Undergraduate Research Journals @ UIUC: An Introductory Guide

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I. Introduction

Undergraduate research journals are gaining momentum across disciplines, providing students with an opportunity to publish and disseminate their original student work.

>> Undergraduate Research Journals @ Illinois: https://ugresearchjournals.illinois.edu

There are a myriad of benefits for the students, faculty, and departments in supporting formal publication in an undergraduate research journal:

Students:

➢ Provides orientation to the publishing process; promotes creativity and critical thinking skills; encourages collaborative learning; refines students' communication skills; encourages enthusiasm for scholarly pursuits; helps develop feelings of competence and familiarity with the entire research process; refines formal written communication skills; provides opportunities to obtain feedback from independent reviewers; give students an opportunity to enjoy the prospect for formal recognition for excellence in scientific investigation (i.e., publication); and allows for research leading to publication that can positively influence admission to graduate school;[1] combines "undergraduate research" and "writing-intensive courses" – two high impact practices shown to improve student retention and success.[2]

Faculty:

➢ Reinforces and extends scholarly skills; establishes and maintains collegial contacts; provides opportunity to develop contacts with faculty from similar graduate programs; initiates peer teaching and research collaboration; increases motivation for teaching and scholarly undertakings; and uses published student research in the classroom to illustrate concepts and to model effective written communication.[3]

Departments:

➢ Provides the opportunity to connect with alumni; improves marketing and fundraising efforts; promotes programs of study nationally and internationally; recruitment tool when trying to persuade the best high school students to apply; communicates the edge that research institutions have over teaching-only institutions to parents, politicians, and other funders;[4] and positively impact assessment implications including accreditation.

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[1] M. E. Ware and S.R. Burns, S. R., "Undergraduate student research journals: Opportunities for and benefits from publication" *Developing, promoting and sustaining the undergraduate research experience in psychology*, (2008): 253-256.

[2] George Kuh, "High-Impact Educational Practices," *Association of American Colleges and Universities (2008).*

[3] Ibid.

[4] Charles Watkinson, "Library-Based Publishing: focus on undergraduate research journals," *ASERL Webinar Series (2013).*

Many Forms, Many Features

Journal articles could take the traditional research form with undergraduate student as single author, or as a co-author with a graduate student or faculty member. The flexibility of the internet also allows multi-media journals, including audio and video. Journal content is variable and could include a range of topics: a service-learning journal, a disciplinary or interdisciplinary journal (e.g., Political Science journal that publishes public policy briefs), a collection of research papers from undergraduate research symposia, and many more.

Some institutions have developed formalized publishing curriculum to include student internships and support the process of publishing an undergraduate journal. One example is Pacific University's course on scholarly publishing.[5] Undergraduate research journals can also encourage data information literacy by accepting datasets for publication. Incorporating datasets into published works has also become more possible with digital publishing and allows authors to link directly to datasets. Although very specific to environmental science, *DataOne,*[6] is an example of dataset storage where the author could link to their data.

For an extensive list of current undergraduate research journals and to see examples, visit the list of Undergraduate Research Journals compiled through the Office of Undergraduate Research.[7]

Setting up a Journal

Managing an undergraduate research journal is exciting for both the students and their academic department, and also has many necessary steps toward its final completion. The initial step is determining the types of research to be published in the journal. What is the focus area of the research it will publish? Questions concerning the criteria for the journal come next: acceptability of submissions including creativity, format and length, full length and/or reviews, and authorship (e.g., single authored, faculty-student collaboration, undergraduate-graduate student collaboration).

The department/group starting the journal will want to setup a journal team to manage the overall publication process. From the beginning, enlist a faculty member or graduate student to provide overarching support and management of the journal. This person should be a leader in the department and work well with students as well as aid in the solicitation of submissions from faculty members engaged in undergraduate research with students. You may want to consider developing a formal editorial board composed of administrators in the department, academic advisors, and students (undergraduate and graduate-level). The board can help with actively soliciting submissions, garner institutional support, promote the journal's visibility, uphold the reputation and quality of the journal, write mission statement, determine guidelines for editors and instructions for reviewers, and appoint editor(s). Undergraduate students should also play an essential role in developing and managing the journal. This can include the peer review and publication process but it is suggested that a faculty member or graduate student provide supervision for the journal for consistency and stability.

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[5] Isaac Gilman, "Journal Editing and Publishing," *Pacific University Oregon [2013].*

[6] "What is DataONE?," *DataONE.* https://www.dataone.org/what-dataone.

[7]"Undergraduate Research Journals," *Office of Undergraduate Research.*

The journal team will need to establish a submission and peer review process. Before students can submit articles, there should be formal guidelines outlined such as: general formatting, format requirements for imagery (including mathematical equations), or even a template for formatting submission. Identifying individuals to serve as a review/feedback board will be very important.

Once the journal specifications have been decided, the Library will work with the journal team to set up the online system. The Library uses Open Journal Systems (OJS) to publish Open Access undergraduate research journals. The Library also provides a number of support services to make sure the journal is successful from the start.

The roadmap items mentioned above provide a basic overview of considerations in developing an undergraduate research journal. This guide is intended to help identify questions during the planning process and assist with the entire setup and maintenance process of publishing an undergraduate research journal.

Working with the Library & Open Journal Systems (OJS)

The University of Illinois Library has a robust infrastructure capable of assisting any campus group or department in navigating the online research journal landscape. In conjunction with the Office of Undergraduate Research, the Library can provide leadership, training, and support. The platform hosting and archiving of journals is something the library has already set up for each prospective research journal and the Scholarly Commons works closely with the Office of Undergraduate Research to create assistive services for journal creation. The Scholarly Commons is also prepared to support the education process behind undergraduate research, the publication process, and the technical infrastructure of making the journal digitally available.

- Information literacy training
- Online journal setup
- OJS technical training and support
- Establishing an Open Access policy (allowing students to maintain copyright of their work)
- Marketing through library networks and the Undergraduate Research at Illinois blog <https://publish.illinois.edu/ugresearch/>

As of spring semester 2014, the library began hosting *Open Journal Systems* management software as a publishing platform for these journals. This software allows you to manage the multifaceted review process as well as serving as the digital platform for the finished journal. To see journals currently on OJS, check out the main journal page:

https://ugresearchjournals.illinois.edu/

Features of OJS

Funded through the Public Knowledge Project,[8] *Open Journal Systems* is open-source software for a journal management system. It could be described as a storehouse for organizing submission documents and a way of managing the review process. This software allows multiple journals to be associated with

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[8] "Open Journal Systems," *Public Knowledge Project,* accessed July 11, 2014. https://pkp.sfu.ca/ojs/

one main website. However, it has the flexibility for individual journal managers to maintain control and responsibility of their own journals.

The software provides a system framework for managing a journal, and within that individual journals can customize their operation. For example, journal managers can make their journal unique through an image header and set up the journal for authors to submit directly through the site. General Managers can assign members of an editorial team to read different submissions, track comments through the review process, make announcements about the journal, and even send emails to editors through the site. Editors, once granted access by a journal manager, will be able to see the submissions they have been assigned and track a submission through its stages of review and editing. OJS is a powerful management system and the library is available to facilitate the publication process.

II. Planning an undergraduate research journal

Before the Library can set up an online journal for an Illinois department/group, there are several decisions that need to be made. The following section outlines these decisions.

In this section:

- ➢ Scope of Journal
- ➢ Submission Guidelines
- ➢ Rights for Authors
- ➢ Peer-review Process & Policy
- ➢ Editorial Process
- ➢ Branding
- ➢ Production
- ➢ Timeline
- ➢ Additional Author Resources

A. Scope of Journal

The "About statement" for the journal will outline the goals of the academic work included in the publication as well as who is eligible to contribute work to the journal. In crafting this statement consider some of the following:

- ➢ Who is the audience for the journal?
- ➢ What kind of work will the journal accept? Articles, art work, multimedia? Literature reviews? Book reviews? Research snapshots?[9]
- ➢ Will the journal include special or thematic issues?
- ➢ Who will be able to submit to the journal? Will the journal be open for submissions from undergraduate students at other academic institutions?
- ➢ How will submitting an article benefit the student?

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[9] "Policies," *Journal of Purdue Undergraduate Research*, accessed July 10, 2014. http://docs.lib.purdue.edu/jpur/policies.html

For examples, please visit:

> ➢ The Harvard Undergraduate Research Journal: http://thurj.org/about/
> ➢ Cambridge Undergraduate Journal of Development Economics:
>   http://www.pixelthejournal.com/about.htm
> ➢ Modern Psychological Studies, University of Tennessee at Chattanooga:
>   http://www.utc.edu/Academic/Psychology/ModernPsychologicalStudies.php

B. Submission Guidelines

General guidelines

For most students, this will be their first formal submission to a journal. The expectations in the "Call for Submissions" should be clear, concise, and explicit. This request should anticipate the types of questions an author would have and provide initial answers. Below are some example guidelines to consider. While every journal has its own guidelines, ultimately it is up to the editorial team to decide how the "Call for Submissions" is written.

> ➢ Does the primary author have to be a University of Illinois undergraduate? Or is the journal open to students from other institutions?
> ➢ Are co-authors accepted (other undergraduates, graduate students, collaboration with a faculty advisor)?
> ➢ Does the submitted manuscript need to be original research?
> ➢ Can the submitted manuscript be published or undergoing review in another undergraduate research journal?
> ➢ Do you want the journal to require that the primary author be willing to work with journal editors in revising the submission if it is selected or seriously considered for publication?
> ➢ What kind of manuscripts does the journal accept for publication? Examples include: Papers and essays written for classes, honors theses, articles based on fieldwork experience, literature reviews, multi-media projects, creative writing, book reviews, research snapshots, etc.
> ➢ Do students need permission from an advisor/instructor to submit? Does the journal require a letter of support from an advising faculty member?
> ➢ Are authors allowed to submit to the journal multiple times?
> ➢ Will the journal accept submissions in languages other than English?

Publication considerations

Not all publication timelines are created equal and the journal team should determine a continued publication plan.

> ➢ Are there deadlines for publication or does the journal accept submissions on a rolling basis?
> ➢ How often will the journal be published? Include a timeline for students, so they may know what to expect once they have sent in their submission.

➢ Does the journal team want to require faculty sponsorship? See *The Journal of Undergraduate Ethnography* for an example form.[10]

➢ How will the journal accept submissions? e.g., email alias can be set up by departmental IT department or a form could be set up using WebTools.[11]

Example language for publication considerations:

Submitted articles cannot have been previously published, nor be forthcoming in an archival journal or book (print or electronic). Please note: "publication" in a working-paper series does not constitute prior publication. In addition, by submitting material to Undergraduate Economic Review, the author is stipulating that the material is not currently under review at another journal (electronic or print) and that he or she will not submit the material to another journal (electronic or print) until the completion of the editorial decision process at Undergraduate Economic Review.[12]

Example language for general guidelines:

By submitting any material to [name of journal], you agree that your work published in [name of journal] is original, unless otherwise specifically acknowledged.

If you are working with a graduate student or professor on this research, it is imperative that you speak with them prior to submitting work to this journal. You must clear any conflict of interest prior to submission since some graduate students/professors may intend to submit that same research for publication.

Only submissions from students at the University of Illinois at Urbana-Champaign will be considered for publication to [name of journal].

Students have up to two years after date of graduation to submit to [name of journal], so long as the research took place during undergraduate education.

If the Editor returns a manuscript that requires revisions, the author(s) is(are) responsible for making the necessary changes and resubmitting the manuscript to the [name of journal]. Sometimes you may have to revise manuscripts more than once.

Manuscript submission guidelines

The difference between a "Call for submissions" and the actual submission guidelines can be thought of as the difference between making a general announcement, or giving specific details. A call for submissions should convey generally what the journal is looking for. The submission guidelines should explain all the what/how/when/where details for how the journal team prefers manuscripts to be

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[10] "Faculty Sponsor Forms," *Journal of Undergraduate Ethnography* (2011).
http://undergraduateethnography.org/faculty-sponsor-form

[11] *Webtools Toolbox,* accessed July 10, 2014. http://illinois.edu/webtools/

[12] "Policies," *Undergraduate Economic Review,* accessed July 10, 2014.
http://digitalcommons.iwu.edu/uer/policies.html

submitted. It is often the case that the general submission guidelines are conveyed in conjunction with the manuscript submission guidelines. The journal team can choose to explain these instructions separately or in union. This section details the formatting which the journal requires for submission and can help with the editing, copy editing, and final layout process.

The journal team may consider including a statement regarding the tone of an article to give authors an idea of their potential audience. For example:

> *"[Name of journal] is an interdisciplinary journal for undergraduates. Thus, submissions must be readable by College undergraduates; there should be as little technical jargon as possible. If necessary, explain any concepts that are critical to the understanding of the article, but may not be common knowledge. Natural science articles should read more like Scientific American articles."*[13]

- ➢ Format: Should the manuscript be submitted in Word format? Other formats might include LaTeX, if appropriate.
- ➢ Length: Number of pages/words including all figures/tables and references?
- ➢ Should there be a cover page with submission? If so, what does this include?
- ➢ Font: What type and size? Most common is Times New Roman in 12pt font.
- ➢ Single or double spaced?
- ➢ Layout: Specify column layout - are there reasons to require left and right justified margins? Standard measurement of margins (left, right, top and bottom) is 1.5 inches (3.8 cm), including tables and figures.
- ➢ Special formatting considerations: page numbers, headers and footers. Many journals suggest that submissions do not include these and will be added by the editors during the production process which makes documents easier to format.
- ➢ How should sections be labeled? Some journal will specify introduction, literature review, methodology, discussion, conclusion, etc.
- ➢ Acronyms are usually spelled out in first instance, after which abbreviations are used.
- ➢ Instruction for how to deal with footnotes or endnotes.

Example of manuscript publication guidelines:

Please include a cover page: title; author's name(s) as should appear in publication; name of department/program of study; abstract (300 words max).

In general, your submission might include sections for an Abstract, Introduction, Methods, Results, Discussion, References, and Figures/Tables. Supplementary Materials may be submitted along with manuscript.

Please use APA citation style. (you can include a similar statement of, "If you fail to do this, we will return your submission to you and ask that you alter your references to reflect this." It is often helpful to students to provide an example paper.)

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[13] "How to Submit," *Journal of Undergraduate Research at the University of Rochester*, accessed July 10, 2014
http://sa.rochester.edu/jur/submit.html

Writing should be clear, logical, and free from typographical or grammatical errors. You are responsible for copyediting your submission. "The Elements of Style" by William Strunk, Jr. and E. B. White (4th edition) is the "standard" guide, but other excellent guides (e.g., The Chicago Manual of Style, University of Chicago Press) exist as well. For assistance with writing, please visit the Writing Center located in the Undergraduate Library.

For more examples of manuscript preparation guidelines, please visit:

➢ *ReCUR,* Michigan State University:
http://www.recur.msu.edu/submissions.html
➢ *Elements,* Boston College:
http://www.bc.edu/content/bc/research/elements/submission.html
➢ *Caltech Undergraduate Research Journal,* Caltech:
http://curj.caltech.edu/submit/
➢ *Humanist Studies in the Digital Age,* University of Oregon:
http://journals.oregondigital.org/index.php/hsda/about/submissions#authorGuidelines
➢ *Inquiro,* University of Alabama at Birmingham:
http://www.uab.edu/inquiro/images/Manuscript_Guidelines/Manuscript_Guidelines_for_Authors_2013-2014.pdf
➢ *Journal of Undergraduate Research,* Rochester University:
http://sa.rochester.edu/jur/submit.html

Graphics submission guidelines

Working with graphic content has further considerations and ultimately more technical details that the journal team will need to keep track of. In requesting and accepting this type of content, consider outlining what format graphics should be submitted.

➢ Should articles be submitted with graphics, either original or duplicated with proper references and credits?
➢ Has the student checked to make sure they are not violating any copyright laws by using their graphic? Students can consult the Scholarly Commons if there are any questions regarding copyright, sc@library.illinois.edu.
➢ Should original graphics files be included as separate files (i.e. don't just submit a Word document with embedded images)? If the source of the graphic is original (e.g. an Excel graph), should the original source file and/or data be included?
➢ Most journals require that bitmap images (digital photos, scanned images, anything editable in Photoshop) be submitted as 300+ dpi TIFF files. JPEG files can be problematic for the production process and if the journal doesn't accept a specific file type, this should be clearly indicated. Oftentimes, a journal will require submission of high resolution figures for best production.
➢ What are the requirements for scanned images? Most journals require scanned images optimized as 300 dpi TIFF images. For assistance scanning pictures, visit the Scholarly Commons, Main Library, Room 306, sc@library.illinois.edu.
➢ Graphics should be accompanied by captions.

➢ Figures should be included at the end of the main text or in the Supplementary Information document, if needed.
➢ All figures must be appropriately referenced and include legends in text format.
➢ Tables should be submitted in text format.
➢ For plots and graphs, axes should be clearly marked and legible. Figures should be clearly labeled if applicable.

For more examples of graphics submission guidelines, please visit:

➢ *Journal of Undergraduate Research at the University of Rochester*: http://sa.rochester.edu/jur/submission_guidelines/GraphicsGuidelines.pdf
➢ *ReCUR*, Michigan State University: http://www.recur.msu.edu/art.html
➢ *Kaleidoscope,* University of Kentucky: http://www.uky.edu/Kaleidoscope/Guidelines.pdf

C. Rights for authors

Like other publications, each journal should have a plan for how it will manage author rights. Consider adding a publication ethics and/or a malpractice statement, a plagiarism agreement, or a resource page for the journal.

Example Publication Ethics and Malpractice Statements:

➢ Authors must guarantee that submitted manuscripts have not been published elsewhere, are not currently under review elsewhere, and have been submitted with the full knowledge of their institutional home.
➢ Any manuscripts that do not meet originality requirements will be rejected without peer-review.
➢ All manuscripts will be reviewed based on intellectual content without regard for age, gender, race/ethnicity, sexual orientation, country of origin, or political philosophy of the authors.
➢ All manuscripts submitted for peer-review are kept strictly confidential by editors and reviewers. At no time will editors or reviewers utilize submitted materials without the consent of the authors.[14]

Example Plagiarism agreement

The purpose of [name of journal] is to encourage undergraduate research pursuits and not to hinder the author's ability to publish their work in other relevant journals. After publication in [name of journal], the author reserves the right to present any part of their research in any form in other publications or proceedings. [Name of journal] reserves the right to reproduce and reprint any materials published for instructional and promotional purposes.

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[14] "Policies," *Undergraduate Economic Review.*

By submitting any material to [name of journal], you agree that your work is original, unless otherwise specifically acknowledged.

For examples on author agreements, you might try some of these journals:

> ➢ *Undergraduate Economic Review*, Illinois Wesleyan University:
> http://digitalcommons.iwu.edu/uer/policies.html
> ➢ *ReCUR Author Agreement,* Michigan State University:
> http://www.recur.msu.edu/docs/ReCURAuthorAgreement.pdf
> ➢ *Rollins Undergraduate Research Journal,* Rollins College:
> http://scholarship.rollins.edu/rurj/policies.html#rights

D. Peer-review Process & Policy

The revision process is a necessary practice that provides academic credibility to a work. The learning experience that comes with peer review is critical for students understanding the concept of scholarship as a conversation. Therefore, it's important to put into place a plan for how the journal will manage peer-review. Also, even though undergraduates may have experience revising papers in their courses, don't assume that "peer-review" is automatically a skill set if they are to be a part of the review process. Consider what faculty members or graduate students will supervise the process in the beginning and set up a process for conducting peer-review.

Many journals use a review process of multiple reviewers (sometimes referred to as "referees") who decide independently whether they think a submission should be accepted, and their collective ratings of the submission are what determine its acceptance. If the journal team decides to use a numerical rating criteria, as many journals do,[15] also consider making sure reviewers are encouraged to comment on the papers and provide constructive feedback. The *Learning, Media, and Technology Journal* asks reviewers to submit a 300-500 word recommendation with advice on "accept, [accept with] minor corrections, [accept with] major corrections, revise and resubmit, and reject," about any piece reviewed.[16] Depending on the discipline, this may include setting up a checklist to assist in the review process, or developing a rating system to determine whether a submission should be published.

Obviously, when creating a checklist of standards for reviewing student submissions, the types of questions chosen will be reflected differently depending on the discipline. One extremely important feature that spans any discipline is the question of whether the work is original. Make sure to stress that submissions must be original, or specify *what* content should be original, ahead of time. The submission guidelines are an excellent place for this type of language.

Example review questions:

> ➢ Is the research robust?
> ➢ Are there inherent biases in the results that aren't accounted for?
> ➢ Does the submission conform to discipline specific writing conventions?

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[15]David Solomon, *Developing Open Access Journals: a practical guide* (Oxford: Chandos Publishing, 2008), 62.

[16] R. Eynon, "How to review a journal article: questions of quality, contribution, and appeal," *Learning, Media & Technology (June 2014)*: 151-153 accessed July 10, 2014. doi:10.1080/17439884.2014.888354.

➢ Will this research need revision before publication?

Once the journal team has created the journal's expectations or publication standards, they can begin to make decisions on what should or shouldn't be accepted. However, until journal standards are set, it's hard to defend why something did or did not get accepted. In the beginning, if the submission rate is very low, the journal team may find accepting materials that might otherwise not have, simply to have enough to publish. It's fine to adjust standards over time. However, always keep the clarity and consistency of expectations in mind from edition to edition, and especially within an edition.

E. Editorial Process

The nitty-gritty part of publishing, and perhaps what everyone thinks of, is the editorial element: an editor sitting at a desk, overgrown with papers and coffee mugs, meticulously correcting grammatical inconsistencies. With or without this particular scene of accoutrements, the amount of time that should be allotted towards editing submissions isn't entirely inaccurate. Once a submission has made its way through the review process and is accepted to the journal, it still has to go through the editorial process. Basically this means making sure the writing is free of technical errors and abides by writing standards. All the editing and formatting is the responsibility of the journal, UNLESS specified by the journal that students are responsible for their own proofreading. Therefore, building an editorial team is something that should be developed ahead of time. Consider writing guidelines for editors and something they can use when making sure the piece is polished enough for publication. A similar checklist could be drafted for the editors:

➢ Check for grammatical flaws, punctuation, incomplete sentences, etc.
➢ Is this work original or appropriately cited if it includes the work of someone else?
➢ Are the tables/graphs/images original, or correctly cited?
➢ Do images or citations obey copyright?

If the journal team is unsure about copyright, feel free to consult the Scholarly Commons for assistance or advice. The resource guide, "Practical Copyright"[17] through the library might be a good place to start. For a more comprehensive guide to copyright, Peter Hirtle's "Copyright Term and the Public Domain in the United States"[18] is a helpful resource.

For specifics on working with OJS during the editorial process, see Section III on Working With the Library.

F. Branding

The good news with regard to branding a journal is that affiliation with the University of Illinois ensures that the journal has the initial branding mission started. Making a journal stand out as a unique entity is the next step.

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[17] Mark Wardecker, "Practical Copyright," *University Library* (2013), accessed 7 July 2014. http://uiuc.libguides.com/content.php? pid=432301
[18] Peter B. Hirtle, "Copyright Term and the Public Domain in the United States," *Cornell Copyright Information Center* (2014), accessed 7 July 2014. http://copyright.cornell.edu/resources/publicdomain.cfm

For instance, the journal team might hope readers make conclusions that the journal: is academically rigorous, interesting, focused in the discipline, and committed to working with undergraduates. A brand that might convey this could include the Illinois "I" and a graphic that represents the journal. Keep in mind that a graphic or image doesn't have to mean a picture. Many websites, organizations, and journals choose to accomplish this with text alone. By using font styles and a little bit of design, you can develop and convey the unique brand of the journal. For example:

URJ | UNDERGRADUATE RESEARCH JOURNAL
THE UNIVERSITY OF TEXAS AT AUSTIN™

an agency of SENATE OF COLLEGE COUNCILS [19]

VURJ VANDERBILT UNDERGRADUATE RESEARCH JOURNAL

[20]

ILLUMINATION

The Undergraduate Journal of Humanities

[21]

While ideally the title of the journal conveys the nature of its content, sometimes this can only sound somewhat snappy, and there are limitations. For example, consider the following: one journal titled *Environmental Issues* and the other titled *Stillwater Findings: the undergraduate research journal of environmental topics.* One is very broad and one is more specific. The website *Wordtracker* (http://www.wordtracker.com/) may be able to help. Simply search for a word and see how frequently it gets searched compared to other related terms. The journal title doesn't have to be snappy and clever sounding, but using a word tracker is one way to inform title decisions.

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[19] Image from journal website, *Undergraduate Research Journal at The University of Texas at Austin* (2014), accessed Jun 23, 2014.

[20] Image from journal website, *Vanderbilt Undergraduate Research Journal* (2014), accessed June 23, 2014. http://vurj.vanderbilt.edu/

[21] Image from journal website, *Illumination at the University of Wisconsin Madison* (2014), accessed June 23 2014. http://uwilluminationjournal.com/

There are two image holders that are available for use – the header and the issue cover. The header can be a .gif, .jpg or .png file and the size should be 800 px W by 150 px H. The background is white for every University of Illinois journal. The page will also include the Library header at the top of the page.

For the issue cover, the image can be the same for each issue or it can be customized with each issue. The file information is the same as the header and the general size is 348 px W by 450 px H. However, the cover can be almost any size, as seen from a recent EUI issue: https://ugresearchjournals.illinois.edu/index.php/preui/issue/view/4

Please remember to follow all University of Illinois branding guidelines: http://identitystandards.illinois.edu/graphicstandardsmanual/logoguidelines.html. For more information regarding Illinois Identity Standards call 217-333-5010 or email identitystandards@illinois.edu.

G. Production

After a submission has gone through the copyediting process, the journal is ready for production. If a digital publication is the only format planned for publication, the job should be fairly straight forward and simple. Although the journal team will still have to go through the process of designing how an article will look on the page, it won't be necessary to go through the process of converting file types to something that will look professional in print.

Digital Production

If the journal is set up to be published through the Library's OJS system, this means that it will be digitally available to the public. The process of actually publishing may be as simple as changing the setting to "public" or "publish" to make it accessible via the Internet. However, the journal team has to make sure each manuscript is ready for publication. The process of formatting content is sometimes referred to as "flowing" a document, or designing the layout. This includes inserting images, ensuring that the line breaks look appropriate, checking that symbols are showing up properly (unicode consistency), and in general just making sure everything looks professional.

➤ Who is responsible for the design process and formatting for the journal?

Considering digital preservation during the production stage is one way to keep the longevity of the journal in mind. As the digital world develops, so do the formats and applications on which we can view documents. Therefore, it's important to pick the most sustainable file format available. PDF/A is currently the standard archival file formats for documents. Saving files in this format would mean that they read and appear like a normal PDF, however, they should have more system compatibility in the future.

Having your documents archived in the IDEALS repository at the library (discussed in a later section) will take care of really long term preservation; however, saving manuscripts in a PDF/A file format can keep articles viewable longer than in the OJS system alone.

Print Production

Although many undergraduate research journals choose to publish exclusively online, the journal team may consider publishing a print version of the journal. If the journal team plans to take this route, the first step is locating a printer. Document Services on the University of Illinois campus provide printing services and bookbinding. To get an estimate of how much this would cost, the journal team will need to submit book dimensions, page count, whether there is color in the publication, and how the publication should be bound.

If the print run is in the range of 200 copies or less, Document Services might be the best option for the journal. To find out more visit: http://www.printing.illinois.edu/

If the journal team is considering publishing large numbers of copies (500+), consider looking for a printer outside the university. While the University of Illinois Press does not print journals, here is a list of options:[22]

> ➤ Cushing Malloy http://www.cushing-malloy.com/
> ➤ IBT Hamilton http://www.integratedbook.com/
> ➤ Sheridan http://www.sheridan.com/products-services/print

Printers also have their own jargon. Here are a few words that are common in the context of professional printing.

#20 (twenty pound or 20 lb) paper: Refers to the weight of the paper to be printed, essentially how thin or thick it is (#20 paper is standard printer paper and #100 paper is cardstock)

Print run: Refers to how many copies are being produced

Offset or Digital: Refers to the machinery/equipment necessary to print a publication; digital printing is often used for smaller print runs including professional color, and offset is used in longer print runs (if you're printing in the range of a 500-2,000, digital is what most printers will recommend)

1-color, 2-color, Full color: printers have the option of using only some color, or using a full spectrum of color and prices may varying depending on how much color chosen

H. Example timeline

Given all the steps involved in taking a journal submission from start to publication, it's important to set up a workflow. Also, it's significant to be realistic about the time commitment in making the journal successful. The journal team may decide the journal should accept submissions during both academic

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[22]Productions Department *University of Illinois Press*, phone interview by Elizabeth Brown. June 18, 2014.

semesters and have students working on the publication year round. Or the journal team may find that working on the journal for a class during the spring semester is the best time. Whatever timeline decided, make sure to have some realistic expectations that it will take considerable time to get it from submission to publication.
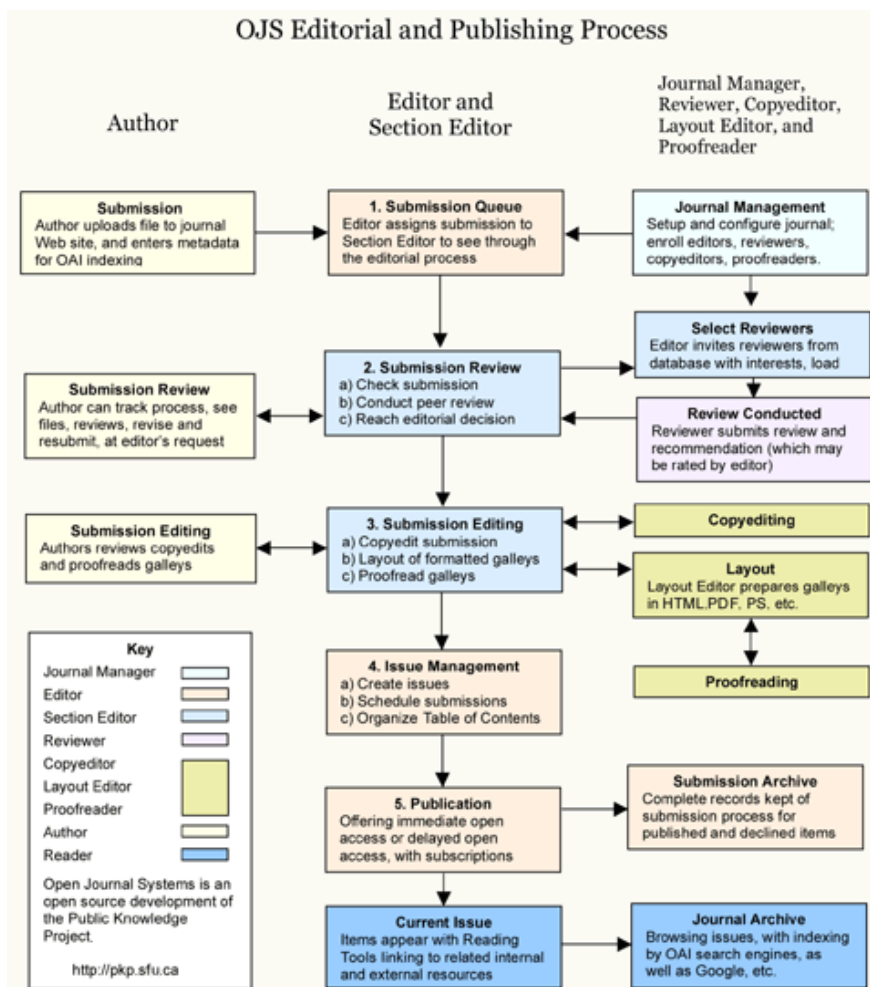
This flowchart on the "OJS Editorial and Publishing Process" is an example of how the journal team could set up the journal's flowchart.

I.   Additional Author Resources

Considering the variety of instructions that will need to be set up for authors considering submitting to the journal, the journal team might also consider making an FAQ for authors section. This might be something that continues to grow over the course of years.

Students considering submission might also have other resource questions about conducting research in a particular department, questions about copyright, or contacts for getting assistance writing. For instance, the University of Illinois Undergraduate Library offers the Writer's Workshop through The Center for

Writing Studies.[23] Students are also welcome to use the Scholarly Commons for questions about copyright. Creating a section of resources that might assist students in the process can help get them started in the first place and on the road to submitting an idea to the journal.

III. Working with the Library

The University Library is committed to providing resources to assist each journal in the publication process. While the Scholarly Commons can't be directly involved with the editorial process, we have provided resources to assist you. The Scholarly Commons experts are available to provide advice, resources, and direct assistance using the digital publication platform.

A. Open Journal System (OJS)

The publishing platform chosen by the University Library is Open Journal Systems (OJS). OJS is part of the Public Knowledge Project. Part of the premise for publishing through the Public Knowledge Project is to foster the growth and development of open access journals in publication. The Library provides the management system and tools to assist journals in managing their workflow and providing a digital publishing platform. The Scholarly Commons can assist in implementing the system and using some of its embedded tools.

OJS is a very powerful journal management system with many tools that your journal team may, or may not, end up using. After the journal information has been set up in the system, students should be able to submit their articles/manuscripts directly through OJS where the managing editor will then be emailed that something is awaiting review. When the required permissions are granted to the editors, the editorial team should be able to log in to OJS, receive emails when they are assigned articles, see and access articles assigned to them, track the progress of revisions, and ultimately assemble articles into a journal edition.

Training the journal team in how OJS works will be critical to effective use of the system. The good news is that there's a lot of help in that department and the Public Knowledge Project (creators of OJS) have developed many short tutorials to help use the system. They have developed tutorials for the system managers, submitting articles, creating a workflow, editors, copy editors, and for various other stages in the process. However, as always, feel free to contact the library for assistance on using the system.

- Find tutorials on using OJS: http://pkpschool.sfu.ca/ojs-for-editors/

Why use OJS? While learning the quirks of a new system might seem like a lot of work, the library has chosen this software to make journal management easier. Concentrating on the quality of content might be the main, stated goal of the journal, but the management element is also important. OJS is designed to make that process easier to keep track of and ultimately provide an easily accessible interface and archive for readers. Using one publishing platform for all the undergraduate research journals also encourages browsing between journals and people who visited the site to visit one journal on the main OJS website might check out another as well.

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[23] http://www.cws.illinois.edu/

While the OJS platform will take care of the digital publication display of content, journal content will still need to be digitally archived in the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS). This repository is curated by the University Library and ensures the longevity of the journal's digital existence. In order for the journal to be archived however, students will need to sign a consent form. This is something that could be embedded in your author's rights agreement. However, the benefits of archiving student work in IDEALS include: having a URL for a resume or CV; being able to view number of downloads; articles in IDEALS are indexed by Google; archiving brings exposure to student work; allows universal access; provides long-term preservation; establishes the author as part of an online community; and contributes to Illinois scholarship for future researchers.

B. Information literacy training
"Information literacy" has become a staple concept in student education. Included within the term is the understanding of the educational benefits that running an undergraduate research journal can have for students.

Information literacy is defined as an individual's ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."[24] Libraries have long supported the mission of helping students develop their information literacy and are active instructors in moving them towards that goal.

The Savvy Researcher Workshop series: citation management tools; author's rights and open access; copyright; data management; poster design; software, etc. For a current list of the workshops being offered this semester, visit: http://illinois.edu/calendar/list/4068. Specific workshops can also be requested, just follow the link at the top.

In addition to the Savvy Researcher Workshops, the Scholarly Commons offers research assistance through consultations on software, digitization and text analysis, copyright, digital humanities, survey research, data services and management, and other areas. Appointments to meet with a librarian about research needs can be made by sending an email to sc@library.illinois.edu.

Subject librarians have knowledge of what resources are available within a field, as well as new resources. Consider integrating an information literacy session with a librarian into any course. Pairing a library instruction session with the projects is a great way to first give students a goal, and then provide them with the tools to complete it. Subject specialty librarians are listed on the library website: http://www.library.illinois.edu/administration/collections/subjectdirectory.html

Post-publication, the library can continue to provide support for maintaining and marketing the journal. The Undergraduate Research at Illinois blog will feature posts about students and faculty working on undergraduate research projects as well as pieces devoted to highlighting particular journals or aspects of the research and publication process. The library will continue to assist with journal maintenance by offering training and support as new students arrive and begin to work on the journal.

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[24] "Presidential Committee on Information Literacy, Final Report," *American Library Association*, released January 10, 1989, accessed July 10, 2014. http://www.ala.org/acrl/publications/whitepapers/presidential
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IV. Marketing and distributing the journal

After the journal has been published, marketing and distribution strategies will need to be implemented in order to make potential readers aware of the publication and its content. Assess what social media platforms are already available within the department such as a Facebook page, Twitter, Instagram, or a YouTube Channel and market the journal through those outlets. The digital nature of the publication will make it easy to share links and allow users to navigate to the journal and additional information.

Consider the potential audience the journal could reach and what groups would be interested in this type of research or the endeavor of undergraduate publishing. Think about groups on campus, in the community, and associated with other institutions. Encourage students involved in the journal to post information through their own social media platforms, add it to their resume, or refer to it in their graduate school applications. Alumni will be interested in new initiatives happening in the department. Discuss the opportunities the journal provides to undergraduates by exposing them to the publication process and providing a forum through which they can share their work. Alumni can be reached through departmental newsletters or through the Alumni Association.

Writing and distributing a press release can be an effective way to share core information about the publication across multiple channels. Distribute the press release to on-campus groups, related departments, advancement offices, and media outlets both on campus and in the community. When writing a press release, follow these guidelines:

➢ Stick to a clear and concise format.
➢ Include all important information within the opening paragraph.
➢ List contact information and, if applicable, include your journal's logo
➢ Target your release to audiences that will have a vested interest in the publication of your journal.

For an example press release, see Appendix A.

When marketing the journal, reference the benefits the students and the department gain from this venture. Explaining the concept of Open Access will allow others to understand the contribution the journal is making. In his book on Open Access, Peter Suber describes Open Access materials as "digital, online, free of charge, and free of most copyright and licensing restrictions."[25] Open Access is a concept mostly associated with scholarly literature, which has a history of access barriers. One of the fundamental goals of the Open Access movement is to undo those barriers by using a different, but equally robust means of publication. The growing corpus of recognized Open Access journals sits at 9,868 journals as of June 2014[26]. Contributing to this pool of scholarship is a point to recognize and market.

Creative Commons Licensing is another contributor to the area of open access. Creative Commons describes themselves as "a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools" with a vision of "nothing less than realizing the full potential of the Internet — universal access to research and education, full participation in culture — to drive a new era of development, growth, and productivity."[27] The CC license also allows varying levels of access and free

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[25] Peter Suber, *Open Access,* (Cambridge: MIT Press, 2012).
[26] *Directory of Open Access Journals* (2014), accessed July 10, 2014. http://doaj.org/.
[27] *Creative Commons* (2014)*,* accessed July 10, 2014. http://creativecommons.org/.

use. For instance, works can be licensed to allow or deny commercial use, adaptations, academic use, etc. These levels are designed to welcome sharing, while still maintaining attribution.

V. Costs

The cost of beginning and maintaining a journal will need to be considered prior to publication. The library and the Office of Undergraduate Research are working to make these journals as affordable and sustainable as possible. By internally hosting the journals, using open source software, and allowing the library to handle DOIs and archival, the cost to a department can be fairly low.

The Initial setup cost will be $500 per journal (supplemented by the Office of Undergraduate Research) and ongoing costs will be approximately $400/year per journal. The cost of setting up a journal includes: branding and graphic design, setup of technical infrastructure, initial marketing, training events for editors and editorial boards on using the system, journal hosting, DOIs, and continual archival services.

In addition to the educational collaboration, technical support, journal hosting management, and shared missions, working with the library will save departments hosting undergraduate research journals money. Running a website can add significant costs. Martin Paul Eve calculates the expenses of website hosting, DOIs, and archival services to roughly $350/per year.[28] The library provides all these benefits in addition to offering continued assistance and training throughout the process.

VI. Additional considerations

Honors & Awards

Offering awards is another way to encourage students to publish in the journal. *The Penn Bioethics Journal* is one example of a publication that offers a cash prize to papers worthy of special recognition with monetary values of $200 and $300.[29] If the department cannot offer such awards, consider giving some other type of acknowledgment to papers of particular strength and substance.

Resources for Students

Consider what barriers might exist for students submitting papers and suggest resources that might alleviate those barriers. Perhaps researching articles in the library databases, or using statistical analysis software is something that intimidates undergraduate students and prevents them from pursuing research interests. Schedule a session with your subject librarian about the research process or have students attend one of the many relevant sessions offered through the Savvy Researcher Workshop Series.[30]

Students involved in robust research may not feel confident in their writing abilities. During the academic year, the Center for Writing Studies offers free writing assistance through their Writers Workshops. This

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[28] Dr. Martin Paul Eve, "Starting an Open Access Journal: a step-by-step guide part 1," *Dr. Martin Paul Eve, accessed July 17 2014. https://www.martineve.com/2012/07/10/starting-an-open-access-journal-a-step-by-step-guide-part-1/*

[29] "Fully Engaged Deliberation – the evolution of Penn Bioethics Journal," *Penn Bioethics Journal,* accessed June 17 2014. http://www.bioethicsjournal.com/fv2i1/cover.html

[30] "Savvy Researcher Workshop," *Illinois Library, Scholarly Commons,* accessed July 10, 2014. http://illinois.edu/calendar/list/4068

service is available to students, faculty, and staff, and individuals can set up 50 minute sessions or drop by one of their locations on campus, including the Undergraduate Library and Granger Library.[31]

The Office of Undergraduate Research (OUR) is also a resource for departments and students. This office maintains a list of all the active research programs at the University of Illinois, gives awards, provides information about professional and research conferences, maintains resources for students and faculty, and much more. The office describes their mission by stating, "OUR is guided by the philosophy that all Illinois undergraduate students should learn about current disciplinary research, take part in research discussions, and be exposed to research experiences in their regular coursework." The OUR is committed to supporting undergraduates pursuing research and can offer assistance and resources throughout various stages of the research, review, publication, and post-publication process.

Assessment

Having concrete assessment strategies and data will assist in providing a case to the department about the success of the journal. What types of metrics should be applied to the journal and how can those measurements be assessed? This is not a standard research journal and the conventional metrics of citation and downloads should be secondary to measuring gains in student learning and effect on achieving admissions goals. Looking at the number of submissions and the number of downloads is one way to gauge interaction with the journal. This will provide information about how many students are involved with the journal and how many readers have looked at the content. However, this will not describe what students learned during the process.

How can this information be gathered? One method is to construct a web survey utilizing appropriate usage metrics and administer it to students published through the journal or involved in the editorial process. Asking questions about the publishing process is one way to get answers about what students gained. Examples questions include:

➢ What were the top 3 most valuable things you learned from publishing in X?
➢ What did you find challenging about the publication process?
➢ How did you incorporate peer-reviews if you revised your paper?
➢ Has your publication provided you with any new opportunities (graduate school, research grants, etc.)?

These are all examples of open ended questions where students have the opportunity to fill in the blank with their response. In designing a survey, be aware of the response variance open ended questions may introduce if you are attempting to generate some type of qualitative data. Questions producing quantitative responses, like the examples above, can be very helpful in gaining insight about the student experience. However, if a quantitative analysis is needed incorporate closed questions like:

➢ After peer-review, did you revise parts of your paper/article?
➢ Do you feel you gained a better understanding of the research process by being published in X journal?
➢ Would you recommend submitting papers and the review process to your friends?

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[31] "Writers Workshop," last modified 2013, accessed June 30 2014. http://www.cws.illinois.edu/workshop/

Ideally the survey would be administered after students have experienced the process, but before they graduate or leave campus. Consider maintaining a connection with students after they leave campus in order to conduct additional surveys about the impact that the publication experience has had in their continued academic or professional lives. In order to maintain this connection, consider making an email list of published students and request their permanent emails, (this may be different than their "@illinos.edu" address, which they now have the option of keeping,[32] but may choose not to).

Challenges

The turnover rate of editorial staff is a factor that should be anticipated. When students on the editorial staff graduate, it would be ideal to have students who are familiar with the journal take their place in order to reduce the amount of time spent training a new staff. A succession plan should be in place that allows older students to mentor younger students who will go on to manage the journal. This makes it necessary to continue to recruit new students as they enter the department and to regularly evaluate the staff to ensure that there is a balance in the grade levels of students.

Another challenge to anticipate is decreased attention and enthusiasm from faculty members after the initial launch and success of the journal. Faculty advisors are essential ambassadors to their colleagues and need to be drawn from a wide range of disciplines. It will be helpful to talk to other faculty advisors who serve in support roles for Undergraduate Research Journals. This will provide insight into what the potential challenges and solutions will be for the sustainability of the journal.

Resources for Further Reading

The Scholarly Publishing and Academic Resources Coalition (SPARC) provides many resources to assist in the publishing process.

Find some articles with additional advice on publishing an open access journal at http://www.webcitation.org/5Mx98xweh.

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Appendix A: Example Press Release

FOR IMMEDIATE RELEASE

Contact:

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http://www.journal.com

email@email.com

The Department of History Releases Journal to Highlight Undergraduate Research

Champaign, IL- September 10, 2014-- Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Nam tincidunt. Quisque a neque. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Integer laoreet elit nec lorem. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Vestibulum ac dolor.

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