

3-24-2017

# Opportunities and Risks: Perceptions of student publishing from across campus

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## Recommended Citation

DeFelice, Barbara and Barrett, Laura, "Opportunities and Risks: Perceptions of student publishing from across campus" (2017).  
*Dartmouth Library Staff Publications and Presentations. 2.*  
<https://digitalcommons.dartmouth.edu/dlstaffpubs/2>

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# Opportunities and Risks

## Perceptions of student publishing from across campus

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### Preparing Students to be Arbiters of New Scholarship: Editing, Reviewing, and Publishing in the 21<sup>st</sup> Century

#### Project Goals

Funded through Dartmouth's Experiential Learning Initiative, this project provided opportunities for student participants to:

- Engage in a co-curricular activity with a public face beyond Dartmouth
- Grapple with complex issues of scholarship: rights, access, impact, credit
- Mediate diverse content and enable a diversity of voices to be heard
- Think critically and reflect on their learning



Students at the Library's Student Publishing Fair

#### Project Elements

- Workshop series on authoring, editing, reviewing, and publishing
- \$300 for fully participating publications
- Dartmouth-hosted conferenced for college student journal editors
- Contemporary publishing platform
- Support for student run publications

### Conversations Across Campus

We spoke with faculty, education specialists, program directors and deans about expanding support for student-led publishing.

Enthusiasm for:	Concerns about:
Students being involved in publishing their exemplary scholarship & research	Representing Dartmouth student publishing as a coherent whole
Students learning to do peer & editorial review	Achieving and demonstrating quality control
Allowing new voices to have an outlet	Finding potential voices
Co-curricular learning about copyright	Copyright and author rights were well understood or expressed in student publication policies
Highlighting students' creative, scholarly, and research work & attracting more interested students	Openly sharing faculty work and data when the faculty are not ready to share
Supporting students' self-expression beyond the curriculum	Excess print copies left around campus; waste of resources
Experiential learning opportunities	Control of what is published and shared openly, and who decides
Involving students in producing and publishing results of locally held conference and symposia	Investing time, effort and attention to manage student involvement and technical processes

#### Actions

- Continue **conversations with stakeholders** on the values and risks, using the experiential learning framework
- Hosted a **Student Publishing Fair** to celebrate student publishing at Dartmouth and to hear from students
- Plan and host a **student-led publishing unconference** for students at Dartmouth and elsewhere
- Hosted a **workshop series** on: Best Practices, Copyright & Author Rights, Deciding What to Publish
- **Consult** with individual student led publications on goals and next steps
- Built **Student Led Publishing at Dartmouth** site to highlight student publishing and provide resources
- Encourage **students and faculty** to discuss, early in the research process, how results will be shared
- Help students build **attractive digital presences** to improve readership and reduce print costs and waste
- Plan **workshops on design and printing** so students can create occasional "special issues" in limited print runs
- **Licensing a publishing system.** Offering workshops, education and support on its use

### Student Publishing as Experiential Learning

#### Experiential Learning at Dartmouth

- Students intentionally engage intellectually, creatively, emotionally, or physically in a direct experience
- Students have the opportunity to take initiative, make decisions, problem solve, and be accountable for the results
- Students conceptualize and critically reflect on the experience



Students in "Copyright and Author Rights" workshop

### Bringing Student Publishing Home

- Where is student publishing happening at your institution?
- How can you frame student publishing in a way that resonates with your institution's strategic priorities? (e.g. experiential learning, student research and scholarship, leadership and service, diversity and inclusion)