating in and observing the debates. Similarly, the research paper encourages students to independently investigate (to the extent possible in five to seven pages) a relevant publishing topic, while the journal proposal requires them to creatively apply information from the lectures, assigned readings, and in-class activities.

## Outcomes

Student evaluations of the course have been largely positive in both years that it has been offered (see Table 4.5), even though the majority of students enrolled in the course have not been actively interested in publishing or scholarly communication. Most students who have taken the course have done so either for the upper-division credit or because it was recommended by an advisor. However, a small (but growing) number of students have also been attracted to the class because of the creation of the minor in editing and publishing.

The general consensus of students who provided comments in their course evaluations has been that they learned a lot about publishing that they had not known. Not surprisingly, students also indicated that the information provided through the course would likely be most useful for someone who was interested in publishing or in starting a

**Table 4.5**
Student Course Evaluations, 2011–2012

| Evaluation Item | January 2011 (1 = extremely poor, 7 = excellent) | January 2012 (1 = extremely poor, 7 = excellent) |
| --- | --- | --- |
| Provide an overall rating of the course | n = 5 $\mu$ = 6.4 Med = 6 | n = 10 $\mu$ = 5.6 Med = 6 |
| Rate the likelihood that you would recommend this course to another student. | n = 5 $\mu$ = 6.2 Med = 6 | n = 10 $\mu$ = 5.7 Med = 6 |
| Rate your increase in skills/ understanding as a result of taking this course. | n = 5 $\mu$ = 6.4 Med = 6 | n = 10 $\mu$ = 6.3 Med = 6.5 |

journal. But the comments that best illustrate the intended value of the course were those that indicate the unique role that the course fills: "I learned a lot from this course I didn't know and probably wouldn't have had the chance to learn" and "Each [of the guest speakers] offered awesome information that I don't think I would have ever encountered." Whether these students go on to become researchers, authors, publishers, or simply citizens, they are now more informed about the ways in which scholarly knowledge is shared and disseminated and the ways in which that process can be improved. The debate assignment has been particularly useful as means of encouraging critical thinking about issues relevant to scholarly publishing; although students are provided with broad and polarized positions to debate, they have brought careful and nuanced arguments to the table.

## Next Steps

The course itself evolved from its first to second year and will likely continue to change. An initial objective of the course, to have students "demonstrate competence in utilization of an online editorial management/publishing platform," has proved unrealistic given the time frame of the course, though students do still experience Berkeley Electronic Press's EdiKit platform as part of the research paper and peer review assignments. And while more activities (e.g., a copyediting workshop) have been added to the course since the first year, student feedback indicates that they would like to see a further reduction in the amount of content delivered via lecture, and this will be a focus for future iterations of the course. We'll also be seeking further collaboration with Pacific University's undergraduate research journal. Currently, students

in the class participate in the peer review of a manuscript that has been submitted to the journal, but there will likely be other opportunities to assist with editorial tasks and marketing activities as the journal grows. As the university library's broader publishing services program expands and activities related to the minor in editing and publishing also expand, there will also be opportunities to integrate more "live" examples and projects into the course syllabus, allowing students to contribute to active journals.

## Conclusion

Regardless of whether institutions like Pacific University have placed increased emphasis on research and scholarship, whether by students or faculty, the core of the undergraduate experience will always remain in the "classroom" (in the many forms that it now takes). Given this, the best opportunity to engage students in critical thinking and discussion about scholarly communication issues is within the context of an academic course or program. This is not a new revelation for librarians; we already question the efficacy of the one-shot instruction session or workshop when it comes to information literacy, and engagement with scholarly communication is no different. To be most effective, it should not be an optional activity or in-class intrusion, but an academic exercise that provides students with an incentive (i.e., credit) for engagement. For lack of a better term, discussion of scholarly communication should be "mainstreamed,"[2] not segregated. Incorporating it into a credit-bearing course and into an academic major, minor, or concentration is one of the best ways to accomplish this. Not only are students introduced to ideas that affect their lives (think textbook pricing and public access to health research), but it is accomplished within a context where they also gain valuable skills and knowledge that will benefit them in their future academic or professional careers.

This approach not only benefits students, it also strengthens the library's position as an institutional leader. Library leadership and involvement in developing courses and academic programs can help others at an institution to think about the library in new ways and can provide a strong example of the library's commitment to student learning and success. That commitment has always existed, but at a time when libraries are being called upon to demonstrate their value to the educational process (Oakleaf 2010), helping to shape that process at its core (the classroom) is an invaluable marker. And, of course, being able to connect the library's scholarly communication activities to the educational process helps demonstrate relevance and value in that area to faculty and others who may be less engaged with open access policies or institutional repositories.

With that being said, the specific path followed at Pacific University may not be the best means at other institutions of mainstreaming scholarly communication and connecting it to the undergraduate curriculum. Much depends on the culture of the individual institution and the opportunities that are present. But the opportunities, in some form, do exist to connect students with scholarly communication. For example, working as advisors, or even publishers, for undergraduate literary magazines or newspapers would provide an opening to discuss the economics of publishing and open access. Coteaching a course with a history or sociology professor on intellectual property in the Digital Age would be the perfect opportunity to engage students around author rights, alternative content licensing, and the relationship between copyright and course-pack pricing—or simply encouraging or working with faculty to make the experience of authorship a requirement for students in their courses, following the model of Jones et al. (2011). Whatever the method, though, the strategy should remain the same: integrate the issues of scholarly communication into the teaching and learning activities of the institution in a format and context that are familiar and meaningful to students.

## Notes

1. See the Editing and Publishing Center at http://www.pacificu.edu/library/epc.
2. For a discussion of "mainstreaming" scholarly communication within the work of academic libraries, see: Malenfant, K.J. (2010). Leading change in the system of scholarly communication: A case study of engaging liaison librarians for outreach to faculty. *College & Research Libraries*, 71: 63-76.

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