Appendix A

2014

Project Initiation Document

PROJECT	**STUDENT OPEN ACCESSRESEARCH (SOAR)**
DATE	**29 JAN 2015**
AUTHOR	**SIMON BAINS**
OWNER	**SIMON BAINS**
VERSION	**1**

Project Initiation Document history

Revision History

Date	Version	Description	Changed by
08 Jan 2015	0.1	Initial draft	Simon Bains
29 Jan 2015	1	Board signed-off version	Simon Bains

Distribution

Name	Title	Date of issue	Version
Helen Dobson, Library	Project Team Member		
Frances Pinter, MUP	Project Team Member		
MMSJ original Associate Editor	Project Team Member		
Project Office, Manchester	Library Strategic Project Manager		

Contents

1. Executive summary

This project aims to respond to evidence of demand for student journals, to add significant functionality to an existing pilot student journal, and to explore the value of exposing taught students to research processes. The project anticipates benefits in terms of linking learning and research, preparing students for research careers, improving academic skills and preparing the next generation for the new scholarly communications landscape. Additionally, by providing the publishing platform to learners engaged in academic skills development it seeks to encourage the sharing of pedagogic reflections. A toolkit and business model will ensure sustainability.

The project is part-funded by the Centre for Higher Education Research, Innovation and Learning (CHERIL),

2. Strategic fit (Business case)

Objective	Outcome	Benefit	Strategic Objective
Enhance the functionality and published outputs of the MMS student journal	The Manchester Medical School Student Journal will be highly professional, discoverable and usable	The journal will be a valuable component of the MBChB Personal Excellence Pathways programme	
Evaluate the students' experience of the MMS student journal to inform development	The Library and Press will gain market intelligence to develop the journal and the toolkit	Manchester student journals will be user-centred and user-friendly	
Explore the potential of our publishing platformfor sharing academic skillslogs	A report assessing the value of the student research journal as a place to record and publish student learning outcomes	The relationship between research and learning will be made explicit through the investigation, and the potential for a student journal focusing on pedagogy will be clear	
Research the demand for student journals across the University	An understanding of interest and the potential market, allowing the Press to plan accordingly	Any subsequent service offer will be based on evidence of demand	
Develop a business model capable of supporting a sustainable service	The costs associated with student journal production, and the means of meeting them, will be clear	The project will be able to transition to service based on a sustainable funding model	
Develop a toolkit to support take up of the	A set of tools to make it easy for students in any	Easy student journal creation, encouraging take	

service by other schools	School to replicate the MMS journal example	up and reducing overall costs	
Promote and disseminate project outcomes and benefits internally and externally	Content created suitable for marketing the service internally, and speaking about it externally at conferences	Ensure awareness of the service amongst potential customers; raise the profile of the University as an innovator in teaching, research and publishing circles	

3. Project Scope

3.1. In scope

All aspects of student journal service development.

3.2. Out of scope

- Journal production, beyond the already agreed MMS journal
- Software development (an existing open source platform, Open Journal Software, will be used for the project)

4. Risks, Constraints and Assumptions

4.1. Risks

	Description	Impact	Likelihood	Grade	Mitigation
RSK001	Key staff are unavailable	4	2	Medium	To discuss
RSK002	Costs are higher than forecast	3	2	Low	To discuss
RSK003	Failure to complete on time	2	2	Low	To discuss

4.2. Constraints and assumptions

4.2.1. People

To be discussed

4.2.2. Time

To be discussed

4.2.3. Others

The total project budget for all activity is £39, 500. CHERIL funding will provide 50% and must be spent by end July 2015. Project closure was set as end July in the proposal (Appendix) but there is opportunity to discuss this with the Centre.

5. Project structure

5.1. Project governance

The project will be managed in a light-touch way, given size and duration, comprising a project manager and a project team. The Library's Leadership Team will sign off final outputs before they are reported to CHERIL.

5.2. Roles and responsibilities

The roles and responsibilities of people required to be in the project are defined below. The responsibilities of each role are described in the Terms of Reference provided by the Strategic Project Office. (Terms of Reference to be developed.)

Responsibility	Name/s
Project Manager	**Simon Bains**
Full Project Team	**Librarian, Manchester** **MMSJ original Associate Editor** **Frances Pinter**
Project Board (if using)	**n/a**
Project Implementation Group (if using)	**n/a**

6. Project Control

6.1. Project review meetings

Control of the project is maintained by holding regular project meetings.

The Project Team will meet every four weeks throughout the life of the project.

6.2. Main reports

A project highlight report will be completed every four weeks

7. Stakeholders

7.1. Identification and Analysis

Stakeholders	Notes
CHERIL 1, Manchester	
Teaching, Learning and Students 1, Manchester	
Teaching, Learning and Students 2, Manchester	
Student A, Medical School, Manchester	

7.2. Communication

Appropriate two-way communication with stakeholders is crucial to the success of the project. The communication plan is intended to enable the communication of the vision and benefits of the project clearly to all stakeholders and thereby increase engagement levels and embed change.

Our communications will ensure that the right stakeholders receive the right information at the right time throughout the life of the project by linking communications to key milestones in the project plan and providing regular, scheduled updates on project progress. This will ensure that stakeholders are involved at the right times so their input is obtained. It will ensure they are well prepared for the changes the project will produce and feel that they have been integral to the development.

Stakeholders	Expected Communications	Frequency	Media
Senior academic stakeholders	Final project report		Written report
Teaching, Learning and Students 2, Manchester	Monthly progress reports		Email
Student A, Medical School, Manchester	Monthly progress reports		As part of MMS student journal meetings

8. Planning

8.1. Approach

The Library and the Press will share the work, with the Press developing the student journal and associated toolkit, and the Library leading on evaluation and market research activity. The Medical School will review progress and provide an academic view.

8.2. Milestone Plan

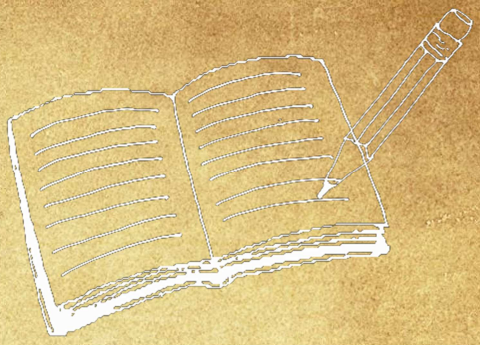
To be discussed.

Workpackages are as follows:

- MMS journal production
- Evaluation of MMS student experience
- Explore potential for skills logs
- Toolkit production
- Market research
- Business model
- Reporting

A detailed workplan is being produced (SOAR Project-Plan 0.1.xlsx)

How to Prepare an Article



There are many things you can do to give your article the best chance of being accepted in a journal and contributing to the academic community.

WRITING YOUR ARTICLE

>>> Have something new to say:
- new research
- new opinions
- new evaluations

>>> Structure your article clearly
- title (clear snapshot of the article)
- abstract (the 'sales pitch')
- introduction (why this article was written, what is already known)
- methodology (what you did)
- results (what you found)
- discussion (what it means)
- references (acknowledging the resources used)

>>> Write concisely, aim for simplicity
- write in short sentences
- be positive
- be accurate

>>> Follow the journal's style and format
- saves you time if formatted correctly from the start
- greater chance your article will be sent for review

2 AUTHORSHIP

It is very important to agree authorship before you write an article or even before you start your research, to avoid disagreements later.

The criteria for authorship are:

- Substantial contributions to the conception or design OR the acquisition, analysis or interpretation of data for the work; AND
- Drafting or revising the article critically; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work

Any person who does not fulfil these criteria

3 ETHICS

All authors are expected to adhere to international ethical standards. These include ensuring that your research conforms to institutional and international standards on:

- confidentiality
- data protection
- plagiarism and rights
- fabrication of data

See Manchester University Press's Ethics Statement for more information:
www.manchesteruniversitypress.co.uk/MUP_Journals_Ethics_Statement.pdf

Appendix C

Becoming a researcher: writing, editing and publishing

Tuesday 30th June 2015

Workshop Report
Student Open Access Research (SOAR) Project

Becoming a researcher: writing, editing and publishing

Tuesday 30th June 2015

Contents

Context and purpose

As part of the University of Manchester Library's CHERIL-funded Student Open Access Research (SOAR) project, the Library and Manchester University Press (MUP) offered an interactive workshop on writing, editing and publishing in student journals. The event aimed to bring together interested students, academic and support staff, as well as the Library and MUP, to explore the potential learning and career benefits arising from running student journals.

Attendees

Key members of the academic and student support community attended the workshop, including:

- Academic A, School of Arts, Languages and Cultures, Manchester
- Academic D, School of Arts, Languages and Cultures, Manchester
- Academic E, School of Arts, Languages and Cultures, Manchester
- Graduate Education, Manchester
- Manager, Directorate for the Student Experience, and Research Office, Manchester

A total of 38 students booked tickets with 19 attending on the day. See **Appendix 1**.

Details of student attendees

Level of study	
Postgraduate Taught	9
Undergraduate	3
Postgraduate Research	3
Unclear	4

Discipline	
Humanities (HUM)	8
Engineering and Physical Sciences (EPS)	6
Unclear	5

At the end of the workshop, two students agreed to participate in filmed interviews on their reasons for attending and what they had learnt from the event. See **Appendix 3**.

Workshop content

Presentation 1: Introduction

Deputy Librarian and Head of Research Services Simon Bains opened the workshop by setting the SOAR project in the context of current debates on access to knowledge and early examples of successful student journals.

Simon highlighted the University's Learning Through Research programme which allows students to develop and use core research skills, enabling them to have an impact beyond their academic study. The structure and support inherent in Manchester University's student learning process gives students from Undergraduate level onwards the chance to be involved in research activity.

Presentation 2: Open Access and Manchester University Press (MUP)

Dr. Frances Pinter, CEO of MUP, defined the concepts of the academic journal and Open Access (OA). See **Appendix 2**.

Dr. Pinter explained that academic journals are considered the most respected way of achieving scholarly communication and enhancing the impact of research, and early involvement can offer a means for students to prepare for employment through demonstrable awareness of communicative rigour.

Dr. Pinter articulated how OA can benefit research by shifting the costs of publishing, removing barriers to knowledge and allowing better metrics and analysis. Referring to the Manchester Medical School (MMS) journal, Dr. Pinter detailed the benefits possible through student involvement in journal production, including an enhanced CV and skillset.

Presentation 3: Student perspectives

Students A and B, Medical School, Manchester, shared their experiences of setting up and running the MMS journal.

- Student A and his fellow students believed that encouraging undergraduates to write for publication would allow students the opportunity for hands-on learning through the publication process.
- Motivations included bridging the gap between learning and research and a greater awareness of the importance of publications to evidence-based medicine.

- Quality assurance was built into the process through systematic training and evaluation, and a tiered peer review system.
- Contributors gained insight into the review process often from both sides: submitting papers for evaluation by Level 2 reviewers and by undertaking reviews of other students' pieces.
- Challenges included time management, securing funding and obtaining top-level buy-in.
- The opportunity for mentoring – both from academic and MUP staff and through acting as a mentor to other students – was perceived as extremely beneficial.
- Current student editors are developing a robust succession plan involving a self-sustaining student committee to ensure the long-term future of the journal.

Presentation 4: Experiences of OA journal publishing

Academic B, School of Arts, Languages and Cultures, Manchester, addressed the group to share his experiences of setting up an OA journal.

Academic B built on Dr. Pinter's introduction to OA by explaining the principles behind the OA movement, and reasons, both idealistic and personal, why the students present should care. He explained how publishers add value to the publication process whilst highlighting publisher profit margins and the impact of subscription bundles and access fees on libraries.

Explaining how he identified a gap in the market for a journal in the field of historical syntax, Academic B described the creation of his *Journal of Historical Syntax* (*JHS*), hosted on Open Journals Systems (OJS) thanks to support from the Linguistic Society of America (LSA)'s eLanguage programme. This set-up lasted from 2011-2013, when eLanguage's funding was discontinued. *JHS* is now located in the online section of LSA's journal *Language*, and is no longer OA, with content subject to a 12 month embargo.

Academic B then provided an overview of the OJS platform, which is open source software developed through the Public Knowledge Project (PKP) and is similar in functionality and ease of use to a blog. The platform is home to over 7,000 journals as of 2013. The system allows online submission and management of journal content, including OA and subscription options and comprehensive indexing.

Discussion

Teaching and Learning, Manchester, facilitated a group discussion to allow participants to explore both what might be possible in a student journal and what support/tools might be needed for its publication.

With that in mind, the conversations centred upon:

1) A discussion of learning logs and whether they were appropriate for publication
2) A discussion of the potential for "both" sides of research, the process and the results (and those processes and results that "failed")
3) The need for training and support at all stages of the process (which could include both support in terms of skills (i.e. how to review) and purpose (i.e. how to construct a journal for a particular audience)

Learning logs

The discussion around learning logs was particularly vigorous. While a number of people in the room agreed that they could be useful for directing potential articles or reports, there was concern that learning logs, as a concept, not be diluted with the idea that they "need" an extra purpose beyond reflection and learning. It may be that the idea of learning logs could be renamed or approached differently to allow students to consider the potential ideas recorded within them, without explicitly stating that they be used to write articles.

In addition, there was some concern that it might be difficult for students or others submitting work to write a piece on their own personal learning that was also of interest to an audience. The students in the room did seem interested in using learning logs this way, with the medical students particularly keen to find a way to demonstrate the value of the personal development work they do that is often recorded in a reflective fashion.

Research reporting

The discussion around research focused on both the typical "view" of how research might be presented in a journal (i.e. a standard article detailing the results or the work done) and a possible alternative, with the journal also soliciting articles that focus on process and results that could be deemed "failures" to generate a resource for others on lessons learned.

Most of the discussion here focused on the value the participants could see for others if these journals were encouraged to accept articles that reflect both the more typical experience of those participating in research (with an emphasis on data and results (including "bad" or "failed" data/results) and on the personal experiences of those participating in the research, which could give insight into the process as well as the product.

There is potential for this sort of work to link up with University of Manchester initiatives such as "learning through research". This work would also feed into the training and support, as one area highlighted was the need for a journal to have a clear identity and audience to make sure submissions were of interest and applicable to the field they were aimed at.

Training and support

There was a strong emphasis on the need for training and support for those participating in the student journals and, in some way, shape or form, those looking to publish in them. Participants discussed the need for:

a) A clear set of supporting documents/operational plans that those wishing to launch a journal could refer to in order to ensure that journals have the best possible chance for success. This could include different models for referees, different processes for accepting submissions and/or different ways to publish/run the journals in question.

b) A clear set of supporting training (in some form) for referees, especially where students themselves will be used as an initial layer. This output may come out of further work requested by the Manchester Medical School and could include work around what will be required of a referee and/or what should be looked for in a submission.

c) A clear set of possible issues/obstacles for those looking to launch a journal. Those participating were concerned that the time, resource and expertise required might not be clear at the outset, and it was felt that some sort of guidance around this area would help journals succeed and ensure that those participating were most likely to understand what might be required.

Key learning points

- The Learning Through Research agenda has two strands: the *output* (project or research) and the *process* (reflection on what worked or did not work, and what was learned). Both of these strands should be considered when developing student journals.

- The University must provide support to students at all levels to facilitate the creation and running of new student journals. This should include advice on achieving sustainability and clear guidance on the resources required for the process of publishing.

- Students would value access to the expertise and insight of people with experience of setting up student journals, possibly in the form of workshops.

- Clarification of the remit, audience and intended use of learning logs is essential.

- Translation of ideas into journal articles can help to develop and hone ideas.

- Different ways of presenting ideas should be considered by those submitting and reviewing papers. Ideas may be valuable and worth capturing even if the writing itself is not of the required quality for publication.

- Different writing styles should be considered. It may not always be necessary or appropriate to present content in the traditional article format, and concerns such as language barriers should be addressed. It would be beneficial to develop support for students to develop their writing skills and style.

- Students perceive benefits in working with peers to appraise papers and achieve the required level of quality before referring papers to more senior reviewers.

- Involvement in student journals may offer opportunity to develop valuable skills for the future, including strong communication skills, teamwork, and project management experience.

- It would be advantageous to devise means of incentivizing reviewers, especially senior reviewers who may be asked to provide training.

Outcomes and next steps

The SOAR Project will address issues raised in this workshop to inform the development of a student journal service. Further input will be sought from students and academics as part of the project's exploratory work, including usability testing of the OJS system and the student journal toolkit currently in production.

Appendix 1

Students, academic and support staff in attendance at the SOAR workshop.

[*REDACTED*]

Appendix 2

Manchester University Press CEO Dr. Frances Pinter addresses the group.

Appendix 3

A student workshop attendee shares her reasons for signing up and what she had gained from attending the event.

[*REDACTED*]

University of Manchester Student Open Access Research [SOAR] Project

Report for CHERIL

Linda Bennett

27/10/2015

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Executive Summary

1. The SOAR project aims to respond to evidence of demand for student journals, to add significant functionality to an existing pilot student journal and to explore the values of exposing taught students to research processes.

2. The work carried out, according to the terms of the successful CHERIL bid, has been arranged in the following work packages: enhancing the functionality and published outputs of the MMS journal; evaluating the students' experience of the MMS journal to inform development; exploring the potential of the MMS publishing platform for sharing academic skills logs; researching the demand for student journals across the University; and developing a toolkit to support take-up of the service by other schools.

3. The present report represents consultancy work that was commissioned in order to complete part of the SOAR project. It was carried out by Linda Bennett and Consultant 2, both of Gold Leaf, a small consultancy specialising in electronic publishing that frequently works with academic libraries. Linda Bennett led the project and was advised at all stages by Simon Bains, Head of Research and Deputy Librarian of Manchester University Library and Frances Pinter, CEO of Manchester University Press. An iterative approach was taken to the work in order to achieve maximum possible effectiveness.

4. Key elements of the methodology included: a seminar organised by the Library, after which Gold Leaf carried out the follow-up work; provision of a 'Toolkit' document developed by another external consultant and MUP; a series of case studies on how student journals have been set up at four other universities (Purdue University, USA; the University of Huddersfield; the University of Edinburgh; and University College, London); desk-based research to complement the findings of the case studies; a usability study of the Open Journals System [OJS] platform and comparison of this platform with two alternative platforms (Bepress and Eprints); a workshop on the OJS platform; a student focus group meeting to explore the appetite for developing a student journal at Manchester and how learning logs might fit in; in-depth semi-structured interviews with 3 students to explore further the issues raised in the focus group meeting; and some analysis of usage statistics of another student journal.

5. The work has produced a large body of outputs. The most important of these are included as Appendices of the present document. Other, more secondary materials have been supplied separately in a zip file. A full list of outputs is provided as Appendix A.

6. The initial seminar set up by the Library was invaluable because it gathered together interested parties from the university and made it possible to follow up with them.

7. Each of the case study universities took a different approach to setting up a student journal. At Edinburgh, at one end of the spectrum, the Library provides students with a range of practical support and help but no assistance with any of the writing, reviewing, editorial or publishing processes; at UCL, at the opposite end, the Library has taken almost complete responsibility for the student journal and has appointed a publishing professional to oversee its activities.

8. Lessons learnt from the case studies include: a student journal can act as a powerful showcase for the university's achievements and add to its prestige; it can capture budding research authors young and make them aware of and protective of their rights, while at the same time teaching them how to research, write and cite correctly; setting up a student journal is extremely time-consuming (and inevitably takes more time than anticipated); it is

important not to over-estimate what students will be capable of achieving unaided; overall management of the journal, especially succession planning as students leave the institution, is a major challenge which needs planning for early; student journals can be slow to take off (or fail); academic support and encouragement is essential, but not always forthcoming; it is important to monitor the development and successes of the journal and adjust the training and support provided to reflect these; and funding / cost provision should take account of the need to pay for dedicated staff (and perhaps student) time.

9. The usability study concluded that suitable platform options for Manchester were either to move to Bepress (Digital Commons), a fully integrated, user-friendly platform that would require very little maintenance and support from the University and is funded by an annual subscription fee or to continue using OJS, which would require the creation of some detailed training material and support of the students by the University.

10. The Manchester Medical School Journal was conceived of prior to and independently of the SOAR project, though both were supported by the Library and Manchester University Press. The original editorial board consisted of a Student Editor-in-Chief and two other student editors, as well as two Medical School academics who acted as Editor-in-Chief and Associate Editor.

11. A significant innovation developed by the MMS journal team was the creation of a three-tier reviewing system (each article is reviewed by a student or junior doctor, a postgraduate researcher and an experienced academic), to enable students to contribute to the reviewing process without compromising the quality of the journal.

12. Challenges identified by the original student editors included finding enough time to work on the journal; getting academics involved; and understanding and setting up the reviewing process. There was also some friction among the first student editorial board members as they tried to work together. The second student editorial board took over during the summer of 2015.

13. At present the MMS journal has yet to publish its first issue, which is now planned for January 2016. The second student editorial board has concerns about the quality of some of the articles accepted by the first board. In September 2015 they believed they might have six, perhaps seven, articles that would make the grade for the first issue (the aim is to publish ten per issue). Although the first student editorial board always intended to publish via the OJS platform, in practice they did not use it for the editing and reviewing processes that they initiated. When they were invited to participate in an OJS workshop in September 2015 the second student editorial board had received no coaching in OJS and had not had the opportunity to experiment with it.

14. It has now been decided that the first issue of MMS will include a piece from the Dean of the Medical School and three articles submitted by last year's editorial board. This issue may contain a 'minority of student articles', plus some from academics, just to get the new board through the process and achieve the significant milestone of publishing the journal.

15. Although the MMS journal was originally conceived as a way of getting work from the Manchester Medical School published, the current editorial board is quite keen to use the work they've done to give students in other schools the experience of getting their work reviewed and receiving feedback from reviewers.

16. During the workshop, the students expressed the following opinions about OJS: the online manual is easy to read but lacks depth: they envisaged that that they would need more training than it offers; the copy-editing and reviewing processes are hard to understand; and the system is not intuitive. They agreed that Digital Commons would be easier to work with than OJS. However, they were sensitive to cost, not wishing to incur more expense for the University than necessary, and also said that switching to another platform might run the risk of delaying the first issue of the journal yet further.

17. They thought that the Toolkit was helpful, but again lacked depth. They found the format unattractive. They pointed out that the Toolkit gives guidance mainly to editors: similar guidance for authors and reviewers is also needed.

18. Eight students took part in the focus group (all from different disciplines) and three in the semi-structured interviews (also from different disciplines). As far as possible, the same topics were covered by all.

19. Learning logs featured prominently in the original seminar set up by the Library, where they generated considerable debate about whether they could be used as raw material for student journal articles or, more simply, as an aide memoire to help students through the process of writing an article. The focus group students thought that keeping a learning log would indeed help the research and writing processes, but were dubious that such a log could contribute directly to the material contained within a journal article, except in very specialised cases.

20. Training needs identified by the focus group and in-depth interview students included: how to do research and whom to contact for help (it was suggested that the Library could adopt a middleman role in providing links to academics who might help); a set of guidelines; reformatting the Toolkit as an html document for ease of use; and possible provision of a mentor. One of the in-depth interview students said that he had received help from the University on how to write an article, but 'not enough'. As a science student, he needed to know how to present raw data and how to plot data for publication on graphs. Another in-depth interview student said that more advice on format was needed: e.g., the difference between an abstract, an introduction and a conclusion (which often employ similar terminology and seek to convey similar concepts, but are for different purposes).

21. The eight focus group students (of whom seven were undergraduates and one a postgraduate) were interested in writing articles, as were two of the in-depth interview students (they were both undergraduates: the third, a postgraduate, said that as his research partners were not based at the University of Manchester, he probably would not be able to publish their shared data in a Manchester student journal). Five of the focus group students were also interested in reviewing and editing. One of the in-depth interview students (an undergraduate) was primarily interested in writing but also prepared to act as a reviewer. The postgraduate student who contributed to an in-depth interview said that although he was not interested in writing in a student journal, he would be prepared to help other students who wished to do it. Only one of the focus students (and none of the in-depth interview students) was interested in the technical / administrative / production aspects of setting up a journal, and then only because she felt it should be 'owned' entirely by students.

22. There was consensus from the focus group students that if a Manchester University student journal were to be set up, it should be multi-disciplinary. Reasons for this included: it would enable more students to be involved; it might not be possible to get enough students

interested if it were confined to one discipline; it would offer networking opportunities with students from other schools; it would help to broaden horizons; and that, because student fees were 'so tough', students feel obliged to study a subject that is directly useful in a future career, but if they could share the writing of an article with someone from another discipline, they would be able to work in other subject areas of interest to them.

23. The focus group students and in-depth interview students were asked to define eight publishing terms, in order to assess their general understanding of publishing. Generally speaking, the focus group students had no or only a sketchy understanding of these terms. The in-depth interview students showed a better understanding. However, none of the students could define the terms 'Open Access' or 'discovery system'.

24. The students agreed that a wide range of types of training materials was needed, as 'different people learn in different ways'. They were unanimous that face-to-face training in the form of workshops and seminars on specific aspects of writing and publishing would be most appreciated (and felt that this was needed across the university, regardless of whether or not it was part of the support provided for setting up a student journal). Online tutorials, interactive exercises and a customised Manchester student manual on OJS were also suggested.

25. The amount of time the students said they would be prepared to commit to working on a student journal varied from an average of two hours to five hours a week (possibly delivered in 'chunks' rather than on a weekly basis). They pointed out that the medical students were prepared to put a lot of effort into their journal because getting published is a career requirement for them. For degrees for which this wasn't a requirement, unless the student wanted an academic career, there would have to be some other incentive. A potential benefit discussed was a writing / publishing course supplied by the University which could count as credit for a half-module or full module towards their degree. This was enthusiastically received, though they also said that they wouldn't want to be barred from taking the course or working on the journal if they decided not to use it as credit.

26. Academics' views on the desirability of setting up a student journal at Manchester varied, but the academics who discussed this were unanimous in agreement that publications bearing the name of the University of Manchester must be of a high standard. Academic A, School of Arts, Languages and Cultures, Manchester, said that the guiding principle of a student journal should be to exemplify why student research matters. Academic B, School of Arts, Languages and Cultures, Manchester was most concerned about the practical issues, particularly the amount of training needed if the OJS platform was used. Academic B also said it was important to establish whether the journal were for undergraduate or postgraduate work; if the former, he felt that students should get formal credit for it. Academic C, School of Earth, Atmospheric and Environmental Sciences, Manchester, felt that most students would not be prepared to put in the time required to contribute articles of the necessary standard, and that if the students were to produce work that was good enough to publish in a 'real' journal, they should do this, rather than be disqualified from the latter by publishing in a student journal.

27. Statistics from JPUR, the multi-disciplinary journal published by Purdue University, demonstrate impressive usage of the top fifteen articles published during the five years since the journal was founded. The most accessed article has achieved 5,466 downloads.

28. The conclusions and recommendations drawn from the findings recorded above are as follows:
    a. There is both scope and appetite for a student journal at the University of Manchester. It is recommended that the University proceeds with this initiative.
    b. It is recommended that the new journal should be multidisciplinary, with a focus, at

least at first, on publishing research in the Social Sciences and Humanities. The members of the MMS editorial board have expressed interest in including work from other disciplines in their journal and it is recommended that this idea is explored further as a potential way of enabling students carrying out research in the Sciences to publish in a Manchester journal if they wish.

c. It is recommended that the journal should primarily publish undergraduate work, but allow scope for including work by postgraduates or academics when appropriate.

d. It is recommended that Manchester considers publishing content in several formats in the journal (shorter pieces as well as full-length articles), in order both to include more students and to accommodate the relatively small amount of time students feel able to devote to writing for the journal.

e. It is recommended that keeping a learning log becomes part of the training programme for students wishing to contribute to the journal, but that the scope of its role (ancillary rather than primary) should be made clear.

f. It is recommended that the new journal should, as the MMS journal already is, be run by a robust board consisting of representatives from the Library, MUP and Faculty, in addition to strong student representation.

g. It is not recommended that University staff involve themselves in day-to-day direction of the students working on the journal. It is suggested that the students should be encouraged to work out ways of co-operating effectively themselves.

h. It has been noted that different universities adopt different approaches to running a student journal: some allow students to act as authors only, others encourage them to adopt other roles as well. It is recommended that students at Manchester are allowed to fulfil most of these roles (authoring, reviewing, editing, production) and that adequate training is offered to support them. It is, however, recommended that students should not copy-edit the journal articles, but that this should be done by MUP, an academic in the relevant field if the article employs concepts or formulae not accessible to a lay person, or a freelance copy-editor, as appropriate[1]. This will ensure the journal maintains a consistently high standard of presentation, accuracy and readability.

i. It is recommended that the reviewing process already created by the MMS project should be adopted by the new journal.

j. It is recommended that training is offered in the following areas (the list may not be exhaustive): how to write a journal article; what it means to be an editor and how to address the tasks involved; copyright (either to include Open Access or for the latter to be addressed separately); plagiarism; dissemination and usage statistics; what reviewing involves and how to do it; technical aspects (depending on the platform chosen). It is recommended that a comprehensive training course is developed, the components of which can be offered on a pick-and-mix basis or as a complete programme, the latter perhaps to count towards academic credit. It is

[1] It is one of the tenets of the Purdue journal that the student authors should express themselves in articles so that an intelligent lay person can understand them. This may not always be possible, but it is a principle worth consideration.

recommended that methods of delivery of training should be as varied as possible and complement the Library's 'My Learning Essentials' programme with a 'My Research Essentials' programme.

k. It is recommended that the Toolkit is reconfigured, drawing also on work carried out by other universities, and made into an html document; and that parts of it may also be used, similarly also incorporating the work of others, in fact sheets. It is recommended that similar resources are developed for authors and reviewers.

l. Resources have already been developed by academics and departments at the University of Manchester to help students with research and writing. It is recommended that a trawl of such resources is undertaken and assessment made of whether and how they can contribute to the training needed.

m. OJS is not the ideal platform for a student journal. Its counter-intuitive, rather complex procedures and its relatively poor dissemination facilities have particularly been criticised. However, Manchester has already invested in this platform and the MMS students have assumed they'll be working with it. They have also said that, in return for coaching, they will act as guinea-pigs to enable an OJS manual to be created that is tailored for Manchester students. In the medium term, MUP will instal a new platform capable of hosting the MMS journal and any other Manchester student journals. For these reasons, it is recommended that the current MMS journal student editors persevere with OJS and that their offer of helping with the creation of a manual customised for Manchester students is accepted. However, the discovery issue remains of importance and it is recommended that usage statistics are closely monitored.

n. It is recommended that Manchester pays attention to the lessons learnt by other universities regarding the amount of staff time that has to be devoted to a student journal. The establishment of a successful Manchester student journal is more likely if dedicated, paid-for time is allocated to it, possibly to include paid-for student time. Paying students for contributing to university services at Manchester is already well-established, and extremely well-received.

o. Academic resistance to the creation of a Manchester student journal appears not to be prevalent, but it does exist. It is recommended that a short survey is circulated to academics across the university to gauge how much support can be expected from them and which academics are prepared to take on an active role. (It is hoped that over time the quality of the journal and its usage statistics will help to sway academics who are still sceptical.)

p. The reaction to the idea of writing a journal article from the very small sample of students consulted was positive but not necessarily representative. It is recommended that a short but large-scale survey is undertaken across the University of second and third year undergraduates and postgraduates in the earlier stages of their degree to ascertain how great the support for the concept is within the student body as a whole.

q. It is recommended that the iterative approach adopted for this study continues when future work is carried out and that all the activities relating to setting up a student journal and providing training resources for it are monitored and assessed and, if necessary, adapted and adjusted.

A note on the numbering: Major sections have been numbered using Roman numerals. Sub-sections within Sections I – III (Introduction, Methodology, Findings) have been numbered consecutively using Arabic numerals. Sub-sections in Section IV (Conclusions and Recommendations) start again with a new sequence of Arabic numerals. The aim is to provide clarity.

I. Introduction

1. Scope of project

The SOAR project was summarised as follows in the successful CHERIL bid:

The project aims to respond to evidence of demand for student journals, to add significant functionality to an existing pilot student journal and to explore the values of exposing taught students to research processes. The project anticipates benefits in terms of linking learning and research, preparing students for research careers, improving academic skills and preparing the next generation for the new scholarly communications landscape. Additionally, by providing the publishing platform to learners engaged in academic skills development, it seeks to encourage the sharing of pedagogic reflections. A toolkit and business model will ensure sustainability.

2. Work packages

- The bid went on to state that the project would comprise the following work packages:
- Enhancing the functionality and published outputs of the MMS journal.
- Evaluating the students' experience of the MMS journal to inform development.
- Exploring the potential of the MMS publishing platform for sharing academic skills logs.
- Researching the demand for student journals across the University.
- Developing a business model capable of supporting a sustainable service.
- Developing a toolkit to support take-up of the service by other schools.

3. How the work has been carried out

This report represents consultancy work that was commissioned in order to complete part of the SOAR project. The consultancy work has been carried out over a fourteen-week period, beginning with a seminar that took place in the Library on 30th June and concluding with a series of in-depth semi-structured interviews arranged at the end of September and during the first week of October. Linda Bennett of Gold Leaf, a small consultancy specialising in electronic publishing that frequently works with academic libraries, was appointed to lead this part of the project's activities. She was advised at all stages by Simon Bains, Head of Research and Deputy Librarian of Manchester University Library, and Frances Pinter, Chief Executive Officer of Manchester University Press, with contributions from their academic, librarian and publishing colleagues. Consultant 2, also of Gold Leaf, conducted the more technical aspects of the work and wrote all the technical sections in the report.

II. Methodology

4. Adherence to bid

All of the activities outlined in I.2 above have been carried out with the exception of full development of the business model. The detail of the latter will depend on how the 'sustainable service' is created, which in turn depends on the findings of the research itself, the resulting recommendations, and how these are implemented. However, SOAR was conceived with a solid commitment to an Open Access business model and this has not changed.

5. Iterative approach

An important element of the Methodology was an ongoing assessment of exactly what form it should take to achieve the greatest effectiveness. The original proposal from Gold Leaf was formulated prior to the June 30th seminar and subsequently went through several iterations, which were in part informed by regular progress reports supplied during the early stages. The fourth and final version was agreed at the end of August when the work was well under way.

6. Key elements of methodology employed

Key elements of the methodology employed are as follows:

- The 30th June seminar and follow-up work with those attending (academics, students, librarians, Frances Pinter). The seminar itself was organised by the Library. Gold Leaf carried out the follow-up work. This included gaining an understanding of the University-wide Learning through Research [LtR] initiative, which was picked up again later in the project with Manager, Directorate for the Student Experience, Manchester.
- Provision of a 'Toolkit' document (a written guide to journals editing for beginners). Frances Pinter commissioned this from a well-known journal editor. This was then reviewed and amended by some of her colleagues at Manchester University Press. Gold Leaf obtained feedback from students and academics.
- A series of case studies on how student journals have been set up at other universities (two long ones and two shorter ones), to help identify best practice and possible challenges and 'pain points'. The participating universities were Purdue University (USA), the University of Huddersfield[2], the University of Edinburgh and University College London. The University of Liverpool provided information about how its library works with Liverpool University Press.
- Some desk-based research to complement the findings outlined in the case studies (published accounts of student journals projects, toolkits used by other universities, etc.).
- A usability study of the Open Journals System [OJS] platform. This included assessment and comparison with two alternative platforms (Bepress and ePrints).

[2] Huddersfield was included because it has succeeded in developing a student journal of a very high standard, employing quite limited resources. In addition, the work on this journal is well-documented, and has been thsubject of several conference papers.

- A workshop on the OJS platform with the three medical students who form the 2015 - 2016 editorial board of the MMS journal.
- A focus group meeting with eight students from a wide variety of disciplines (one postgraduate, seven undergraduates) to explore the appetite for developing a student journal at Manchester, what types of assistance might be required and how learning logs might fit in.
- In-depth semi-structured interviews with 3 students from different disciplines to explore further the issues raised during the focus group meeting.
- Usage statistics from universities that have already set up their own journals. Note: only Purdue has provided these at the time of writing.

7. Outputs

These activities have produced a large body of outputs, including Powerpoint presentations, the Toolkit, the case studies, the usability study / comparison, the workshop exercises, transcripts of what the students said during the workshop, focus group meeting and interviews and the usage statistics analysis. Most of these outputs been included as Appendices. Others (mainly the Powerpoint presentations) have been supplied separately in a zip file. All the outputs may be used as a series of practical resources to assist ongoing work and as source material for potential journals articles and presentations at conferences. The documents contained within the zip file are listed in Appendix A.

III. Findings

Note: the Findings are presented in narrative form, to aid understanding of the work that took place.

8. 30th June seminar

A key purpose of this seminar was to recruit students who might contribute to the project over the summer. It was not possible to hold the seminar until the end of June, which meant that many students had already left the university for the summer break, although the seminar still managed to attract more than forty students. However, owing to the time of year, although all were contacted individually afterwards, few were able to offer practical help. Nevertheless, the seminar was invaluable, because it gathered together interested parties from the university and made it possible to follow up with them. Presentations were given by Simon Bains (General Introduction); Frances Pinter (Introduction to Journals Publishing); Academic B (School of Arts, Languages and Cultures, Manchester, who had set up a journal using the OJS system); Teaching and Learning, Manchester (Introduction to Learning Logs); and Students A and B (Medical School, Manchester, who described the challenges of setting up the MMS journal). Academic A, School of Arts, Languages and Cultures, Manchester, who has senior responsibility for the Learning through Research initiative, was also present and contributed.

9. The Case Studies: participants and their approach to running a student journal

Each of the case study universities has adopted a different approach to setting up a student journal. At one end of the spectrum is Edinburgh[3], where the Library provides students with a range of practical support and help, e.g., by hosting and distributing the journal and dealing with arising issues, providing initial support to a new journal team, some limited customisation of the new journal (the OJS system is in use there), advice on copyright and a considerable amount of technical support, but no help with any of the writing, reviewing, editorial or publishing processes. The students are entirely responsible for all content published, including securing copyright and permissions. At the other end of the spectrum is University College London, which initially took a hands-off approach to its student journals (also published on the OJS platform) but has realised that the students need much more help if they are to succeed. The Library has now taken responsibility for UCL Press (which provides a vehicle for academics as well as students who wish to set up their own journals) and appointed a publishing professional to oversee its activities. She says that *"*A fairly comprehensive programme is needed to make it work, including workshops, proper manuals, regular analysis of statistics and a 'trouble-shooting facility'".

10. Approach taken in more detail: Purdue

Purdue and Huddersfield each steers a middle course between these two approaches. Understanding what students would gain from setting up a journal and the delivery of an appropriate model formed a prominent part of their considerations from the outset. The following is an extract from the Purdue case study:

> In order to establish the optimum possible amount of student involvement in running the journal, Purdue studied the North American Council of Undergraduate Research list of undergraduate journals and followed the links to them. They discovered that about half of the links were broken or out-of-date. This … convinced the Purdue team that it was important not to expect too much of the students involved. For them, the journal should primarily constitute a learning opportunity, not something that gave them over-demanding responsibilities.
>
> **Responsibilities and ownership of the journal**
>
> It was decided that the journal's institutional home should be the Library. It was crucial to have someone with overall responsibility who was not a student. Purdue's researches showed that this was true of all successful student journals[4]. The Library shares responsibilities for certain aspects of the journal with the Purdue University Press, Purdue's Marketing and Media department and the English faculty. Members from these form the journal board.
>
> Faculty members across the university are responsible for mentoring, helping to select peer reviewers and acting as counsellors to student authors.
>
> Purdue still considered it to be important for the journal to look as if it was student run and produced, but the board is there to give it structure and to shoulder much of the administrative and technical burden. Several roles exist prominently or exclusively for students: those of author, editorial board

[3] Edinburgh has formally set out lists of the Library's and the students' responsibilities.

[4] Among the student journals studied by Purdue, one founded by Irvine College at the University of California stood out as having flourished over a ten-year period. It was based in the Centre for Learning for Research.

member(s), and journal co-ordinator[5]. The latter is a paid part-time position. The responsibilities of the journal co-ordinator include marketing the journal, especially to potential authors. Making the role official also helps with succession planning, a major stumbling block of student journals identified by all universities that have been involved with them.

In a nutshell, Purdue decided to make JPUR look like a student journal, but to manage it in a very structured way behind the scenes.

11. Purdue's selection of Digital Commons: rationale

Purdue selected Digital Commons (created by the University of Berkeley) as its journal platform. It is a 'very templated' system which doesn't need usability testing. Purdue believed that in the long run the OJS system (which was also considered) would have cost more, because of the staff time that would need to be devoted to it. Digital Commons is scalable: it can be used for a single journal or for many. Purdue had some 'fundamental issues' with OJS, especially the high learning curve required to get to grips with it. It was felt that this would hinder the broad distribution of labour Purdue wished to achieve. Another perceived major drawback was that, unlike Digital Commons, OJS is not strong on discoverability. Digital Commons also has an excellent usage statistics gathering facility.

12. Approach taken in more detail: Huddersfield

Huddersfield has taken an even more circumspect view of what students should be expected to contribute, essentially limiting this to writing the articles and securing permissions. Even so, Huddersfield finds that students have needed 'a lot of handholding'. Some have had trouble in following the notes for contributors[6]. Some students have found it difficult to understand, or even disregarded, the importance of securing permissions[7]. Writing workshops are held for the students, who also receive mentoring from the academics in their own departments. Essentially, the Library carries out all the tasks associated with preparing and publishing the journal except the writing, including organising the reviews. Production-wise, it has the benefit of being able to call on a very strong technical team.

13. Huddersfield's selection of Eprints: rationale

Librarian, Huddersfield, who is also in charge of research at Huddersfield, looked at OJS when making platform comparisons and decided that it was too complicated and counter-intuitive. Like Purdue, Huddersfield identified OJS's relatively poor discoverability-enabling mechanism as a drawback. Huddersfield has chosen Eprints, which is a journal output facility that takes material from its Institutional Repository (DSpace[8]). It is not a journals platform in the full sense of the word, and requires quite a lot of technical co-ordination work.

[5] At the time of writing, four students have consecutively occupied this role, for which they were paid $8.25 per hour for working 15 hours per week (the maximum time allowed by the university).

[6] Huddersfield has produced its own toolkit, which is in the public domain.

[7] Although according to Librarian, Huddersfield, 'one student was absolutely brilliant, using about 19 figures from the articles of others, each of which were cleared with the relevant publisher'.

[8] The technical team at Huddersfield has developed a customised process for making these two applications work together. Therefore theirs is a unique solution.

14. Importance of platform to approach Manchester takes

The sections above have gone into some detail to explore the approach of other universities to setting up a student journal and the platforms they have chosen, because the two activities are linked. Should students at Manchester be expected to / would they wish to learn the technical skills required to master a fairly complicated publishing system like OJS? Is this one of the purposes of encouraging them to publish, or not? It is one of the tasks of the current report to attempt to answer these questions.

15. Other issues raised by the case studies

Other pertinent issues are raised in the case studies. The following list represents an attempt to summarise the most important / recurring of them:

a) **Rationale and objectives.** The original SOAR bid (quoted in the Introduction to this report) captured well, if economically, the rationale for setting up a student journal at Manchester. At other universities where student journals have been launched successfully, the rationale has been expounded at some length, unashamedly for political reasons, both to promote the university's achievement and to engage the interest of its own faculty. For example, Purdue's overall rationale is stated as follows:

- To further encourage the development of undergraduate research at Purdue by showcasing the best work in a tangible, centralised and public way.
- To enable student authors to benefit from the entire publishing process, from submission to review and development to formal publication.
- To enable student editors to learn about the publishing process from behind the scenes.
- To encourage faculty, themselves encouraged by the richness of undergraduate research activity, to act as mentors.
- To provide the University Administration with an undergraduate recruiting and retention vehicle, K12 outreach material, and a fund-raising tool.
- To strengthen Purdue's ability to attract outstanding international students through the global reach of the electronic version of the journal.

Purdue has sent prospective students and academics it wishes to recruit hard copy versions of the journal. It claims that this has succeeded in attracting high flyers to the university[9].

In addition to this, the Library has stated its own additional reasons for supporting the journal:

- To capture budding research authors young, to make them aware of and protective of their rights.
- To promote an understanding of proper citation.
- To inculcate awareness of plagiarism.
- To demonstrate what points an author should look for in agreements and contracts in later life.

[9] Purdue has latterly been asked if there is any written evidence of this. If any is received, it will be added to the report.

Purdue's success (but in the face of some opposition, especially from academics) suggests that the more robust the case SOAR can make for setting up a student journal at Manchester, the more likely it is to attract support.

b) **Time required.** Setting up a student journal is extremely time-consuming. All of the universities that contributed to the case studies said that they'd expended far more time than anticipated. Purdue and UCL have addressed this by appointing staff members dedicated to the journal. At other universities, the Library has borne the brunt of the responsibility; at Edinburgh, where the Library only agrees to take responsibility for certain support activities, the students have still asked for much more help than it was originally thought they would.

c) **Student capability.** It's important not to overestimate what students will be able to do unaided; to identify what kinds of training they will need; and to supply it in effective ways.

d) **Overall management / succession planning.** This has been organised in differing ways at different universities. It seems to work best when Faculty is also involved, usually by setting up an editorial board that includes academics, students and representatives from the Library. As well as giving the journal more legitimacy, this helps to address the issue of succession planning which all the case study contributors mentioned as a potential obstacle to longevity of the journal. A continuing student recruitment / training / handover programme has to be set up to ensure that as students working on the journal leave the university they are succeeded by a new group that is already reasonably competent.

e) **Slow or false starts.** Student journals can be slow to take off or fail. Reasons for this (identified below in an extract from the Edinburgh case study) include:

   - Publishing the journal is no-one's full-time job. Students will necessarily prioritise working for their degree or spending time out on placements.
   - Publication deadlines tend to move, which looks unprofessional. However, those journals that have succeeded in publishing regularly are mostly of a high standard.
   - There have been sticky problems with Creative Commons and copyright.
   - Some journals just die, through lack of succession planning or lack of continuing interest. The Library then has to decide what to do with them. Should the back issues be archived, for example?

f) **Academic hostility or indifference.** Without academic support and encouragement, the students are likely to find it much harder to produce the journal. In this respect, Manchester may reap benefits from the Learning through Research initiative[10], which fosters a culture among Manchester academics of encouraging undergraduates to engage in advanced research, the logical extension of which would also be to encourage them to publish. Both JPUR 1 and Librarian, Huddersfield thought that LtR could provide a useful broad theme for a student journal.

g) **Monitoring.** It's important to monitor the development / successes of the journal and the training and support provided to the students in order to achieve it. This could include the (relatively simple) process of tracking usage of the journal over time, but should ideally be much more comprehensive. Purdue undertook a fairly large-scale assessment exercise after its journal's first year, which was used to modify and develop training and support accordingly.

[10] See also http://www.manchester.ac.uk/discover/vision/ p16 (Goal 2).

h) **Funding and Costs.** If an Open Source platform such as OJS is employed, direct costs of setting up and producing the journal can be kept to a fairly modest level (OJS costs Manchester about £1,600 per annum). Other direct costs might include paying for ISSNs, DOIs, design work, streaming of any multimedia content, production of any print copies required (usually via a Print on Demand facility). Some of the UK student journals mentioned in the case studies were initially supported by JISC funding, but this is usually of a 'seed corn' nature and therefore eventually withdrawn, leaving the university to find funds to continue. However, none of the case study contributors considered the direct costs to be the main financial issue. Staff time (from the Library, academics, the university press) costs a great deal more, especially if this includes platform training and support. Finding funds to pay for dedicated staff time and, perhaps, to pay a student to work on the journal regularly is almost certainly more efficient in the medium to long term.

16. The OJS usability study

As mentioned in the Methodology section, Consultant 2 compared three different platforms for the creation of one (or several) student journal(s) in terms of functionality and usability. The three platforms were OJS (of primary interest, as Manchester University already has a subscription), Eprints (used by Huddersfield) and Digital Commons (used by Purdue). Below is a table which summarises the features available for each of these platforms.

	OJS	Digital Commons	Eprints
Training and support			
training material (print)	available, but difficult to find and of poor quality	easily available	Yes, but some may be out of date
training videos	Yes	yes	no
training for editors provided	No	yes	no
support for authors and reviewers included	No	yes	no
technical set-up included in service	No	yes	no

	OJS	Digital Commons	Eprints
Technical Details			
Full integration into indexing services / discoverability	No	yes	no
Metrics	usage stats available (some only through separate plug-ins)	usage stats available by dashboard or email on institutional, journal and article level	yes
Altmetrics	No	yes	no
Backups	No	yes	Standard server backups
Customisation of journals	Yes	yes	yes
Customisable workflows	Partly	yes	Yes, but development work is needed by university
Subscription model available	Yes	yes	yes
Additional materials supported	yes, but no embedded multimedia	yes, fully embedded multimedia	yes
Production support	None	some (auto-ToC, automated front page per article)	none
Social Media feeds	No	yes	no
Hosting platform for journals	Yes	yes	yes
Usability			
Editors manage review process	Yes	yes	no
Online submissions	Yes	yes	No*
Double-blind review	Yes	yes	No*
Email notification and list management	Yes	yes	No*

	OJS	Digital Commons	Eprints
General and sales conditions			
Special repository needed	No	no	yes (EPrints)
Open Source / Commercial product	Open Source	Commercial	Open Source
Installed locally	Yes	no	yes
Unlimited number of journals included in price	Yes	yes	yes
Further products included	yes, conference management	yes, conference management, ebooks, technical reports	no

Eprints is a system that has not directly been designed for the purpose of journals management, but a library repository which supports deposit-approved publishing with metadata. Manchester is currently implementing a Current Research Information System, which will replace its repository, so the adoption of a new repository system is not an option.

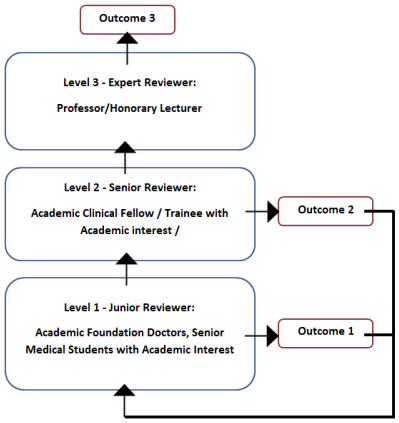
The conclusion of Consultant 2 is that the feasible options for Manchester are either to move to Digital Commons (Bepress), a fully integrated, user-friendly platform that requires very little maintenance and support from the University, but requires an annual subscription fee; or to continue using OJS, which would requires the creation of some detailed training material and support of students by the University. *Note:* Bepress is the chosen platform for student journals of several universities in the USA, but has no UK customers and is anxious to secure some. This may be a bargaining point for Manchester. However, attempts to get Bepress to commit to a quotation for Manchester have so far not been successful. It is also worth noting that the standard prices it now lists for US customers are several times as much as Purdue paid in 2010.

17. The Manchester Medical School Journal [MMS]: introduction

The Manchester Medical School Journal was conceived of prior to and independently of the SOAR project, although both were developed by the Library and Manchester University Press. The MMS journal was one of the factors that influenced the SOAR bid. (MMS secured a separate tranche of funding.) It has been supported by Simon Bains (on behalf of the Library) and by Frances Pinter and two other members of staff (on behalf of Manchester University Press). It was set up by Student A, Medical School, Manchester who took the role of Student Editor-in-Chief. There were also two other student editors, Student B, Medical School, Manchester and Student C, Medical School, Manchester. The original editorial board consisted of the three students and two academics who acted as Editor-in-Chief and Associate Editor. Students A and B gave one of the presentations at the seminar that took place on 30th June.

18. MMS: reviewing process

A significant innovation developed by this team was the creation of a three-tier reviewing system. Each article is reviewed by a student or junior doctor, a postgraduate researcher and an experienced academic. This enables the students to contribute to the reviewing process without compromising the quality of the journal. The figure below illustrates how it works.



19. MMS: the challenges

Challenges identified by Students A and B, Medical School, Manchester, during their presentation and subsequent interviews included finding enough time to work on the journal, 'getting the right people involved'(it encountered some resistance from academics at first), and understanding and setting up the reviewing process. In a separate telephone conversation, Student B also said that there had been significant problems with group dynamics among the students involved. Succession planning has also been an issue, though the MMS board has handled it better than many of the editorial boards at other universities. At the time of the seminar, the student members of the editorial board were about to hand over to a new student editorial board, consisting of Students D, E and F, Medical School, Manchester, who will each take on the role of Student Editors. Student F is currently taking a one-year break from her degree to carry out research[11].

20. MMS: progress

At the time of writing, the MMS journal has yet to publish its first issue. The first student editorial board members have handed over the articles they have collected so far to the second student editorial board. These articles are still in the process of being reviewed. The second student editorial board has concerns about some of the articles that were accepted by the first board, and believes that they may not all be up to standard. In mid-September 2015 they believed that they would have six, perhaps seven, articles that would make the grade for the first issue. The aim is to publish at least ten articles per issue. It is now hoped that the first issue will appear in January 2016. Although the first student editorial board always intended to publish via the OJS platform, they did not actually use it. It could have been deployed as part of the editing and reviewing process they

[11] At the time of writing, none of these occupied the role of 'Student Editor-in-Chief', which they may wish to abolish.

initiated (it is a major principle of the OJS system that it provides a complete suite of services that offer an apparatus and recording an audit trail for each stage of the publishing process), but in practice the students communicated with authors and reviewers using e-mail only. The second editorial board later mentioned that keeping track of the e-mails was extremely time-consuming and made version control difficult. The first editorial board had received an OJS tutorial from Academic B, School of Arts, Languages and Cultures, Manchester, who had set up a journal using OJS some years previously. When they were contacted and invited to participate in the current project at the beginning of September, the second editorial board had received no coaching in OJS and had not had the opportunity to experiment with it.

21. The OJS workshop

a) Nature of workshop.

The MMS journal student editorial board[12] members were pleased to be asked to contribute to the SOAR project and very keen to participate in an OJS workshop customised to their requests when offered the opportunity. All of the three student editorial board members attended the workshop and participated in the exercises and debate with enthusiasm. The workshop took place on 15th September. Its duration was almost four hours. It consisted of an Introduction to Journals Publishing, an Introduction to OJS, a series of supervised exercises designed to gain some experience of working with OJS, and a questionnaire to ascertain future needs. They were also given a short introduction to Bepress, for comparison with OJS. Afterwards the students were asked to complete a brief SurveyMonkey survey rating the workshop[13].

b) Introduction to Journals Publishing and debate: summary of findings

The students said they need a better understanding of the process that academic articles have to go through. Their ultimate goal is to improve undergraduate opportunities for getting published. They would also like to make the author / reviewing process more exciting by adopting new approaches towards it. Student F, Medical School, Manchester, the student editor already engaged in research, said that in her experience getting published was 'really difficult'. The students also said they needed to understand the reviewing process better and what 'Level 2' student reviewers could be expected to achieve. Should mistakes made in grammar and syntax, for example, be corrected? Many of the articles they received were 'not bad in essence, but badly written'. They felt that the University could provide a 'real service' to young authors by helping them to write well. They had developed their own style sheet, modelled on ones they had found for other journals, and this had been checked over and approved by MUP. They also wanted to publish some author guidelines.

c) Content of MMS and authorship of articles

The first issue of MMS will include a piece from the Dean of the Medical School and three articles submitted by last year's editorial board. This issue may now contain 'a minority of student articles', plus some from academics, just to get the new board 'through the process' and achieve the significant milestone of publishing it.

[12] From this point, the adjective 'second' will no longer be used to describe them.

[13] All rated it either 'very good' or excellent.

Authors have been advertised for via the Medical School. The journal was originally conceived as a way to get MMS work published. However, the current editorial board is quite keen on branching out, using the work they've done to give students in other schools the experience of getting their work reviewed and receiving feedback from reviewers. They feel that this will be very beneficial, even if the article submitted is ultimately rejected. A key reason for wanting access to writing in a journal to be available to any student in any year is that often undergraduate research won't be 'eligible for publication' (i.e., up to scratch) the first time round. They therefore see the opportunity they hope to provide as iterative, and essentially a learning process.

The incoming student editorial board members were strict when considering appropriate subject matter for the journal: "In fact, what the university asks you to write about is generally not helpful in developing your subsequent career as a writer."

They say that better succession planning than they received will be provided for the 2016 – 2017 student editorial board.

d) Introduction to OJS: summary of findings

The student editorial board felt that the OJS online manual was easy to read but 'lacking in depth'. They envisaged they would need more detailed information and training in some areas and could see already that more questions would arise. Their understanding of the OJS system was that the author can follow the reviewing process without actually having access to the reviewers' comments (which is essentially correct, provided that the different levels of access have been set up properly). They did not fully understand the copy-editing process via OJS, which is somewhat more complex and not fully automated. 30 reviewers have now been recruited (at various levels), but the board still needed to find out how to provide the reviewers with log-ins.

"[OJS] is not intuitive, but it may be one of those things you can get used to after a while." [Student D, Medical School, Manchester]. In principle, the medical students said they'd like to have a go with OJS, rather than switch to a new platform, as they were afraid of more delays if the system changed again. They were also acutely conscious of price, and said they didn't want to incur more costs for the University than was necessary. They suggested that if the University stays with OJS, the students might find their own route through the system, identify the gaps where they need help, and then give their critique to the SOAR project as a basis for preparing a manual that could help all Manchester students. They thought that this could work well.

However, when they were given a quick demo of Digital Commons, they agreed that 'if it didn't cost too much' it would be better to work with than OJS. "It would certainly be better for the reviewers, as they don't want to get into the mechanics of the system as much as we do and therefore need more help." [Student F, Medical School, Manchester] "Digital Commons seems to be more intuitive, especially for readers." [Student E, Medical School, Manchester]. "I think if we had an easier system to use, like Digital Commons, we would be able to progress things much further, and invest time in other things, like recruiting reviewers who wouldn't otherwise volunteer on their own." [Student F, Medical School, Manchester].

e) Reactions to Toolkit

The students were also asked to take a look at the 'Toolkit'. This was perceived as helpful. They appreciated it as a good background to have and found it easy to understand, but said as they hadn't used it for practical purposes, they were unable to point out shortfalls. One felt that it lacked depth. The format was perceived to be unattractive. It was pointed out that it gives guidance mainly to editors, not to authors or reviewers.

Some pictures taken during the OJS workshop:

[*REDACTED*]

22. The focus group and in-depth semi-structured telephone interviews

a) Participants

As far as possible, the focus group and the semi-structured interviews covered the same topics. The main findings have therefore been grouped together in this report. Transcripts of both are given in the appendices to this report. Eight students took part in the focus group meeting, from disciplines across the spectrum, including Modern Languages, Maths, Pharmacy, Political Science and Sociology. Two were postgraduates. They were self-selected volunteers recruited by the Library. They were a fairly representative example, in that not all were interested in an academic career or going on to do postgraduate research. The semi-structured interview students were nominated by their heads of department and had been particularly successful in the Learning through Research initiative. They were more practised in conducting research than the focus group students. One was already a postgraduate, the two others both hoping to become postgraduates. Their disciplines were Life Sciences (postgraduate), Linguistics (third year student) and Geochemistry (third year student).

b) Learning Logs

Learning logs featured prominently in the June 30th seminar, where they generated a considerable amount of debate, but the focus group offered[14] the first opportunity during the course of the project to explore their potential further. Whether learning logs were 'serious' enough to contribute to academic research had been questioned by some of the academics who attended the June 30th seminar. Teaching and Learning, Manchester, gave the focus group students a short presentation on learning logs. She said that anything produced at Manchester must be academic in nature, not like a blog: students setting up a journal would first need to establish what their goals were. The purpose of a learning log could be to record how you adapted to the work. It could be used to value your own efforts: used as a reflection tool. Linda Bennett said that, for example, the Purdue University journal included flash pieces as well as full-length articles, but these still employed academic rigour. Teaching and Learning, Manchester, said that a learning log might provide a record for students engaged in writing an article of where they got their information from / where they got help from.

c) Student views on learning logs

Focus group student comments included that learning logs might 'help to accentuate your interests'; that they could be 'good as a collection of ideas, maybe help you to spot something you might otherwise have missed'; and that they would be most effective if written within a CPD-style framework, with some self-evaluation. It was observed that keeping such a record would help writing up research easier, but the students were dubious that a learning log could contribute directly to the material contained within a journal article. One of the students said she could have used a learning log to record the difficulties of finding resources for a degree in Persian and written that up as an article afterwards. It was agreed that there were potential interdisciplinary benefits. "If you partnered with someone from another Faculty for research, you could discuss shared approaches to learning in a less formal way than by involving faculty members."

[14] The telephone interview students weren't asked about learning logs, as they didn't see the presentation.

d) Training needed

(i) Some of the focus group students said they **needed training in how to do research and whom to contact for help.** It would be useful if the University / Library **could adopt a middleman role and provide links to academics who might help; and give advice on the protocols of addressing them.**

(ii) One student said **"I prefer written stuff. A checklist is too narrow and wouldn't encourage creativity. But I'd welcome a set of guidelines. The toolkit document you sent would have been OK if it was available online in html format so I could go straight to the right headings."** Another said that a training session which included a hand-out, followed up by a more substantial document, would work best.

(iii) One of the focus group students had become familiar with **mentoring** (at the dental hospital). She said this had been very informal. However, the general consensus of the focus group members was that although mentoring can be very effective it can also be 'hit and miss' and should be used in addition to other resources, not as a substitute for them.

(iv) The eight students in the focus group were unanimous in agreeing that they were interested in writing articles. Five were also interested in reviewing and editing. Only one of these students was interested in the technical / administrative / production aspects of setting up a journal. Her rationale was that it should be a completely student-run journal, but she emphasised that she didn't think students could achieve this without support. "There should be some monitoring and guidance by the Library, a department or someone specially hired." The others agreed with this.

(v) The Life Sciences postgraduate said that he'd had a placement in the USA while still an undergraduate. He'd published an article on some of the research he'd done while there. His mentor at the placement had told him how to format data, process images, etc. He said that **"[Manchester] University does help with explaining how to write articles of this nature, but not enough."** He said that he'd want mostly online guidelines, but these would have to be very specific. For example, "if I wanted to discuss a particular protein, I would have to send raw data and an image to prevent unfair manipulation. Then I'd also have to plot the data on graphs. I'd have to specify whether I wanted the image in black-and-white or colour. I've since had specific advice on how to present data when I've been to conferences." He said that when he was an undergraduate he might have been interested in writing for a student journal, but not now. He would be happy to edit or review and would be interested in helping other students in this way, but writing for a student journal might not further his career, as it would disqualify him from making the same or a similar submission to a 'professional' journal. It was important to recognise that the type of research in which he was engaged was collaborative and built on the research of others, from other universities. The data is therefore not just his own, but collectively owned ("you can't write a paper with only your own data").

(vi) The third year Linguistics student said that she hadn't had work published herself, but she'd worked on a few pieces that had been published, helping academics. "Funding was given for students to get research experience." She said this was a good way of getting to know your lecturers and acquiring skills that were not taught in class. She'd found mentoring really helpful. **"However much you read about how to do it, having someone there to talk you through your work and give you pointers is absolutely fabulous."** She said that she was more interested in writing than editing, but she knew students whom she felt would be interested in the 'full mechanics' of publishing a journal.

(vii) The third year Geochemistry student said that although he hadn't published, he'd been asked to write a 'dummy' journal article as a tutorial task. This wasn't part of the LtR initiative; it was just part of the tutorial process in Year 2, to show students how to read journal articles, structure them when writing themselves, etc. **"We were given advice in the form of hand-outs. We also examined some journal articles and gave feedback on how they were structured. My ideal would be to have an informal mentoring programme with a researcher (there are plenty in the University) to help you. The printed stuff we were given was decent. It was mainly about format: the difference between an abstract, an introduction and a conclusion. They seem similar but they serve different purposes so have to be constructed in different ways."** He said that his main interest was in writing, but he'd also be prepared to act as a reviewer: "this is important for a career in science".

(viii) It was observed that at some periods student-run groups are excellent and then at others they fail. Group dynamics can cause problems, whether the students are running a society or doing a group assignment. "It would be really helpful to have someone at the university to moderate."

e) The scope / subject matter of the journal (the focus group students were shown a printed example of the Purdue University student journal)

There was consensus from the focus group students that if a Manchester University student journal were to be set up, it should be multi-disciplinary. This would enable more students to be involved; conversely, it might not be possible to get enough students interested if the journal were confined to a specific subject or discipline. It would help to attract students to working on the journal, because it would offer opportunities for networking.

It would also give students the opportunity to apply their research skills to another discipline. This would help to broaden their horizons. One of the focus group students said that he knew someone who'd been doing Maths who had now switched to Computer Science, because of work that he'd been asked to contribute to some research. The same student said that he'd been keen to work on a research paper himself, but the Maths Department doesn't allow students to take advantage of opportunities to publish until they're in their final year. Picking up on the multi-disciplinary aspect, one of the students said that university fees were so tough these days that students felt obliged to choose a subject that would be directly useful to them in a future career. Being able to contribute to a multi-disciplinary journal and perhaps share the writing of an article with someone from a different discipline would allow them to widen their horizons and work in other subject areas that appealed.

The third year Linguistics student said she would welcome it if the journal covered several related subjects – Linguistics in English, Linguistics in other languages and English Literature, for example – but it might be more difficult to work out how articles in less related subjects, such as Psychology[15], might fit with this. In principle she liked the idea of a multi-discipline journal.

The Geophysics student said that if he were to contribute to a student journal, he'd want it to be 'roughly faculty specific', i.e., to cover broad areas of research such as Life Sciences and Earth Sciences, not individual subjects.

[15] Psychology and English are offered as a joint degree option at several UK universities.

f) Publishing terms

In order to ascertain the students' familiarity with journals publishing, the focus group students were asked if they understood the following terms and if so to explain them briefly:

- Style sheet (one student understood)
- Copyright (some superficial knowledge by all, but not in the legal context of being responsible for publication or what authors' rights are)
- Plagiarism (quite well understood)
- Referencing (some general knowledge of this. No specific knowledge of what it means in the journals context)
- Open Access (this was explained simply at the beginning of the session. None of the students was apparently aware of the term prior to the meeting. Obviously more to say about this than the simple definition offered)
- Double-blind reviewing (one student understood)
- Copy-editing and proof-reading (again this had formed part of the earlier discussion and two of the students had worked on [non-academic] publications. Some general knowledge of these roles and what they entail, therefore. Specific journals copy-editor role not clearly understood)
- Publication date (this was understood, but not the implications of working back from it as a publisher)
- Discovery systems (these were mentioned and briefly explained earlier in the meeting. Other than Google, the students were unaware – e.g., of proprietary systems such as Summon and EDS).

The students who participated in the in-depth telephone interviews had a better understanding of most of these terms, though none could offer a definition of Open Access and understanding of copyright was sketchy. None understood what was meant by 'discovery system'.

g) Types of training preferred

The focus group students were unanimous in their view that face-to-face training in the form of seminars and workshops on specific aspects of publishing would be most appreciated. This should be university-wide. This type of training was already required, aside from being needed for a potential journal: one of the students had had difficulty with writing an abstract and had not known whom to ask or which people might be available to give this type of advice.

Online tutorials and videos would also be useful. "Different people learn in different ways, so you'd have to provide a range of different types of training materials." Interactive exercises that 'mark' the user as he or she makes progress might also work. "If you're just watching a straightforward presentation, after a while you lose focus. If you have to keep on working yourself, you learn better." The Life Sciences postgraduate said that students just starting out would need all the forms of support they could get.

It was agreed that if the students were to engage with a platform such as OJS, they would certainly want a manual. They suggested that a preliminary presentation / video, followed by a workshop and then back-up from a manual would be the most effective approach. [This is more or less what the workshop for the medical students provided.]

h) Time students would be prepared to spend on working on a journal / benefits they would expect

Most of the focus group students said they would not want to commit more than two hours a week to working on the journal. One said she would commit to three hours per week. Several said they understood that this time might be given in 'chunks', rather than steadily on a two hours per week basis. The Life Sciences postgraduate said that the article he'd written had taken a couple of months: "probably one month to write. The data was generated over a year, but it took another month to prepare the figures for publication". He said that he'd be prepared to give 2 – 4 hours a week to support a student journal, but his time was not very flexible because of lab appointments. The third year Linguistics student said that she'd be uncomfortable to committing five hours a week on a regular basis, but she felt she could offer this 'across the year', sometimes in chunks.

Several of the focus group students said that it would depend on whether they got paid for working on the journal, or could expect some other reward. One said, "If it was unpaid, I'd be happy just to write one journal article per year". Another pointed out that an editorial board would have to meet regularly – she suggested, perhaps every fortnight.

The focus group students said that they could understand why the medical students had put so much effort into it, because getting published is a requirement for their careers. For courses for which this was not a requirement, if the students didn't want an academic career, there would have to be some other incentive. If they did want an academic career, working on a student journal could be very beneficial, because it would give practice in a 'safe' environment. One potential benefit that was discussed was a writing / publishing course supplied by the university which could count as credit for a half-module or full module towards their degree. Several of the students were enthusiastic about this, though others said that, although they thought it was a good idea, equally they wouldn't want to be barred either from taking the course or working on the journal if they chose not to use this as credit (as some of them might not find such credit useful or prefer not to have to give up some other component of their degree for it). Communication [i.e., dissemination] of the journal was also seen as very important: "It would give my work external validation".

Looking at the print copy of the Purdue journal generated considerable enthusiasm among the focus group students. "I would like to write something for that, but not on Pharmacy [her subject] – something wider." "I'd like to have published something in this and then be able to take it to interviews, to wow employers." "If I spent the time on a journal, I'd definitely want to get something back, career-wise."

Some pictures taken during the student focus group meeting:

[*REDACTED*]

23. Academics' views on setting up a student journal at Manchester

As at the case study universities, academics' support for setting up a student journal at Manchester varies. Whatever their opinions, they agree on one point: that publications bearing the name of the University of Manchester must be of a high standard. The following are some examples of their views, chosen for the breadth of opinion exhibited.

a) Academic A, School of Arts, Languages and Cultures, Manchester, attended the 30th June seminar and agreed to be interviewed by telephone shortly afterwards. She is one of the champions of the Learning through Research initiative[16]. She said that LtR was a way of broadening and stretching Manchester students: its principle is to demonstrate how their lives are changed and their horizons broadened by study. Academic A said that the guiding principle of a student journal should be to exemplify why student research matters. She said she could identify a number of areas in which undergraduates carry out high level research: for example, many third year dissertations in Humanities subjects are of high quality. There are also undergraduates and taught postgraduates in the Business School doing good work. She also thought some useful work might come from the University of Manchester's Q-Step project[17]. She was not persuaded that learning logs could hold much value as a research output. She said they were private documents, belonging only to the writer and of no interest to others. She is passionate about Learning through Research and very supportive of the concept of a student journal, but emphatic about not compromising on quality.

b) Academic B, School of Arts, Languages and Cultures, Manchester, who had coached the first medical student editorial board in the basics of OJS and spoke at the 30th June seminar, was most concerned about the practical issues of setting up a student journal. He said that students would need a considerable amount of training if they were to use OJS. Other complex issues he had encountered and spent some time getting to grips with when setting up his own journal were authors' rights / copyright and a proper understanding of Open Access. He saw continuity as a problem in the context of passing on OJS expertise (as well as the other succession planning issues already mentioned). He said that it was important to establish whether the journal would be for undergraduate or postgraduate work. He felt that the medical students were atypical because in a sense they were both, and enrolled at the University for five years. He felt that if the journal were to publish undergraduate work, the students should get [formal] credit for this.

c) Academic C, School of Earth, Atmospheric and Environmental Sciences, Manchester, was contacted to request help in recruiting a student to take part in one of the semi-structured interviews, and said that he would like to contribute his own views to the project. He said that he couldn't be more supportive of encouraging students to publish, but, having himself started an electronic journal, he knew it was very time intensive. Students would need to invest more time than perhaps they could offer. A lot of staff time would also be required to achieve the correct standard, and it might not be best spent in this way. "It would be more satisfying to help students to contribute to a real journal." He said if the objective were just to advertise student projects, this could be achieved by creating a portal. He wouldn't give a student a topic for a project unless he thought the results could be publishable. He tells them that the output will be 'as good as you make it', but 'most don't put in the effort'. "It is both a strength and weakness of the UK HE system that you have to do a dissertation, but not everyone is capable of research. Even the best dissertations I receive are weeks or months away from being publishable."

[16] She has been extremely helpful to the SOAR project, providing both information and contacts.

[17] http://www.humanities.manchester.ac.uk/q-step/

Like the postgraduate student (also a scientist) who took part in the semi-structured interview, he pointed out that if work good enough to be published elsewhere were accepted by the student journal, it would be disqualified from publication in a more prestigious journal. He also had concerns about timescales (though his assessment of the time it might take articles to get through the reviewing process was much longer than is usual for an Open Access journal).

24. Usage statistics

Discoverability has been mentioned several times in this report because of its direct relationship to usage. For a student journal as much as a commercially-produced journal, the number of times the articles are accessed and used is a key indicator of success.

Purdue's student journal, JPUR, has now been in existence for five years and published five issues. Its usage statistics therefore offer an excellent picture of which articles have been most popular and how usage has built up over time. The SOAR project is indebted to JPUR 2 who has gone to a significant amount of trouble to prepare these statistics in intelligible format. The full spreadsheet that she has supplied is included in the zip file.

Top fifteen full-text downloads for The Journal of Purdue Undergraduate Research		
Title of article	**First published**	**Total downloads**
Do Wind Turbines Affect Weather Conditions?: A Case Study in Indiana	22/07/2011	5466
Is Local Produce Safer? Microbiological Quality of Fresh Lettuce and Spinach from Grocery Stores and Farmers' Markets	25/07/2012	3092
Editorial	13/08/2014	3063
Solving the Mystery of the Atacama Nitrate Deposits: The Use of Stable Oxygen Isotope Analysis and Geochemistry	22/07/2011	1700
Quantification of Water Footprint: Calculating the Amount of Water Needed to Produce Steel	30/08/2013	1509
Contact Mechanics: Modeling the Interaction Between Surfaces with Nanoscale Asperities for MEMS via Online Simulations in NanoHUB	25/07/2012	1470
The Effect of Music and Lights on Memory Retention	25/07/2012	1362
The Future of Aerospace Propulsion: Visco-elastic non-Newtonian liquids	22/07/2011	1361
Equal Protection Under the Law: Do Female Justices have a Different Voice?	25/07/2012	1234

Antimicrobial Assays: Comparison of Conventional and Fluorescence-Based Methods	30/08/2013	1191
Understanding Free Radicals: Isolating Active Thylakoid Membranes and Purifying the Cytochrome b6f Complex for Superoxide Generation Studies	25/07/2012	1126
Accidental Fires and Radiation Heat Transfer: Investigating the Effects of Flame Impingement on Structures	30/08/2013	1015
Civilian Deaths and the Iraq War: Who Is Responsible?	30/08/2013	947
Are Big Schools Bad Schools?: Measuring the Effects of the Number and Size of Schools on District Costs and Student Achievement	22/07/2011	903

On 6th October 2015 there had been a total of 12,183 downloads (all articles) from the 2011 issue; 20,869 from the 2012 issue; 13,574 from the 2013 issue; 7,755 from the 2014 issue; and 902 from the 2015 issue (which was published on 13th August). These are encouraging figures, and not only for the more than respectable number of downloads they record which (with the exception of the 2011 figures, explainable perhaps by the newness of the journal and possibly reflecting an increase in quality in subsequent issues) follow a similar pattern to download statistics of commercially published journals. Eight of the ten most downloaded articles are in a broad range of scientific subjects, providing evidence that might allay the fears of academics and students contributing to the project who said that if the journal were to include scientific articles its scope should be narrowed to the same or related disciplines. Three of the five next most downloaded articles are in the social sciences, again spanning diverse disciplines.

During a conversation with JPUR 2 which took place on 13th October, she said that, although Purdue is best-known for its science and engineering courses, the university has smaller but well-established Social Sciences and Liberal Arts schools, and it has been one of her objectives to ensure that all disciplines are represented in the journal. Her ambition is also to include work from Purdue's satellite colleges, which have so far not been invited to participate. JPUR 2 has generously offered to help and advise Manchester if it sets up a student journal.

IV. Conclusions and Recommendations

Note: to avoid repetition, the conclusions and recommendations have been grouped in this single section, rather than two separate sections.

1. From the evidence gathered, there is both scope and appetite for a student journal at the University of Manchester. It is recommended that the University proceeds with this initiative.
2. There is broad consensus among both students and academics that the student journal should be multi-disciplinary. It is less certain whether a single journal could aim to cover all

disciplines, as JPUR (Purdue) does, partly because of the number of schools and disciplines represented at the University of Manchester, partly because, as one of the in-depth interview students pointed out, some undergraduates and new postgraduate students working in scientific disciplines at Manchester are already engaged in research that would preclude making their work available in a student publication, because other parties are involved. If a new student journal is developed at Manchester, it is therefore recommended that the focus should be, at least initially, on publishing research in the Social Sciences and Arts & Humanities. However, the student members of the MMS editorial board have expressed interest in including work from other disciplines in their journal. They feel that the MMS journal would benefit from being able to broaden its scope in this way. It is recommended that this idea is explored further as a potential way of enabling students carrying out research in the sciences to publish in a Manchester student journal if they wish.

3. Some of the contributors to the SOAR project have been exercised about whether the journal should contain undergraduate contributions only or also admit work from postgraduates. The first issue of the MMS journal will now include some work by academics, although originally it was intended to be purely a student journal[18]. Several initiatives undertaken by the University, especially the Learning through Research project and second year dissertations, have been identified as likely to provide fertile material for undergraduate journal articles. It is recommended, therefore, that the journal should primarily publish undergraduate work, but allow scope for including work by postgraduates or academics when appropriate (e.g., when a student and an academic have collaborated on some research and jointly written an article). It is suggested that there is no advantage to be gained over adopting too purist an approach to author eligibility.

4. JPUR includes reviews, opinion pieces and short 'flash' pieces (these often give an account of research-in-progress) in its journals, as well as full-length articles, in order to represent the work of as many students as possible. These pieces are much shorter than full articles and therefore require less work, as well as taking up less space in the journal, but they still have to be of a very high standard and include proper references. It is recommended that Manchester considers publishing content in several formats in the journal, both to include more students and to accommodate the relatively small amount of time some students feel able to devote to writing for the journal.

5. There is general consensus that learning logs are useful tools in contributing to the research process, because they encourage self-discipline, note-taking and the recording of references that will make the final writing of an article less arduous and more thorough. However, only in a few specialised cases (e.g., the example given by the modern languages student of recording her difficulties in sourcing material in Persian and how she solved them) might learning logs in themselves provide material for articles for the journal. This is not to denigrate or minimise the important role that learning logs can play in undergraduate research. It is recommended that they become part of the training programme for students wishing to contribute to the journal, but that the scope of their role should be made clear. Another initiative that would help and has already been considered is a student research blog, which will be developed subject to funding.

6. The most successful student journals enjoy strong leadership, with considerable input both from the Library and Faculty, and the university press if there is one[19]. The MMS journal has

[18] As the focus group students noted, medical students are unique in that all have become postgraduates by the time they complete their course.

[19] Sometimes the university press is 'owned' by the Library.

been exemplary in setting up a strong editorial board led by a distinguished academic, with input from other academics and MUP as well as a team of committed students. The Library has also made a significant contribution. It is recommended that the new journal should create a board consisting of representatives from the Library, MUP and Faculty in addition to strong student representation. The board should take care to consider succession planning for all its members from the outset.

7. Some members of the first MMS journal editorial board felt that they would have benefited from more day-to-day direction from University staff. They identified needs in two broad areas: more help in gaining practical expertise for the work required and more direction in how to organise themselves (more precisely, help to cope with an inspirational but domineering student colleague). The focus group students also said that they felt the latter type of direction from the University would be important. It is recommended that, both for the student editors of the new journal, if it is set up, and for the present MMS student editors, that more help in the practical category should be provided. It is not recommended that academics, representatives from the Library or MUP should attempt to influence the way in which the student editorial board members work together. It is suggested that this is an important part of the learning process and has to be negotiated successfully if the journal is indeed to 'belong' to the students. The types of friction the students generate among themselves will certainly be met again and have to be addressed later in their careers. Furthermore, some students are likely to resent intrusion from 'on high'.

8. The roles assumed by students at other universities where journals have been set up have varied. By definition, all have promoted student authors. Some have appointed student editors, some have appointed student reviewers, some, as at the University of Edinburgh, have expected students to do all the work involved, including production of the journal, which may mean mastering quite complex technology. The University of Huddersfield allows students only to write the articles, believing that the opinions of student reviewers, even if bolstered by those of academic reviewers, do not carry enough legitimacy. Only one of the students interviewed for this report said that she would be interested in producing the journal, and even then it was less because she was fascinated by the prospect than because she thought that all the work for a student journal should be done exclusively by students (note comments on editorial board above: this probably is not achievable). The other students who took part in the focus groups and in-depth interviews were all, except for one of the postgraduates, interested in becoming authors. More than half were interested in becoming reviewers or editors. Nevertheless, a university the size of Manchester could almost certainly recruit enough students wishing to fulfil all the requisite roles, including the less popular technical ones. Bearing in mind that part of the SOAR project is also to help the medical students to bring their journal to fruition, and that they have already undertaken to engage with the technical work, it is recommended that students at Manchester are allowed to fulfil all of these roles (authoring, reviewing, editing, production) and that adequate training is offered to support them. It is, however, recommended that students should not copy-edit the journal articles, but that this should be done by MUP, an academic in the relevant field if the article employs concepts or formulae not accessible to a lay person, or a freelance copy-editor, as appropriate[20]. This will ensure the journal maintains a consistently high standard of presentation, accuracy and readability.

[20] It is one of the tenets of the Purdue journal that the student authors should express themselves in articles so that an intelligent lay person can understand them. This may not always be possible, but it is a principle worth consideration.

9. The creation of a reviewing process that involves students without losing legitimacy has already been achieved by the MMS project. It is recommended that this is adopted by the new journal.

10. A considerable amount of training is required in all the areas outlined in #8 above. The following is a list of the main areas which need covering (it may not be exhaustive):

    a. How to write a journal article. This should include how to structure it, construct a literature search, describe the methodology, provide references and acknowledgements, follow a style sheet, observe referencing protocols and write an abstract. It should also explain how to preserve and make available associated outputs, such as the results of experiments.

    b. What it means to be an editor and how to address the tasks involved.

    c. Copyright, including the (quite complicated) issues surrounding Open Access copyright, and permissions (why they are important, how to obtain them).

    d. Plagiarism (could be incorporated in #s a. or b. above).

    e. Open Access. Could be incorporated in #b. above, but is a large subject which students need to understand from the authorial as well as the editorial point of view.

    f. Dissemination and usage statistics.

    g. What reviewing involves, how to review an article, how to comply with the journal's protocols (including, for example, its scope).

    h. Technical aspects. Chief among these is getting to grips with the platform (whichever one is chosen). See also #14 below. Other technical areas might be how to incorporate video clips, etc.

    It is recommended that a comprehensive training course is developed, covering each of these areas and others that the University may consider appropriate or that may emerge over time. Bearing in mind the comments of the focus group students, this course could be offered on a pick-and-mix basis, for students just interested in one or two areas of working on the journal, or as a comprehensive programme, perhaps to count towards academic credit.

    It is worth emphasising that such suite of training tools will enhance the experience of being a Manchester student for all those who wish to write or publish, not just students interested in publishing in the proposed student journal. It will be in the spirit of and complementary to the Learning through Research initiative.

    Both the focus group students and the students who gave the in-depth interviews said that methods of delivery of training should be as varied as possible. All favoured a face-to-face (seminar) approach, though they acknowledged that this might not always be possible. Other forms of training that were mentioned as potentially effective were mentoring by academics (for writers)[21]; short YouTube or video clips or other online demonstrations; online self-marking tutorials with exercises; fact sheets covering a single topic only; and manuals and longer documents such as the 'Toolkit' (preferably in html format so that

[21] Some of the focus group students were lukewarm about this, but the in-depth interview students were enthusiastic about it

individual sections can be found easily). It is recommended that the University develops as wide a range of such materials as time and other resources will allow. These will complement the Library's existing 'My Learning Essentials' programme by developing 'My Research Essentials' equivalent. http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials/

As noted in #7 above, many of the outputs of the present report may also be used directly or indirectly as training materials or for developing them.

11. The Toolkit deserves a special mention, as, aside from the aforementioned outputs of this report, it is the only resource developed especially for the project. General reaction to it, from academics and students, was that it is too wordy, that it 'dumbs down' too much in places or lacks depth, that it's quite difficult to use (but this could be rectified in part by turning it into an html document) and that it is aimed only at editors. However, it should be emphasised that it currently exists in draft form only and that its usefulness in some areas was also acknowledged. Other universities (Edinburgh, Huddersfield, Purdue) have also developed toolkits and other training materials which they are prepared to make available for use at Manchester. It is therefore recommended that the Toolkit is reconfigured, drawing also on this other work, and made into an html document; and that parts of it may also be used, similarly also incorporating the work of others, in fact sheets. It is recommended that similar resources are developed for authors and reviewers.

12. Resources have been developed by academics and departments at the University of Manchester to help students with research and writing. For example, the postgraduate student who gave an in-depth interview mentioned documentation he'd been given to help him to write an article; the Learning through Research initiative has produced various outputs; and Teaching and Learning, Manchester, and her team have prepared a suite of resources that aid students to develop elegant and precise writing techniques. There will almost certainly be other aids 'hidden' in different schools. It is recommended that a trawl of such resources is undertaken and assessment made of whether and how they can contribute to the training needed.

13. Choice of platform and whether the OJS platform is suitable for a student journal at Manchester has been a thread running through much of the work that's been done for the SOAR project to date. As the case studies show, OJS has been assessed and found wanting by other universities. Its counter-intuitive, rather complex procedures and its relatively poor dissemination facilities have particularly been criticised. In an ideal world, Digital Commons (Bepress) would probably be the optimum choice[22]. However, Manchester has already invested a (modest in the scheme of things but not insignificant) sum in OJS and the MMS students have assumed that they'll be working with it. Even though they were impressed with Bepress, they have said they're reluctant to switch to another platform now in case this results in more delays, and they've also shown concern about causing additional financial outlay for the University. In addition to this, they have said that in return for coaching, they will act as guinea-pigs to enable an OJS manual to be created that is tailored especially for the needs of Manchester students. Furthermore, it is understood that in the medium term Manchester University Press will be moving to a new, commercially-developed journals platform. When this new platform has been installed, it is understood that it will be possible for the MMS journal and any other Manchester student journals to be hosted on it. It is therefore recommended that the current MMS journal student editors persevere with OJS

[22] Although it might also be prohibitively expensive: this has yet to be established.

and that their offer of helping with the creation of a manual customised for Manchester students is accepted. If a new student journal is set up in the interim, its editorial board will be able to take advantage of this preparatory work. The discovery issue remains of significance, however, and should be monitored closely by comparing usage statistics for the MMS journal articles with those from other student journals. It may be possible to provide some 'belt and braces' solutions for making the articles more discoverable if necessary.

14. The activities listed above will demand a considerable amount of staff time. Either by recognising this at the outset or discovering it subsequently, most of the case study universities have dedicated staff to support their student journals, rather than expecting individuals to contribute as well as working at the 'day job'[23]. They have done this either by appointing suitably qualified personnel or by seconding existing staff to the journal (the latter usually on a part-time basis). Some have also paid for regular student input. It is recommended that Manchester pays attention to the lessons that other universities have learnt and considers this very carefully. The establishment of a successful Manchester student journal is more likely if dedicated, paid-for time is allocated to it. Paying students for contributing to university services is already well-established at Manchester, and extremely well-received.

15. From the limited (necessarily, in this respect) information gathered, academic resistance to the creation of a Manchester student journal is not prevalent, but it does exist. It is important to be able to gauge with more accuracy how much support can be relied on from academics, because their input will be instrumental to the journal's success. They will be needed to act as mentors for student authors and, possibly, student reviewers and to encourage students to publish in the journal (or at any rate, not *discourage* them). Some will be required to join the editorial board. It is recommended that a short survey is circulated to academics across the university to gauge how much support can be expected from them and which academics are prepared to take on an active role. Over time, it is hoped that the quality of the articles and impressive usage statistics will help to sway academics who are still sceptical.

16. Similarly, although this report has identified specific areas of activity at the University (Learning through Research, second year dissertations) that are likely to result in articles of a high standard, only a very small sample of students has so far been consulted about how appealing they find the idea of writing them. Although the reaction of this sample was positive, it is recommended that a short but large-scale survey is undertaken across the University of second and third year undergraduates and postgraduates in the earlier stages of their degree to ascertain how great the support for the concept is within the University as a whole.

17. As mentioned in the Methodology section, this project has already benefited from adopting an iterative approach. It is recommended that this continues when future work is carried out, and that all the activities relating to setting up a student journal and providing training resources for it are monitored and assessed, and, if necessary, adapted and adjusted.

[23] The exception is Huddersfield, but it has the advantage of support from an unusually strong and entrepreneurial technical team.

Acknowledgements

It is impossible to thank everyone who has contributed towards this report. I hope, therefore, if you assisted and your name does not appear here, you will not be offended. Please accept my very sincere thanks, and know that I truly appreciated your help.

[*REDACTED*]

Finally, my very special thanks to Simon Bains and Frances Pinter, who have guided the work throughout.

Linda Bennett

October 27th 2015

Appendix A: List of outputs not included in the Appendices

List of outputs not included in the Appendices, supplied in a separate zip file.

- SOAR 01: Simon Bains' introduction to the June 30th workshop [PP]
- SOAR 02: Dr Frances Pinter's presentation (on becoming a publisher), June 30th workshop [PP]
- SOAR 03: Students A and B, Medical School, Manchester (on MMS journal), June 30th workshop [PP]
- SOAR 04: Teaching and Learning, Manchester (on becoming a publisher), June 30th workshop [PP]
- SOAR 05: Academic B, School of Arts, Languages and Cultures, Manchester (on experiences of setting up as a publisher), June 30th workshop [PP]
- Overview journals publishing: Consultant 2 (developed for OJS workshop) [PP]
- Overviewfocusgroup: Linda Bennett (developed for focus group) [PP]
- Introduction OJS: Consultant 2 (developed for OJS workshop) [PP]
- Screenshots Digital Commons: Consultant 2 (developed for OJS workshop) [PP]
- JPUR lifetime statistics, October 2015 [Excel]

Appendix B: Case Study Purdue

Setting up a student journal at Purdue University: A case study

Introduction

Purdue University is a large public land-grant university in the Midwest United States. It enrols 39,000 students, 77% of whom are undergraduates, and employs 1,800 tenured and tenure-track faculty. It is particularly strong in STEM disciplines. It ranks fourth among colleges and universities in the USA in total STEM degrees conferred.

In 2010 the faculty group and Libraries staff submitted to the Provost's office a proposal to create the *Journal of Purdue Undergraduate Research* (JPUR). This was accepted and funding awarded, initially for a period of three years. The core motivation for the enterprise has been summed up by JPUR 1, as "publishing as pedagogy"; it embraces the following objectives:

- To further encourage the development of undergraduate research at Purdue by showcasing the best work in a tangible, centralised, and public way
- To enable student authors to benefit from the entire publishing process, from submission to review and development to formal publication
- To enable student editors to learn about the publishing process from behind the scenes

- To encourage faculty, themselves encouraged by the richness of undergraduate research activity, to act as mentors
- To provide the university administration with an undergraduate recruiting and retention vehicle, K–12 outreach material, and a fundraising tool
- To strengthen Purdue's ability to attract outstanding international students through the global reach of the electronic version of the journal

The extent of student involvement

In order to establish the optimum possible amount of student involvement in running the journal, Purdue studied the North American Council of Undergraduate Research list of undergraduate journals and followed the links to them. They discovered that about half of the links were broken or out-of-date. This and other information gathered convinced the Purdue team that it was important not to expect too much of the students involved. For them, the journal should primarily constitute a learning opportunity, not something that gave them over-demanding responsibilities.

Responsibilities and ownership of the journal

It was decided that the journal's institutional home should be the Libraries. It was crucial to have someone with overall responsibility who was not a student. Purdue's research showed that this was true of all successful student journals.[24] The Libraries share responsibilities for certain aspects of the journal with the Purdue University Press, Purdue's Marketing and Media department, and the English faculty. Members from these groups formed the journal board.

Faculty members across the university were responsible for mentoring, helping to select peer reviewers, and acting as counsellors to student authors.

Purdue still considered it to be important for the journal to remain student-run and produced, but the board was there to give it structure, and to shoulder much of the administrative and technical burden. Several roles exist prominently or exclusively for students: those of author, editorial board member(s), and journal coordinator.[25] The latter is a paid part-time position. The responsibilities of the journal coordinator include marketing the journal, especially to potential authors. Making the role official also helps with succession planning, a major stumbling block of student journals identified by all universities that have been involved with them.

In a nutshell, Purdue decided to make JPUR look like a student journal, but to manage it in a very structured way behind the scenes.

The platform

[24] Among the student journals studied by Purdue, one founded by Irvine College at the University of California stood out as having flourished over a ten-year period. It was based in the Centre for Learning for Research.

[25] At the time of writing, five students have consecutively occupied this role, for which they were paid $8.25 per hour for working 15 hours per week (the maximum time allowed by the university).

Purdue selected Digital Commons (created by the University of Berkeley) as the journal platform. Digital Commons is also the platform of Purdue's institutional repository, Purdue ePubs. The Digital Commons relationship and hosting of other Open Access journals was in place before JPUR came along. It was a natural fit. The previous Director of Purdue's University Press describes it as a "very templated" system that doesn't need usability testing. He says what makes it special is the care taken over customer service, including one-to-one training (despite its being so intuitive and user-friendly that this is hardly needed).
Purdue Libraries pays for this, but the figure is modest. JPUR 1 believes that in the long run, maintaining the training and technical support for the OJS system (which was also considered) would have cost more. Digital Commons is scalable: it can be used for a single journal or for many. JPUR 1 says that operationally it is similar to running a journal on MetaPress.

Purdue had some "fundamental issues" with OJS, especially the high learning curve required to get to grips with it. It was felt that this would hinder the broad distribution of labour between as many people as possible that Purdue envisaged. Another perceived major drawback was that, unlike Digital Commons, OJS is not strong on discoverability. Finally, Digital Commons has an excellent usage statistics gathering facility, which is its "killer feature".

JPUR: Content

The underlying concept behind JPUR is that it is entirely interdisciplinary. One of its core raisons d'être is to communicate to a very broad readership, which is why adopting rigorous research methods and presenting them with equal technical rigour are important.

A JPUR article is written in a specific way, as if for a peer working in another discipline. This makes the author more accountable and the article itself more accessible to greater numbers of people. The selection process is stringent and academic-led. Together with the limitations imposed by space, this presented the journal board with the problem of working out how to feature the work of as many undergraduates as possible. The solution they came up with was that each issue would publish approximately 12 full-length articles of 3,000 words each and about 40 "snapshots" of student work-in-progress (effectively, these are small abstracts) of 250 words each, accompanied by a 50-word commentary from the student's faculty adviser. Each snapshot is given its own DOI and presented in a nice format.

In addition to these two types of output, there is a section at the back of the journal that features interviews, profiles, and accounts of research-type activities that are happening outside the laboratory. JPUR 1 calls this the "out-of-the-box" section.

Running the system and training the students

All four stakeholder university departments are involved in running the journal and training the students. Workshops are used as the primary way of supporting the students. Workshop topics include understanding and implementing the peer review process, scholarly communications and information literacy, proposal writing and article writing, and marketing the journal. The workshops focus on the process rather than the product. The Libraries, in particular, take the opportunity to give instruction on concerns that are central to the overall mission, such as information literacy, in a "real-life setting". The Libraries has a number of benign ulterior motives for supporting the student journal initiative so strongly, including:

- A desire to capture budding research authors young, to make them aware of and protective of their rights

- To promote an understanding of proper citation
- To inculcate awareness of plagiarism
- To demonstrate what points an author should look for in agreements and contracts in later life.

The English Department at Purdue forms an important sub-group that engages both in training and in carrying out some of the work on the journal. It has set up an online writing lab that has proved very successful. It discusses various protocols of style and referencing (APA, Chicago, MLA, etc.) and what they mean. It is involved in helping the librarians give workshops for authors whose work has been accepted, which helps them to understand what approach to take in order to produce a good article (as opposed to the extended essay or dissertation from which the article derives).

The workshops focus especially on writing: a series of them is devoted to this. The sequence is as follows:

(i) Working out the audience for a paper and positioning the paper in order to appeal to that audience.

(ii) Creating a meaningful abstract and title, and working out how to structure the article
   - Producing the first draft.

(iii) Refining the draft after feedback has been received.

(iv) Rewriting again after more feedback.

All copyediting is done by the student journal coordinator as well as a staff member from Purdue University Press.

Future training needs

On the whole, training has been successful, but in varying degrees. Students have shown less aptitude in the more technical aspects of writing for and producing a journal, including using a citation manager programme, constructing spreadsheets, charts, and graphs to display information, and setting Google Scholar preferences to search for articles through the Purdue Libraries.[26] The students also showed limited aptitude for working collaboratively (though at some of the other universities studied by Purdue the opposite was true).[27]

In the future, training will be developed in good practice for presenting research data.

A clearer way of demonstrating and tracking the whole process, from setting up an apparatus to collecting submissions to producing the final product, is also needed.[28]

Enablement of greater use of video clips requires more work; for example, Purdue would like to develop video-produced abstracts.

[26] Note from LB: most of them were studying STEM subjects, so might have been expected to develop greater proficiency in such skills than arts, humanities, and social sciences students.
[27] Student B has indicated that this was also a problem for the students working on MMJ.
[28] Note from LB: This is precisely what the OJS system sets out to do, which is partly why it is complicated.

Design of JPUR

The Marketing and Media Department sponsors a student intern to carry out design work for the journal and pays for this. JPUR 1 says that Purdue University Press could have fulfilled that function, but he felt that the project would be more "embedded within the university" if this approach were adopted. The Marketing and Media Department has also produced some publicity material to promote the journal.

The role of academics

The academic advisory board fulfils the crucial function of having the final say on what to publish. It is made up of 14 scholars from across the university[29].

Funding

The initial financial bid for setting up and running JPUR was for $30,000 per year for three years. The provost's office supplied this money. The university regards the initiative as successful and has now turned the grant into a "continuing line item," that is, no further bids have to be made, unless in the future more money is requested or for some reason the university decides the journal is no longer worthwhile. The continuing commitment from the Provost has been invaluable in proving to faculty that the journal is "respectable", and faculty interest has grown as a result.

The money has been spent on the undergraduate coordinator, print versions of the journal, ongoing costs, and the assessment exercise. With hindsight, JPUR 1 says that he regrets not having also bid for funds to pay for half the time of a member of staff from the university press (or it could have been someone from the Purdue Libraries), as demands on time are considerable and much greater than anticipated.

Assessment

When the journal's board took their original proposal to the provost, he was particularly interested in measuring the value of the journal over time and asked for an assessment programme to be developed to illustrate how it advanced student learning. As already mentioned, Digital Commons produces some excellent usage statistics, but these alone can't fulfil such a function.

A sophisticated assessment plan was therefore put in place. Elements of this included:

- Surveys of all stakeholder groups. These were:
    - Student authors (of both accepted and rejected articles)
    - Student editors
    - Faculty mentors
    - Students who participated as board members
    - The faculty advisory group

[29] http://docs.lib.purdue.edu/jpur/editorialboard.html

    - Recruitment staff and marketing professionals at the university (how they used the journal as an advertising tool and how effective this was)
- Tracking of global usage, using Google Analytics to carry out real-time analysis of who was reading which articles over various snapshots in time
- Annual analysis of total downloads (charted month by month)

Setbacks and opposition

The main opposition was from faculty members (other than the ones who directly supported work on the journal). They suggested a student journal with a very broad remit was inherently second-rate and that the focus should instead have been on a single-discipline journal. The previous Press Director says there is some validity in this point of view, although it doesn't take into account the declared aims of the journal. The journal's main distinction is that all the authors are undergraduates. Faculty members aren't allowed to co-author; it is made very clear that the students have done all the work.

From the point of view of the journal board and its objectives, this is fundamental. If the journal had been devoted to a single discipline, it couldn't have featured the work of students alone (there wouldn't have been enough submissions of sufficient merit). Instead, a student article might have been no. 13 in an issue of 14 articles (i.e., buried among articles by more established writers). JPUR 1 says it has to be understood that an undergraduate journal represents a *complementary* publishing initiative.

Student editor and author contracts

Click-through editor's and author's contracts are a built-in feature of Digital Commons. These are extremely user-friendly. Universities intending to set up student journals should be aware that an editor's contract is needed if the library acts as a hosting service; otherwise, the student editor may "claim" the journal as his or her intellectual property upon departure from the university.

Concluding advice

JPUR 1 says that Purdue could have thought of more ways of increasing the realism of the publishing experience for students and therefore attracting more participants. The journal board had to "pound the ground" to generate enough interest when getting started. If Manchester decides to utilise a framework programme such as the *Learning through Research* programme, it will secure an automatic flow of content that it will find invaluable.

The previous Director's concluding comment: "The magic time at which to get students engaged in research is in the first semester of the second year. It aids retention of the students' peer group. It helps them to make the very different transition from working in a high school to working in a lab. Undergraduate research can turn a B student into an A student. This is the philosophical basis for the whole experiment."

Appendix C: Case Study Huddersfield

Setting up a Student Journal at the University of Huddersfield: a case study

Introduction

The University of Huddersfield is a medium-sized university in the North of England. There are approximately 23,000 students. It has a rapidly-expanding research portfolio and is on target to achieve its goal of becoming an internationally recognised research-led institution.

In 2010 the Huddersfield Open Access Publishing [HOAP] Project was begun. It was led by Computing and Library Services at the university, in conjunction with the School of Education and the Research and Enterprise Directorate.

The goal of the HOAP Project is to develop and sustain a low-cost, sustainable Open Access suite of journals using EPrints Institutional Repository software. The emphasis is on publishing high-quality material which will enhance and increase Huddersfield's reputation as a research university.

Huddersfield now publishes eight journals. Librarian, Huddersfield, who heads up the project says that seven of these are 'normal' – i.e., contain articles by academics from other universities as well as Huddersfield and are peer reviewed in the traditional way – and one is a school journal used for marketing staff and student work.

The Press publishes a student research journal, the second volume of this will be published in January / February 2016. It is called the *Fields: journal of Huddersfield student research*.

The extent of student involvement

Librarian, Huddersfield, says that although the intention was certainly not to dumb down information for students, the notes for contributors and other guidelines produced for the other journals had to be simplified for them. "They're told exactly how to do stuff for their work at the university. When faced with having to write a journal article off their own bat, the idea was completely alien to them."

It was decided to encourage contributions from both undergraduates and taught Masters' students, and agreed that this journal should also be 'normal' in the sense of using a rigorous peer review system to ensure a consistently high standard. Having reached consensus on these points, the journals board realised that only certain elements of the work of creating and maintaining the journal could be done by students. Student involvement at Huddersfield has so far been limited solely to authorship[30].

Responsibilities and ownership of the journal; academic involvement

The journal is published by the University of Huddersfield Press, which is administered by the Library (which at Huddersfield has always been combined with Computing Services, so the Library has a strong technical team). It is also owned by the seven schools of the university, in the sense that

[30] Continuity is another reason for the journals board's hands-on running of the journal. Research carried out by Huddersfield showed that many student journals are quickly discontinued when run solely or largely by students. Academics have more motivation to carry on with the journal and make it work.

academics at each of these pre-select three of the best dissertations or student projects for submission to the journal. The reviewers are all academics.

The platform

Huddersfield developed a journal overlay with EPrints, which was derived from its Institutional Repository. A basic xml landing page file was created, with appropriate branding, for use with all of the journals. The creation of the journal landing pages and the volume / issue pages is completely automated. The articles are uploaded into the Repository in the usual way, with the first article of a new issue automatically creating a new issue on the landing pages. Librarian, Huddersfield, says the workflow is very efficient: an entire issue can be uploaded in about thirty minutes. Without going into too much detail, the way that the system operates aids discovery through multiple routes: users can find articles through the repository itself, the journal landing pages, Google Scholar, DOAJ (for those journals that pass the peer review process at DOAJ) and all of the proprietary web scale discovery systems.

Unlike OJS, the EPrints system is not a 'soup-to-nuts' journals creation facility: for example, it doesn't include the reviewing apparatus or the audit trail offered by the former. Librarian, Huddersfield, looked at OJS as part of the comparative research he carried out before embarking on the journal project and decided that it was too complicated and counter-intuitive. He says that, arguably, having a semi- automated reviewing process is not helpful unless dealing with very large numbers of reviewers and multiple journals at the same time. A major drawback of OJS as far as Huddersfield is concerned is its relatively poor discoverability enabling mechanism.

Fields: journal of Huddersfield student research: content

The undergraduate contributions chosen by the schools for the journal don't have to come from final year students. They are selected by faculty on merit alone at present, this will be replaced by a standard call for papers after the journal becomes established. Selections are made in June, when the students are given feedback and the first peer review[31] takes place. The students are invited to make the requisite changes to the articles over the summer, after which they are again submitted for peer review. It is at this point that most of the articles are accepted or rejected. Many are rejected because the students prove unable to make the transition of writing an extended essay or dissertation to writing a journal article. For example, one student said it was impossible to shorten a dissertation of 9,000 words.

Articles by students who have successfully made the initial changes are peer-reviewed a third time by the journals board and may still be rejected at this stage. This may be because the scope of the article has not been sufficiently defined: for example, an opinion piece should be labelled as such and not as a straightforward research article (and should still be backed up by references).

Publication is in January / February. Huddersfield is at present wondering how it can manage to publish two issues per year, given the inevitably protracted submission process, it could publish up to 21 articles per issue if they all get through the peer review process.

[31] 'Peer review' is used here in its widest sense, as the reviewers are academics, not other students. Huddersfield has taken a strict stance on this, observing that most student journals don't have a proper review process. Not many multidisciplinary student journals are reviewed, like this one, solely by academics.

Librarian, Huddersfield, says that the journal board realises that there is potential for more subject-specific work to emerge from this journal, although he doesn't envisage setting up a separate journal for each school. He is considering publishing three themes-based special issues a year, one each for STM, Social Sciences and Arts & Humanities studies. He is, however, cautious about splitting away from the original journal completely, because 'the whole point is to create a brand for the journal'.

Running the system and training the students

Librarian, Huddersfield, says that the Library and the Teaching and Learning Institute (TALI) basically runs everything. He is the manager of the University of Huddersfield Press. The task of making appointments to the editorial board is shared by the Pro-Vice-Chancellor for Teaching and Learning, another librarian, and himself. It includes the Dean of Graduate Education and a combination of senior researchers, deans and deputy deans.

No usability testing was conducted before the student journal was set up, but Huddersfield was already using the platform and knew that it worked. EPrints put in the overlay for the student journal.

Huddersfield found that students needed 'a lot of handholding'. As already mentioned, they have trouble in following the notes for contributors[32]. Students have also found it difficult to understand, or even disregarded, the importance of securing third party permissions for publication as they are used to just referencing them (though 'one student was absolutely brilliant, using about 19 figures from the articles of others, each of which were cleared with the relevant publisher').

Writing workshops are held for the students, who also receive mentoring from the academics in their own departments.

Two of the complications encountered have been caused by local practices at Huddersfield. Firstly, the university accepts non-textual submissions for dissertations, and if these are good enough for the journal, ways have to be found of publishing them. Secondly, it has not been possible to use a single referencing system (APA is preferred) as the Departments of Law, Chemistry and History prefer to retain their own systems.

A question that has arisen is whether papers co-authored by academics should be allowed. In theory, the journals board has said they shouldn't. Its advice to academics is that if they think a paper is worth co-authoring, they should pitch it to a bigger journal[33].

Funding

The Library absorbs all the administrative costs relating to the journal, including paying for CrossRef, COPE and DOIs. It paid for the one-off set-up charge from EPrints for the journal's landing page. Copy-editing is not done internally, this is paid for by TALI. Indirect costs are paid for by the individual schools.

The HOAP Project was seed-corn funded by JISC.

[32] Huddersfield has produced its own toolkit, which is in the public domain. Observation: this is considerably more high-powered and technical than the draft toolkit developed for Manchester.

[33] Note from LB: this seems slightly counter to the stated aspirations of the journal and the high standards that have been set.

Assessment

Most of the direct assessment of the HOAP Project carried out so far relates to the platform. Librarian, Huddersfield, has made a detailed assessment of the successes and setbacks encountered during the course of setting up and publishing the *Fields: journal of Huddersfield student research* specifically which is currently with the Journal of Scholarly Publishing for peer review. (The Librarian is happy to share this once it has been reviewed).

The IRStats package that accompanies EPrints is used to monitor usage of all articles in the journal. Authors can see their own usage statistics immediately. In addition, the 'impact' of an individual volume can be measured over time.

Concluding advice

Librarian, Huddersfield, was sympathetic to the constraints being experienced by Manchester of trying to make progress with plans for a student journal over the summer. Huddersfield was funded from May to November and 'got nothing done until September[34]'. His advice is to 'get a broad-brush report out quickly and spend a longer time putting the work together, modifying afterwards', suggesting that what Manchester needs is 'a plan for a plan'.

He suggested that Manchester should allow nine months from advertising for submission for the journal to publication of the first issue[35].

Appendix D: Case Study Edinburgh

Case Study: Publishing student journals at the University of Edinburgh

Edinburgh University Library publishes a number of journals, some of which are student-led (http://journals.ed.ac.uk/) . It uses the Open Journals System [OJS] developed by the Public Knowledge Project [PKP]. More information about both may be found at https://pkp.sfu.ca/ojs/.

Librarian, Edinburgh, who leads library staff supporting the journal service sends students (and indeed, any group) wishing to create a new journal three documents. The first is an 'Outline of responsibilities' which sets out the service new journals can expect from the Library and what the Library expects in return. Secondly, prospective journals are sent a 'New Journal Proposal' form to complete (see zip file documents). This is a

[34] Note from LB: though by that stage it had already decided on the title of the journal and selected from the first tranche of submissions.

[35] However, this calculation includes the assumption that no work is possible between the end of June and the middle of September. If the process at Manchester were to be started in mid-September and the same time allowed for each element as Huddersfield needed, the journal could be published a little over six months after inception, i.e., towards the end of March 2016. Availability of content is of course key. Is there content available from the academic year 2014 / 2015, or will the journal feature content from 2015 /2016?

relatively recent development and marks the start of a more formal 'application' to use the service and an attempt to ensure succession planning is considered from the outset.

Finally, students are sent a document with some information about OJS and encouraged to explore the YouTube tutorials available from the PKP School for Journal Editors and Journal Managers. The tutorials are a series of short, task-driven videos which walk the student through the functionality of the OJS service. The students, if undeterred, then come back to the Library with (sometimes many) questions about how the Library can accommodate their requirements. Librarian, Edinburgh, says that she would particularly like to pay tribute to the incredibly hard amount of work the students are prepared to put in.

The University of Edinburgh's Journals Hosting Service is managed by the Library Learning Services team with vital support from the Digital Library Development team. The journal platform is a single installation with a LAMP [Linux, Apache, MySql and Php] set-up. There is no dedicated staff resource. At the outset it was estimated that each journal would require three days of staff time plus ongoing support.

The Journal Hosting Service offers help with basic design, using CSS[36], and provides training and support. It applies for ISSNs, manages Digital Object Identifier [DOI] exports, registers each journal with the Directory of Open Access Journals [DOAJ] and adds a Google Analytics ID. These are all operational roles. The service makes clear it is not responsible for peer review, copy-editing and proof-reading, checking copyright, intervening if advice offered is not taken, any kind of quality control or the monitoring or checking of published content.

Within these parameters, the Hosting Service has developed a fairly comprehensive procedure to work through with students wishing to set up a new journal. These include discussing requirements, outlining what may be expected from the service itself, confirming timescales and the journal look and feel. Students provide a design brief (some have worked with their own designers) and the Library sets up a test journal on a test installation of OJS. The Digital Library Development Team do all the customisation, using CSS. Library Learning Services insists on the inclusion of certain elements, for example, a default footer which includes a Creative Commons licence and link to a 'Take Down Policy'. No changes to the underlying code are made unless they benefit all journals on the platform. Students are given access to the test site to provide feedback and suggest any changes to the journal design.

When they (and the Library) are happy with the journal look and feel and all the information required in the five step set-up has been completed, the journal is copied to the live site. Students are given a document to help them add the relevant information at each step of the set up process.

The students continue to have access to the test site for the lifetime of the journal. They are encouraged to use the test site to become familiar with OJS and to register in different roles and work through the editorial workflows, peer review process and author submission process. The test site is also useful for testing any changes to the design or new features.

Once the journal has move to the live environment, the Library Learning Services Team applies for an ISSN on its behalf. Students then publish the journal when they're ready.

[36] CSS is the language for describing the presentation of Web pages, including colours, layout, and fonts. It allows adaption of the publication to different types of devices, such as large screens, small screens, or printers. CSS is independent of HTML and can be used with any XML-based markup language.

Post-launch, Library Learning Services registers the journal with DOAJ and provides ongoing support, which includes training new editorial teams. The Library also sends monthly COUNTER Statistics to the journals on the platform.

Usage statistics are monitored, using an OJS COUNTER statistics plug-in that measures PDF and html downloads and Google Analytics, which are added to each journal via a plug-in. Each journal has a Google Analytics ID and students are given access to the account. The Library Learning Services Manager gives advice on how to promote the journal and use Google Analytics to increase readership and uses the Library's blog platform and social media accounts to announce the launch of the new journal.

Many universities now use the OJS system, the virtues of which include that it is inexpensive (PKP is a not-for-profit organisation) and committed to the Open Access philosophy. However, using it with students is not always plain sailing; the Library Learning Services Manager says anyone contemplating this should be prepared for the unexpected. She believes it is important that Edinburgh has defined quite carefully for exactly which areas the Journals Hosting Service will provide support, although she acknowledges that, despite attempts to anticipate student needs, the role of the Library has evolved to accommodate unexpected requirements.

More work still needs to be done. Key lessons learnt are that more formalisation is required, including a formal application and acceptance process; that the service is almost a victim of its own success: an increase in demand for new journals now has to be addressed; editorial policies have to be clarified; and there is a growing need for succession planning, as students working on the journals move on – with some wishing to continue in their editorial roles and others to hand over to a new team. Both eventualities require new processes and could lead to the Library supporting journals whose editor is no longer based at the University. Until now the criteria for using the service has been that the journal must be Edinburgh- based or have a strong affiliation to the University. As journal editors move on, the criteria may have to evolve in order to continue support of an 'Edinburgh-born' journal.

Proper succession planning is probably top of the Library Learning Services Manager's list of key issues. Others include:

- Publishing the journal is no-one's full-time job. Students will necessarily prioritise working for their degree or spending time out on placements Communication can be infrequent and doubt about intention to publish can creep in
- Publication deadlines tend to move, which looks unprofessional and can make it difficult for the Library Learning Services Team to manage its time. However, those journals that have succeeded in publishing regularly are mostly of a high standard.
- Some journals may just die, through lack of succession planning or lack of continuing interest. The Library then has to decide what to do with them. Should the back issues be archived, for example?
- Promoting the service to students to encourage them to use the Library service over less reliable platforms.

With regard to the succession planning issue, Edinburgh is considering relaxing the rule that those working on the journals have to be studying at the university. One journal is edited by someone who has just completed his PhD and will be working outwith the University. He has offered to stay on as editor and the Library is very keen that he continues his role in the journal. Another journal managed by the Hosting Service is edited by an academic based in Rumania. The journal itself is 'phenomenally successful' and there have been no obvious drawbacks to the editor being 'off site'.

Edinburgh's successes with the journals platform are now renowned, and other universities have asked it to host journals for them. At present it is reluctant to do this, because the work involved might mean stretching resources too thinly. However, as its own student journal editors move on and take their editorial responsibilities with them, the location of the Editorial team may become less and less of an issue and the distinction between an Edinburgh journal and non-Edinburgh journal less relevant. Edinburgh's evolution as a journal publisher was relatively slow, starting with a trial of the OJS platform in 2009 that involved two journals. Librarian, Edinburgh, says it was the experiences with these (one of which is still flourishing) that pointed the way to how the Hosting Service should be developed, but it wasn't until 2012 that it really began to take off.

Forum (http://www.forumjournal.org/) is one example of a successful student journal hosted at Edinburgh. The journal owes its success to the students having set up a 'really efficient' editorial team with a good succession plan in place. It achieves approximately 2,000 downloads per month.

Appendix E: University College London's student journal

University College London's University Press (UCL Press) was relaunched this summer (the imprint had previously been licensed to Taylor and Francis) as an Open Access university press – the first fully Open Access university press in the UK. The imprint had lapsed and was no longer being actively used by Taylor and Francis – UCL felt that this was a great shame and so it repatriated the imprint.

The University already offers strong support for Open Access to its academics and it felt that there was great potential to offer Open Access publishing too. Initially, UCL Press has been establishing itself by publishing works mainly by UCL academics but it also publishes work by academics from other universities and it plans to expand this activity now that it is up and running. It is funded by the university. UCL believes that to commit part of its budget to make research freely available in this way brings immense benefits to the institution, and challenges prevailing models of publishing. It believes that scholarly research should be made freely available to all for the wider benefit of society. UCL Press publishes scholarly monographs, textbooks, edited collections, scholarly editions and journals, all of which are made available freely online in Open Access form as a PDF which can be downloaded free from the UCL Press website and from the institutional repository, UCL Discovery. Its academic journals, which launch this autumn, are hosted on the IngentaConnect publishing platform.

In addition UCL Press offers student journal hosting, which uses the OJS (Open Journal Systems) platform. Several journals use the platform, details of which may be found at http://ojs.lib.ucl.ac.uk/. Publishing Manager, UCL, says that the platform was set up before she joined UCL and was originally funded by JISC.

All of the journals on the platform except for the *Journal of Bentham Studies* are edited by students and they encourage student and academic contributions. The *UCL Journal of Law and Jurisprudence* is a law journal edited and published by students of UCL Laws. The journal publishes scholarly contributions from academics, researchers and practitioners, as well as showcasing outstanding research of post-graduate students at UCL. It accepts submissions in all areas of law and jurisprudence, reflecting the diverse and innovative areas of research at UCL Laws, and its distinguished tradition of legal philosophy. The journal is a generalist publication, but runs occasional themed issues. The Board of Editors assesses all submissions through a double blind peer review.

Think Pieces is the journal of the Faculty of Graduate Studies and features articles by both students and academic staff at UCL, approaching a single topic from a cross-disciplinary perspective. The other student journals hosted on OJS are *Slovo* and *Tropos* and several other existing journals are planning to join later in the autumn.

Students run the journals themselves, giving them incredibly valuable experience of all aspects of publishing scholarly research. Some of the students have struggled with aspects of using OJS, and there have been some workflow and access issues with the connection between UCL Discovery and OJS (the articles are hosted in UCL Discovery with OJS providing the 'overlay'), but those have now more or less been resolved. Because central IT struggled to undertake the upgrades and troubleshooting of OJS, UCL Press has now decided to move the hosting of OJS to ULCC (University of London Computing Centre), which can offer dedicated hosting, upgrading, trouble-shooting, customization and archiving, and will therefore provide a much better service to students wishing to use the platform. This will take place by November 2015.

The academic journal currently hosted on the site, the *Journal of Bentham Studies*, is run by an academic editor at UCL, and this will move to IngentaConnect in spring 2016. He has put together some informal guidelines for the use of everyone who contributes to the UCL journals. [Publishing Manager, UCL, said it might be possible to talk to him, again after the start of the new academic year.]

Publishing Manager, UCL, said that the OJS had no real ownership until UCL Press took over the service, as there was no obvious 'home' for it within library departments – once UCL Press was established, it was the obvious place for it, sitting alongside its other publishing activity.

Plans to improve the service in future include the appointment of a Journals Manager, who will look after the acquisition and management of both academic and student journals, running workshops and forums, having manuals, regular analysis of statistics and a 'trouble-shooting facility', which will now be possible with ULCC's hosting services.

When students wanted to set up a new journal, originally all that was done was to show them round the site and provide the manual, but it's now been realised that more input is needed. The theory might have been that the students would 'run themselves', but in practice they have all sorts of questions, for example, about actual creation of the product, about peer review, scheduling and about how to create and monitor the issues. This involves considerable input from UCL Press.

The Publishing Manager's advice to other universities planning to set up student journals service would be to think carefully about what they are trying to achieve, and to be clear about the resource and skills that will be needed to help the journal editors get up and running. At UCL, there is a multi- disciplinary course called Connected Curriculum which involves building research into the teaching throughout its duration, so offering students a platform on which to publish, links with this wider UCL initiative. [Note from LB: it sounds not dissimilar to the Learning Through Research initiative at Manchester.]

There are other examples of student-led publishing activity at UCL which don't employ OJS: for example, a group of maths students have created an online magazine which is hosted on WordPress. They intentionally wanted to create a model that was more varied than a traditional journal ie a collection of articles, features, pictures, interviews and quizzes. [Note from LB: this journal has no peer review system.]

Appendix F: OJS workshop, comments

Transcript of student comments during OJS workshop, Tuesday September 15th 2015

Facilitator

Consultant 2

Participants

Students D, E and F, Medical School, Manchester (current MMJ editorial board)

Background / motivation

- Student E said that he was in his final year and would be doing research (in Medicine) next year. Student A, Medical School, Manchester [previous Student Editor-in-Chief] is a friend and made him aware of the journal [MMJ]. However, he feels he needs a better understanding of the process that academic articles have to go through. His ultimate goal is to improve undergraduate opportunities for getting published. He would also like to make the author / reviewing process more exciting by adopting new approaches towards it.
- Student D also said that she wanted to improve undergraduate opportunities to publish.
- Student F said that she was involved in research this year, before completing her degree. She's most interested in research, but finds getting published really difficult.

All three students said they'd had a 'full handover' from Student A, but nevertheless they asked for an introduction to journals publishing. In retrospect, they probably didn't need this.

General comments

- Student D said she needed to understand the reviewing process better and what 'Level 2' student reviewers could be expected to achieve. Should mistakes they make in grammar and syntax, for example, be corrected? In the end, the editorial board had decided not to make any corrections themselves, but had suggested to the reviewers they should make some changes. [Gold Leaf thought this demonstrated good practice.]
- Many of the articles they received were 'not bad in essence, but badly written'. They had rejected some of the articles passed on to them by Student A for this reason.
- They felt that the University could provide a real service to young authors by helping them to write well.
- They had developed their own style sheet, modelled on ones they had found for other journals, and this had been checked over and approved by MUP.

Publication dates

- The reason that the first issue of the journal has yet to be published, as already mentioned, is that many of the first batch of submissions were considered inappropriate by the new editorial board. The plan is now to publish the first issue early in 2016.

- 30 submissions have been received, but, as also already mentioned, some are badly written and others are 'not real research'. The new board thinks it may have six viable submissions – at least, six it can send out for review – but ultimately it may be that some of these are also not good enough.
- The first issue will include a piece from the Dean of the Medical School and three articles submitted by last year's editorial board. The first issue may now contain 'a minority of student articles,' plus some from academics, just to get the new board 'through the process' and actually manage to make the first issue of the journal appear. MUP has advised them to try to publish 10 articles in the first issue.
- They also want to publish some author guidelines (though were worried that these might have to be made generally accessible; not quite sure why this bothers them).

Finding authors

- Authors were advertised for through the Medical School. The journal was originally conceived of as a way to get MMS work published.
- However, the current editorial board is quite keen on branching out, and using the work they've done to give students in other schools the experience of getting their work reviewed and receiving feedback from reviewers. They feel that this will be very beneficial, even if the article is ultimately rejected. [Again, Gold Leaf thought this demonstrated a grasp of good practice.]
- Student F said that she thought that work written for exam credit was completely inappropriate for publication. "In fact, what the university asks you to write about is generally not helpful in developing your subsequent career as a writer."
- The reason the editorial board wants access to a journal to be available to any student in any year is that often undergraduate research won't be 'eligible for publication' (i.e., up to scratch) the first time round. They therefore see the opportunity they hope to provide as an iterative process, and essentially a learning process.
- Again, they said it would be a very useful process for would-be authors to get their work to the Level 1 review stage and then find out why the article was not suitable to go on to the next step towards publication. (And by implication, the author might get a little further with his or her next article, but still be unsuccessful.)

Introduction to OJS

Preliminary comments (these are supplementary only to the more detailed questionnaire responses received from the students)

- The online manual is easy to read.
- Student F thought it 'lacking in depth'.
- The students have experienced no gaps in the information provided, (though this was probably because they appeared to have had little or no hands-on experience with the OJS

system prior to attending the workshop, and indeed said they were glad that the workshop had made them use it.)

- Student E said he knew they would need more detailed information and training in some areas and could see already that more questions would arise.
- Student D said she was quite keen to get to grips with the system, as she found working with authors and reviewers via e-mail, which is what has happened so far, unsatisfactory. The editorial board is 'constantly searching for stuff', and version control has been difficult, in some cases impossible. Having to use e-mail just adds an extra step to the process, which causes delays. The appeal that OJS has for the editorial board is that it is 'more automatic'.
- Their understanding of the system is that the author can follow the reviewing process without actually having access to the reviewers' comments (which is essentially correct, provided that the different levels of access have been set up correctly).
- They did not fully understand the copy-editing process via OJS, which is somewhat more complex and not fully automated.

The students went on to carry out a series of exercises, with help from Consultant 2 as they worked their way through them. They were enthusiastic about this and worked very hard. They were asked to complete a questionnaire when they had finished the exercises (at which point they were suffering from information overload!). As mentioned above, the questionnaires will be analysed separately.

Succession planning

- Last year's editorial board only understood the need for succession planning quite late in the process.
- During this current academic year, next year's board will have much more involvement throughout. This year's board is operating on the principle that if next year's board has 'done at least some of the work', handover will be easier.
- 30 reviewers have now been recruited (at various levels).
- The board still needs to understand how to provide the reviewers with log-ins.

Overall conclusions about OJS (N.B. This editorial board of medical students is almost certainly better motivated than the 'average' student)

- "It's not intuitive, but it may be one of those things you can get used to after a while." [Student D]
- In principle, the medical students said they'd like to have a go with OJS, as they were afraid of more delays if the system changed again. They were also acutely conscious of price, and said they didn't want to incur more costs than was necessary.
- Consultant 2 suggested that if the University stays with OJS, they might find their own route through the system, identify the gaps where they need help, and then give their critique to the project as a basis for preparing a manual that could help all Manchester students. They agreed that this could work well.

- They asked Consultant 2 how to make reviewer guidelines available only after the reviewer has logged in. She said she would find out.
- When they were given a quick demo of Digital Commons, they agreed that 'if it didn't cost too much' it would be better to work with than OJS.
- "It would certainly be better for the reviewers, as they don't want to get into the mechanics of the system as much as we do and therefore need more help." [Student F]
- "Digital Commons seems to be more intuitive, especially for readers." [Student E]
- "I think if we had an easier system to use, like Digital Commons, we would be able to progress things much further, and invest time in other things, like recruiting reviewers who wouldn't otherwise volunteer on their own." [Student F]

Appendix G: OJS workshop, questionnaire summary

Summary of workshop students' responses to OJS questionnaire

Workshop "OJS and Journals publishing for student editors"

University of Manchester, Library Teaching Suite, Blue 4.1

Hosted by Consultant 2 and Linda Bennett, Gold Leaf

Workshop session:
Using OJS and training materials

- Summary -

This summary also incorporates the responses received to a separate (but similar) questionnaire filled in by one of the previous year's editors.

1. 3 students participated in the workshop. They consisted of the total current editorial board of the student-led Manchester Medical Journal (MMJ). All of them filled in a questionnaire during the workshop. 2 of the respondents also filled in a survey about the workshop approx. 1 week later.
2. 1 founding member of the journal (last year's students) filled in a separate questionnaire. This person did not participate in the workshop.
3. None of the participants had ever used OJS before.

4. The only training any of them had been given on OJS was the said workshop, as well as a brief introduction to the system by the previous year's student editors (who had never actually used the system either).
5. The previous year's students hadn't been given any training at all.
6. The participants had mixed feelings about whether or not the handover had given them sufficient information. They said that they inherited a lot of uncertainties and that the previous board had limited knowledge themselves. However, one of the participants felt they had been provided with sufficient resources to find information to be able to publish.
7. The previous year's student felt they didn't have sufficient information either; they gathered all their information on the internet and by talking to professors. They felt that they would have benefitted from some training on how to be an editor.
8. To the question how much time per week on average they were expecting to spend on their role as MMJ editors, the answers varied between 2 and up to 5 hours. However, the previous year's editor stated that he did spend on average 8 hours per week on this.
9. The participants were relatively confident that they knew what their responsibilities as a MMJ editor was (3-4 on a scale of 5). However, they said that roles of responsibilities within the team hadn't been clarified,
10. They gained this knowledge mainly from the MUP guide for editors and from the handover.
11. The MUP guide for editors was perceived as helpful. The participants appreciated it as a good background to have and found it easy to understand, but as they hadn't practically used it yet, were unable to point out shortfalls. One respondent felt it could do with more depth.
12. The previous year's student felt that the journal would have benefitted if articles from a wider range of students had been accepted by the advisory party.
13. To the question which aspects of their role as MMJ editor they were looking forward most, the answers were as follows:
    - Enabling students to get published (2 responses)
    - Helping students improving the quality of their work (2 responses)
    - Reading other students' work and learning from it
    - Gaining insight into academic publishing
14. The previous year's student said that he most enjoyed seeing the journal taking shape and seeing the enthusiasm for the journal in other people.
15. To the question which aspects of their role as MMJ editor they were worried about most, the answers were as follows:
    - Becoming disorganised and losing track of the many emails (2 responses)
    - Spending too much time chasing people in order to meet deadlines
    - Balancing the work with other commitments
    - Not understanding the specific role within the editorial team
16. The previous year's student said that the least favourable aspect about it had been to having to convince others of the idea and the impact it could have.

17. The previous year's student said that they did not use OJS because they felt the system was incomplete at the time of first submission opening.
18. In the second part of the questionnaire, the participants were asked to work through a series of specific tasks on the OJS platform, and to rate the difficulty of these. On average, most tasks were rated as "easy" or "very easy" (4-5 out of 5 points). However, there were some discrepancies to this for the following tasks:
    - Allocation and notification of reviewers was perceived as less easy (3 out of 5), and the fact that the notification is a separate step was flagged as a potential point of confusion
    - The process of accepting an article as a reviewer was rated as "neither difficult nor easy" (3 out of 5) by one participant
    - Moving an article into the copyediting process was rated as "difficult" (2 out of 5) by one participant
    - Archiving an article was rated as "very difficult" (1 out of 5) by one participant, while another one rated it as "very easy"

    Overall, the process of notifying others (reviewers, authors) was perceived as a bit difficult and counter-intuitive.

19. The overall navigation of OJS was rated as "neither difficult nor easy" (3 out of 5) by two participants and as "easy" (4 out of 5) by one participant. It was stated that the navigation was not intuitive, but once learnable.
20. After the training, the participants felt confident or very confident about using OJS to fulfil their roles as editors.
21. No aspects of further training were flagged by any of the participants.
22. To the question which aspects of OJS they liked best, the answers were as follows:
    - Automated emails and email-logs (3 responses)
    - Version management of articles and history of changes (2 responses)
    - Centralisation of all documents and associated correspondence in one place (2 responses)
    - Logical categorisation (though explanation of it was needed first)
23. To the question which aspects of OJS they liked least, the answers were as follows:
    - Non-intuitive layout (3 responses)
    - Difficulty and therefore time needed to learn the system (2 responses)
    - Having to notify reviewers/authors in a separate step / non-automated process of communication (2 responses)
    - Difficulty to find where to update information
24. From a limited glance at Digital Commons that the participants had at the end of the workshop, one participant felt that Digital Commons would be a more suitable platform for them, one participant felt that OJS was and one was not sure. All participants felt that Digital Commons was a lot more intuitive in its use. Two participants felt that it would be easier for reviewers and authors to use as it would need less training, and one participant was concerned about the time needed to learn a new system should they abandon OJS.

25. None of the participants had any further comments or queries.
26. The previous year's students said that the main worry was that without proper support and enthusiasm , what could be a potentially ground-breaking journal may fail.
27. The post-workshop survey (filled in by 2 participants) rated the workshop overall as excellent or very good. The participants found it useful in terms of learning about the roles of editors and the training on OJS. They appreciated the hands-on practice on OJS and the low student-instructor ratio. They didn't name any aspect that they found not useful, but flagged that the "excursion" into Digital Commons at the end of the workshop was a bit confusing.

Appendix H: OJS workshop, questionnaire transcript

Transcript of student responses to OJS workshop questionnaire

Workshop "OJS and Journals publishing for student editors"

University of Manchester, Library Teaching Suite, Blue 4.1

Hosted by Consultant 2 and Linda Bennett, Gold Leaf

Workshop session:
Using OJS and training materials

- Transcripts -

Please answer the questions in the first section and then try to go through the specific tasks in the second section. You may use the handbook and provided training material for this. Please take notes of any questions you may have, and write down anything you find particularly helpful or difficult. These can be comments about the OJS platform itself, or about the training material provided.

Also, please give each task a rating how easy you have found it to complete, on a scale from 1-5, where 1 is "very difficult" and 5 is "very easy".

The third section is again a series of questions; please answer them after you have gone through the tasks.

General Questions

1) How often have you used OJS before?

a. Never
b. Never before
c. Never

2) Which training have you been given on OJS?
   a. None
   b. This workshop only
   c. Attended a workshop by Gold Leaf (today); brief introduction to the system from last year's student editors during handover.

3) Do you feel that in the handover of MMJ you have been provided with sufficient information to publish the next issue of the journal? If not, please state what information was missing.
   a. No, I feel like there were a lot of uncertainties from previous committee, that we still need to figure out.
   b. I have been provided with sufficient resources to find information to be able to publish the next issue.
   c. Yes + no! Handover was limited by the knowledge of last year's committee which, given the lack of experience of publishing, was lacking.

4) On average, how much time per week are you expecting to spend on your role as a MMJ editor?
   a. At the moment, I feel on average 4-5 hours per week on average, but I can't be sure at this stage.
   b. Approx. 3 hours on average dependent on what stage the journal is at (near publishing / not etc.)
   c. 2 hours

5) How confident are you about knowing what your responsibilities as a MMJ editor are? (On a scale from 1-5, where 1 is "not confident at all" and 5 is "very confident")
   a. 3 – I know generally what the Student Journal editor role is – however, I don't know my specific role within the group of student editors.
   b. 4 – Increased since reading document that was sent pre-workshop
   c. 4

6) Where did you get his knowledge from?
   a. I knew Student A last year so I've known about the Journal for a while. I gleered some knowledge from the handover. I also read the MUP Journal editor guidelines.

b. As above! Plus information from previous editor (minor)
c. Reading the responsibilities of an editor document provided by MUP + meeting with MUP individuals to discuss this in person.

7) How helpful have you found the document "Manchester guide for editors" for this? What did you like and dislike about it? Did you feel anything was missing?
   a. A helpful background. I haven't needed to put too much into practice yet, so my opinion may change. I feel as if it waffles on a bit about simple concepts. Could do with more depth.
   b. Very useful (as above) covered points I was not aware of, not sure I noted anything that was missing.
   c. Very helpful. Clear layout which was easy to navigate.

8) Which are the aspects of your role as MMJ editor you are looking forward to most?
   a. Reading other students work and learning from it and their feedback. I'm looking forward to enabling students to get published who may have been put off by the professional system.
   b. Finally publishing the first issue, having improved students work to a good standard.
   c. Gaining insight into the logistical requirements of academic publication. Providing an opportunity to change and improve the undergraduate medical students experience of academic publishing.

9) Which are the aspects of your role as MMJ editor you are worried about most?
   a. Not understanding my specific role, differing from the other editors. Becoming disorganised and losing track of the many emails.
   b. Balancing the work with other commitments; organising tasks between editors.
   c. Having to spend significant amounts of time chasing people in order to meet deadlines.

Specific OJS tasks

10) Please log into the OJS website using you username and password.

Please rate this task: 5 – 5 – 5

11) Find all unassigned articles.

Please rate this task: 4 – 5 – 5

12) Assign yourself as an Editor to “your” article

Please rate this task: 4 – 5 – 5

13) Find a list of all articles “in review”

Please rate this task: 4 – 5 – 5

14) Allocate Consultant 2 plus one other person in the room (not yourself) as a reviewer

Please rate this task: 3 – 5 – 5

15) Send a reviewer request to your reviewers (please inform Consultant 2 once this has happened)
b. not sure why there’s an extra step, could be confusing.

Please rate this task: 3 – 3 – 5

16) Go back into your “User area”

Please rate this task: 5 – 5 – 5

17) Choose the article you have received in your role as a reviewer and send an email accepting the request.

Please rate this task: 3 – 5 – 5

18) Review the article (please inform Consultant 2 once this has happened)

Please rate this task: 4 – 4 – 5

19) Go back into your “Editor” area, to the articles in Review

Please rate this task: 4 – 4 – 5

20) Choose your test article and acknowledge any reviews received

Please rate this task: 4 – 4 – 5

21) Accept the article and notify the author (importing the peer reviews)
b. when sending emails on outcomes the "decision is to: " is blank

Please rate this task: 4 – 3 – 5

22) Once accepted, send the article to copyediting

Please rate this task: 2 – 5 – 5

23) Initiate the copyedit

Please rate this task: 4 – 5 – 5

24) Mark the initial copyedit as "complete"

Please rate this task: 5 – 5 – 5

25) Send the copyedit to the author

Please rate this task: 5 – 5 – 5

26) Mark the final copyedit as "complete"

Please rate this task: 5 – 5 – 5

27) Schedule the article for an issue

Please rate this task: 5 – 5 – 5

28) Go back into your editor area, decline and archive this article

Please rate this task: 1 – 5 – no response

29) Find your article in the archive and delete it

Please rate this task: 4 – 5 – no response

Some final Questions

30) Please rate how easy you found the navigation of OJS (on a scale from 1-5, where 1 is "very difficult" and 5 is "very easy")
    a. 3
    b. 3 – not intuitive but will get there with practice
    c. 4

31) How confident do you feel about using OJS to fulfil your role as an editor? (On a scale from 1-5, where 1 is "not confident at all" and 5 is "very confident")
    a. 4
    b. 5
    c. 4

32) On which aspects do you feel you would appreciate more training?
    a. No response
    b. Not sure
    c. None at present.

33) Which are the three things about OJS you like best?
    a.

- Automated emails, and email log – prevents multiple emails
- Automated change of versions, and history of all changes
- Once I understood its organisation, I liked the categorisation – fairly logical and allows for many options so we can adapt it if necessary.

b. Everything is in one place; automated email system

c.

- The relative ease of finding articles and reviews
- Being able to use stock emails in communicating
- Being able to accurately record the history of a manuscript

34) Which are the three things about OJS you like least?

a. Can't think of anything specifically – only generally I find it difficult to get to grips with, but once I did it seemed fairly logical and I don't foresee us requiring too much more than this system provides
b. Having to assign and then notify; time to spend understanding; not intuitive layout
c.

- Slightly convoluted path between changing between editor / reviewer
- Delay between actions and when notifications are received
- Difficulty finding where to update

35) From the quick glance you had at Digital Commons, would you think Digital Commons or OJS would fulfil your needs better?

a. Digital Commons
b. Not sure – now I'm mostly familiar with OJS
c. OJS

36) Why do you think that?

a. Reviewers would be able to use DC more intuitively and readers would see the site as better quality.
b. Having looked through DC more, looks more user friendly and intuitive; with nicer layout --> important for keeping reviewers (if easier to use for them!)
c. I feel that I've got my head around OJS now and that it would take time to re-learn another system

Are there any other comments or concerns you may have?

a. No.
b. No.
c. No response

A few days after the workshop, the students were asked to fill in a short survey about the workshop. Only 2 of the participants responded to this. This was an anonymous survey, so the respondents' reference letters (a and b) do not correlate with the ones above.

1) Overall, how would you rate the workshop? (Answer options were: "Excellent", "Very good", "Fairly good", "Mildly good", "Not good at all")
    a. Very good
    b. Excellent

2) Did you think the workshop was useful, and in which way?
    a. Learning about the roles of an editor and how OJS can facilitate them
    b. Familiarised us with the system

3) What was the aspect you found most useful / most interesting?
    a. Practice on the OJS
    b. Interactive, low student teacher ratio

4) What was the aspect you found least useful / least interesting?
    a. None
    b. Can't recall

5) What would you have done differently?
    a. None
    b. At the end when the alternative system was introduced it was a bit confusing at first but then seemed better and made me a bit dubious about having invested the time to get to use OJS!

Appendix I: student focus group meeting, transcript of notes

Transcript of notes from student focus group meeting, SOAR Project, Manchester, 24th September

Eight students took part, from disciplines across the spectrum, including Modern Languages, Maths, Pharmacy, Political Science and Sociology. Two were postgraduates.

Immediate feedback on learning logs session

- *In my department, the point of publishing an article would be to put it on my resumé. I'd wonder if the learning log was academic / serious enough for this?*

Teaching and Learning, Manchester said that anything produced at Manchester must be academic in nature, not like a blog. Students setting up a journal would first need to establish what their goals were.

LB said that, for example, the Purdue University journal included flash pieces as well as full-length articles, but these still employed academic rigour.

The Learning Development Manager said that one way of approaching it was that all the students present were capable of writing journal articles. The learning log might provide a record of where they got their information from / where they go help from.

- *I can see that they would help you to accentuate your interests.*
- *If they were too long, they wouldn't be very useful, but they could be good as a collection of ideas, maybe help you to spot something you might otherwise have missed.*
- *I think they'd be most effective if they were written within a framework – a sort of CPD approach. How I did this – action followed by evaluation.*

The Learning Development Manager said they could be like this. The format was up to the user. The purpose of a learning log could be to record how you adapted to the work. It could be used to value your own efforts: a reflection tool.

Learning logs

- *When you came to the end of a piece of work and had to write it up, it would make it easier.*
- *It's more difficult to think how they could usefully help with journals.*
- *This could be an article in itself.*
- One of the students said she could have used a learning log to record the difficulties of finding resources for a degree in Persian and written that up as an article afterwards.
- It was agreed that there were potential interdisciplinary benefits. If you partnered someone from another Faculty for research, you could discuss shared approaches to learning in a less formal way than by involving faculty members.

Training needed

- How to do research.

- Whom to contact.
- Providing links to academics who might help and giving advice on protocols of addressing them. ['Middleman' role.]
- *I prefer written stuff. A checklist is too narrow and wouldn't encourage creativity. But I'd welcome a set of guidelines. The toolkit document you sent would have been OK if it was available online in html format so I could go straight to the right headings.*
- *I think I'd like a training session, which included a handout, followed up by a document.*
- Mentoring might help. One of the students had been familiar with mentoring at the dental hospital. She said this was very informal. However, the general consensus was that although mentoring can be very effective it can also be 'hit and miss' and should be used in addition to other resources, not as a substitute for them.
- The eight students in the focus group were unanimous in agreeing that they were interested in writing articles. 5 were also interested in reviewing and editing. Only one of the students was interested in the technical / administrative / production aspects of setting up a journal. Her rationale was that it should be a completely student-run journal, but she emphasised that she didn't think students could achieve this without support.
    - *There should be some monitoring and guidance by the Library, a department or someone specially hired.*

  The others agreed with this.
- There followed a discussion about the dynamics of student-run groups, such as student societies. It was observed that at some periods they are really good and then at others they fail. Group dynamics can cause problems, whether they are running a society or doing a group assignment.
    - *When you get a group of smart students together, egos are the worst thing.*
    - *100% you need an outside facilitator.*
    - *You would need a university facilitator.*
    - *It would be really helpful to have someone at the university to moderate.*
    - *The way courses are taught here encourages groupwork, even though in the 5th year there are still some people who haven't learnt enough to be fit to support the rest of the group.* [***Note from LB***: These comments were perspicacious, as one of the original group of medical students told me that she'd suffered considerably from the overbearing behaviour of one member of the group [she didn't name him but I'm in no doubt about who it was] who took all the credit for the work on the journal even though much of it had been done by the rest of the group].

  Conclusion: the focus group students felt very strongly that they would need support, guidance and facilitation from an employee of the university – their views on this were probably stronger than on anything else discussed in the meeting.

The scope / subject matter of the journal [a printed example of a Purdue University journal was passed around]

- There was consensus from the focus group students that the journal should be multi-disciplinary. It would enable more students to be involved; conversely, it might not be possible to get enough students interested if the journal were confined to a specific subject or discipline. It would help to attract students to working on the journal, because it would offer opportunities for networking.

    - *You could meet people you wouldn't meet otherwise.*

    It would also give students the opportunity to apply their research skills to another discipline. This would help to broaden their horizons. One of the students said that he knew someone who'd been doing Maths who had now switched to Computer Science, because of some work that he'd been asked to contribute to some research. The same student said that he'd been keen to work on a research paper himself, but the Maths Department doesn't allow students to take advantage of opportunities to publish until they're in their final year. Picking up on the multi-disciplinary aspect, one of the students said that university fees were so tough these days that students felt obliged to choose a subject that would be directly useful to them in a future career. Being able to contribute to a multi-disciplinary journal and perhaps share the writing of an article with someone from a different discipline would allow them to widen their horizons and work in other subject areas that appealed.

Publishing terms

- In order to ascertain the students' familiarity with journals publishing, they were asked if they understood the following terms and if so to explain them briefly:

    - Style sheet (one student understood)
    - Copyright (some superficial knowledge by all, but not in the legal context of being responsible for publication or what authors' rights are)
    - Plagiarism (quite well understood)
    - Referencing (some general knowledge of this. No specific knowledge of what it means in the journals context)
    - Open Access (this was explained simply at the beginning of the session. None of the students was apparently aware of the term prior to the meeting. Obviously more to say about this than the simple definition offered)
    - Double-blind reviewing (one student understood)
    - Copy-editing and proof-reading (again this had formed part of the earlier discussion and two of the students had worked on [non-academic] publications. Some general knowledge of these roles and what they entail, therefore. Specific journals copy-editor role not clearly understood)
    - Publication date (this was understood, but not the implications of working back from it as a publisher)
    - Discovery systems (these were mentioned and briefly explained earlier in the meeting. Other than Google, the students were unaware – e.g., of proprietary systems such as Summon and EDS).

Types of training preferred

- The students were unanimous in their view that face-to-face training in the form of seminars and workshops on specific aspects of publishing would be most appreciated. This should be university-wide. This type of training was already required, aside from being needed for a potential journal: one of the students had had difficulty with writing an abstract and had not known whom to ask or which people might be available to give this type of advice.
- Online tutorials and videos would also be useful. *Different people learn in different ways, so you'd have to provide a range of different types of training materials.*
- Interactive exercises that 'mark' the user as he or she makes progress might also work. *If you're just watching a straightforward presentation, after a while you lose focus. If you have to keep on working yourself, you learn better.*
- It was agreed that if the students were to engage with a platform such as OJS, they would certainly want a manual. They suggested that a preliminary presentation / video, followed by a workshop and then back-up from a manual would be the most effective approach. [**Note from LB:** this is more or less what Gold Leaf did with the medical students.]

Time the focus group students would be prepared to spend on working on a journal / benefits

Note: this conversation turned swiftly into a discussion about how working on the journal would benefit the students.

- Most said they would not want to commit more than two hours a week to working on the journal. One said she would commit to three hours per week. Several said they understood that this time might be given in 'chunks', rather than steadily on a two hours per week basis.
- Several said that it would depend on whether they got paid for working on the journal, or could expect some other reward. One said *If it was unpaid, I'd be happy just to write one journal article per year.* Another pointed out that an editorial board would have to meet regularly – she suggested, perhaps every fortnight [LB said perhaps not as often as that].
- Returning to what the students might expect to get out of it, they said that they could understand why the medical students had put so much effort into it, because getting published is a requirement for their careers. For courses for which this was not a requirement, if the students didn't want an academic career, there would have to be some other incentive. If they did want an academic career, working on a student journal could be very beneficial, because it would give practice in a 'safe' environment. One potential benefit that was discussed was a writing / publishing course supplied by the university which could count as credit for a half-module or full module towards their degree. Several of the students were enthusiastic about this, though others said that, although they thought it was a good idea, equally they wouldn't want to be barred either from taking the course or working on the journal if they chose not to use this as credit (as some of them might not find such credit useful or prefer not to have to give up some other component of their degree for it).

Communication [i.e., dissemination] of the journal was also seen as very important: *It would give my work external validation.*

- Looking at the Purdue journal generated considerable enthusiasm.
    - *I would like to write something for that, but not on Pharmacy [her subject] – something wider.*
    - *I'd like to have published something in this and then be able to take it to interviews, to wow employers.*
    - *If I spent the time on a journal, I'd definitely want to get something back, career-wise.*

Appendix J: student focus group meeting, students' notes

Focus group meeting students' own notes from break-out session during meeting

<u>The attractions of being able to publish whilst you are a student</u>

- You get a sense of being part of the university by undertaking research.
- Tuition fees are so expensive, being able to publish in a university journal will give you value for your money.
- Being able to publish whilst I'm a student looks good on my CV and allows me to stand out in interviews.
- Allows you to network and build connections.
- Allows you to gain knowledge about a wider field.
- Allows you to gain a citation index.
- Writing an article for a journal prepares you for post graduate study.
- Gives you the opportunity to co-author.
- Gain popularity and recognition in your chosen field.
- Allows you to record self-reflection/development.
- Gain academic standards of writing skills- referencing experience.

<u>The challenges of being able to publish whilst you are a student</u>

- Time is a big challenge, being able to fit writing for a journal and meeting university dead-lines.
- Finding an interesting topic and information.
- If English is not your first language, writing might prove to be difficult.
- Lack of support.
- In some subject areas (e.g. languages) evidence is difficult to collect.
- Difficulty in knowing where to start.
- Fear of failure/criticism.

- Due to being an undergraduate, you might have a fear of not being taken seriously.
- Difficult to keep in line with the university standards, especially if you are from a non-research subject.

Role of Learning Logs

- A learning log is an article in itself.
- Interdisciplinary.
- Allows for self-reflection.
- Learning logs allow you to be focused and to decide on what's important.
- Learning logs allow you to identify patterns/themes/ research interests.
- Learning logs allow you to do the work as you go along therefore you don't forget.
- Completing learning logs means that you will have less writing to do when it comes to writing your journal article.
- Learning logs help in career choices.
- The framework for learning logs needs to be defined, but can force people to think about it.

Appendix K - Framework questions for student focus group meeting

(Note: these were slightly amended for the semi-structured in-depth interviews)

SOAR Project Focus Group, Thursday 24th September, 2 p.m.: approximately 4 p.m.

Agenda and Framework Questions

2 p.m. – 2.10 p.m.

Welcome and Introduction: a brief account of the SOAR project Linda Bennett

2.10 p.m. – 2.20 p.m.

A quick overview of writing for journals and journals publishing Linda Bennett

2.20 p.m. – 2.30 p.m.

A quick overview of learning logs Library

Teaching and Learning, Manchester, 2.30 p.m. – 2.45 p.m.

We'd like to ask you to work with a partner to brainstorm

a) The attractions and challenges of being able to publish while you are a student

b) The role that you think learning logs might play – e.g., as background material, as raw material for an article, as helping you to develop a rigorous approach to research.

2.45 p.m. – 3.00 p.m.

Feedback from brainstorming session

3.00 p.m. – 3.05 p.m.

Very short break

3.5 p.m. – onwards

Exploring the issues. Here are some framework topics we'd like to discuss. Please do not feel you need to confine the discussion to these.

- What sorts of help do you think you would need in order to write journal articles? e.g.,
    - Types of training resource
    - Advice (and how it should be organised)
    - Mentoring (and how it should be organised).
- Thinking of publishing journals, which areas are you most interested in?
    - Writing
    - Reviewing
    - Editing
    - The mechanics of setting up the journal and actually publishing it, using a publishing platform (i.e., getting to grips with the technology).
- What sorts of help do you think you would need for each of these and how do you think they should be delivered? e.g.,
    - Face to face (seminars and training workshops)
    - Online tutorials
    - Short videos
    - As printed documents
        - Manuals (if you have time, please evaluate the 'toolkit' developed for the project)
        - Short fact sheets
    - Other ideas you may have.
- If you become involved in publishing a journal, how much time do you feel able or willing to devote to this? e.g.,
    - Less than two hours a week
    - 2 – 4 hours a week
    - More than four hours a week
    - I'd prefer to give my time in blocks - e.g., one day per fortnight / month.

- Publishing a student journal would necessarily be a group activity. Have you engaged in group activities as a student before (e.g., working on group assignments)? If so, could you describe what you felt the advantages and disadvantages were? Are there areas of help you would need in order to manage the group dynamics of publishing a journal?
- What most motivates you about the idea of working on a student journal? What would you hope to get out of it? e.g.,
    - Getting published early
    - Improving your writing skills
    - Improving other practical skills
    - Honing your CV
    - You feel it would contribute in a practical way (i.e., not just as an embellishment) to your future career.
- If you were asked to set up a student journal as an assignment, what would most excite you about it? And what would most concern you?
- Are you familiar with the following concepts, and if so, could you describe briefly what they mean:
    - Style sheet
    - Copyright
    - Plagiarism
    - Referencing
    - Open Access
    - Double blind reviewing
    - Copy-editing and proof-reading
    - Publication date
    - Discovery systems.
- Again working in pairs, please consider again how you feel about working on a student journal, what most excites / alarms you, and what you would like the next steps to be. Please consider again how learning logs might help you. If possible, try to summarise areas where you'd expect to receive help from the university and areas where you'd like to do it on your own.
- Feedback from above.
- Wrap-up.

Appendix L: The Transcripts[37]

The following transcripts are presented in chronological order. They represent telephone interviews with contributors to the project from the University of Manchester. They attempt to capture the key points raised in the conversations, rather than offer a line-by-line record. The substance of the semi-structured interviews that took place with librarians from other universities in order to prepare the case studies is represented in the case studies themselves, which the librarians concerned have themselves vetted, so is not reproduced again here.

Telephone interview with Academic B, School of Arts, Languages and Cultures, Manchester, 7th July 2015

- The conversation with Academic B began with an account of how he started his own Linguistics journal, which he published on the OJS platform[38]. It has now been sold to a commercial publisher.
- Picking up on one of the key points discussed in the seminar (June 30th), he said that in his view learning logs could not be turned into articles and could not provide raw material for a journal article. They were more like blogs.
- His own journal was prepared with the help of a friend and not intended to include work by students. Student participants would need training, not just in authoring and reviewing, but other areas, such as copy-editing and typesetting. If there was money available, it should be spent on this. Students also need a firm understanding of copyright and Open Access, which are separate issues and 'tend to get too much conflated in popular discussion'. Authors need to understand what the rights are that they retain when they publish via Open Access.
- He said that he thought continuity (i.e., succession planning) would be a particular problem with a student journal. The medical journal was an exception: students studying most subjects are unlikely to be at the University for more than three years. A rapid turnaround of workers on the journal was therefore inevitable. Medical students are unique in not really having an undergraduate / postgraduate divide.
- He thought it was important to decide whether the journal would primarily publish the work of undergraduates or postgraduates. If it was for undergraduates, they should get formal credit for their work. They would also need more help than postgraduates. And they'd be less interested in the academic processes involved.
- He asked whether it was productive to try to cater for postgraduates and undergraduates at the same time. Currently his colleagues in Linguistics seem to be more interested in an undergraduate journal.
- Turning to topics, he thought it would be possible to set up a journal that embraced the Arts, Languages and Culture. But it would be best to put out feelers and see where academic

[37] Two other interviews took place with Librarian, Liverpool and JPUR 2. Although these were very helpful, they were not structured and, in both cases, arranged to check on details rather than provide new information.
Transcripts of these have not therefore been included.

[38] There is more information about this in the Powerpoint presentation that he gave at the seminar that took place on 30th June, which is included with the zip-file documents.

interest most lies. Are there particular communities at the University or particular disciplines that are very active in promoting student research?

Telephone interview with Academic A, School of Arts, Languages and Cultures, Manchester, 8th July 2015

- Academic A said she was a practical-minded person. She'd read the [original] Gold Leaf proposal[39]. She said that she thought what was now needed was to plan out how the work would be done and decide what the desired outcomes would be.
- She thought the report and its outputs should produce a sort of handbook on how to set up a student journal.
- The interview then focused on the Learning through Research initiative. She said it had been conceived as a way of maximising the benefits of the Manchester student experience: how the learning through research principle changes your life, expands your mind.
- She had talked about how a student journal should look to both students and staff, and conclude that it should be 'long and thin', not 'short and deep' – i.e., it should embrace a wide range of subjects and not concentrate on too narrow a canvas.
- She didn't think that learning logs could make much of a contribution to student articles.
- The journal should be for undergraduates and demonstrate why undergraduate research matters. She would not encourage postgraduate students to publish in an internal [to the University] journal, because she felt they should be getting their work published 'out there'.
- She said that her colleagues in Linguistics use postgraduate students as a 'second layer' of referees.
- Undergraduates wanting to contribute to a journal in order to enhance their job prospects would be best contributing in an editorial or reviewing capacity.
- The reason undergraduate research is important is that it enables progression to the 'higher levels' of research. Her colleagues are enthused by the idea.
- However, she thought that continuity, especially in the editorial role, would be a challenge
- The Learning through Research initiative has input from first, second and third years. For 2015 – 2016 cohorts, it will be launched in Week 6 of the next semester[40].
- Academic A suggested that a journal whose theme was Learning through Research could then either have sub-sections devoted to specific disciplines, or issues that covered separate disciplines.
- She said that there are a number of promising areas in which undergraduates carry out research: some third year dissertations in the Humanities are of high quality and explore new ground (whereas she thought that undergraduates in subjects such as Chemistry were 'unlikely to do something different').

[39] As mentioned in the main body of the report, it went through at least four iterations.
[40] At the time of writing, this week has just passed.

- Considering learning logs in more detail, she said that learning logs are not interesting to others: they belong to YOU. People don't write them for someone else. You can, however, write about learning how to research – this would need to be referenced – and it has been done, but some of the pedagogy is 'among the worst writing you could encounter'.
- She said that student research should assess new information discovered by the student and cast doubt on conventional wisdom: you need to do this in order to be successful in life. Enquiry-based learning may be achieved a) by asking your own questions and b) working out a structured scheme of how to carry out the work. Group work and learning logs may contribute to this, but they are not the work itself. Students also need to understand that not everything worth writing about is worth publishing.
- As well as the Learning through Research initiative, Academic A recommended the Q-Step project (funded by HEFCE and ERSC) as likely to yield promising material for articles. The Drama, Art and History departments are also 'doing new stuff'. There is so much good work going on and so many people involved in encouraging undergraduates to do research that Dr Börjars felt sure that the journal would happen, and said that she felt 'passionate' about it.

Telephone interview with Teaching and Learning, Manchester, 8th July 2015

- The Learning Development Manager said that she hadn't attended the SOAR steering meetings, but had been brought into the project for her enthusiasm. She wanted to help students to:
    - Get published
    - See the other side of publishing: what it means to publish
    - Validate their work outside the project:
        - What it's like to learn
        - How they learn
    - Make their cognitive work more visible.
- She said that not all students are doing 'straight' research, but all are learning, whatever the output is. She then came to discussing learning logs (she trains students in how to set up and use them). She said that, in the context of the journal, she sees the learning log as providing a place in which they can record their thoughts and make a note of what they're doing, including references to formal articles. A learning log would therefore become a source of material, not the **actual** material. It would set the context. Per se, it wouldn't necessarily be of interest to anyone else. She understood the need for developing a robust methodology for a journal article and also Academic A's concerns that learning logs should occupy an appropriate place in the learning experience.
- She thought the journal had great potential and that being involved with it could change someone's entire career. She said that it could 'really affect what students get out of their time here'. There are many drivers towards making it succeed at the University. From the students' point of view, working for the journal would give them another way of looking at what they do: that it isn't all about getting marks for their coursework.

- The Learning Development Manager said she was very keen on exploring ways of 'letting students know how incredible they are'.
- She works with a roster of students paid for by the University to help with some of the projects she's involved in[41].

Telephone interview with Student B, Medical School, Manchester, one of the original MMS journal student editors, 10th July 2015

- Student B was one of the members of the original MMS journal student editorial board and jointly presented (with Student A) at the seminar that took place on 30th June.
- Student B said she would continue to support the journal in the 2015 – 2016 academic year, by helping with training and reviews, but would no longer be a student editor.
- She said that she and Student A (the founder of the original student editorial board) intended to hold a recruiting day for reviewers in September 2015.
- She offered to help recruit students to attend the workshop.
- Asked what support she received when she started working on the journal and whether this matched the support she felt she really needed, Student B said that she received mentoring from both MUP and the medical school and had found this very useful. However, she would also have liked the following:
    - Workshops on the OJS platform
    - A workshop based on the Toolkit
    - A 'source of advice on tap'
    - A directory of people to contact for help
    - A network of people outside the University who might also be called on for advice, e.g., on copyright and Open Access
    - Instruction on how to cope with time management issues
    - Any other tools that might be useful that might be known to others.
- She also said that management of the journal and working together as a team had been an issue. Clashes had occurred between the student members of the editorial board. She felt their roles had lacked definition. 'Some students feel they can take charge and claim roles for themselves in a non-democratic manner' and then treat others badly because they believe themselves to be in charge. She felt that, as students, they should all behave as professionals, especially when they were all working towards the same goal.
- When setting up the journal, the editorial board had agreed to accept articles from a specific cohort of students. However, some of these were not really suitable and should have been vetted for quality more closely before they were entered into the reviewing process.

[41] Some of these students later participated in the focus group meeting.

- The concept of reviewing was new to the student editors and there were some things they didn't get right: for example, they failed to get rid of factors that identified the authors before the articles were sent for review.
- The work submitted was not as original as they had hoped for and not always presented in an 'article style'. For example, one of the submissions was based on a dissertation that had been awarded a distinction, but the author had not changed the way that it was written to make it more suitable for an article.
- Student B felt that the University needed to provide more training in academic writing, what makes a good article, and how to turn a previous piece of work into a good journal article.
- The editorial board had tried to provide some guidelines to how to write, but, having seen the articles, they realised that these needed amplifying quite considerably. MUP were helping, and it was hoped that some revised guidelines would be available by the end of the summer. [Student B said she would send these when ready.]
- Guidelines for reviewers were also devised, though she felt that the reviewers had not stuck to these 'as much as using their own judgment'. They were primarily asked 'is this a suitable topic for the journal?' and 'can it be worked on to get it up to scratch?' She said that more work would be done on reviewers' guidelines in advance of the publication of the second issue.
- There had also only been five reviewers involved. The editorial board wanted a larger number of reviewers next time, to make the reviewing process fairer and the articles assigned to each reviewer more aligned to their areas of expertise.

Interview with Librarian, Manchester, Friday 10th July [another call also took place later in July]

- Librarian, Manchester said that she thought that Student A, Medical School, Manchester, and the other student editors had tested the OJS platform.
- The management team at the Library had been testing it to see how students could upload articles on to it.
- She said that further OJS testing should look at workflows, the interface, the language used and the architecture and identify areas in which these were confusing from a student's point of view.
- Librarian, Manchester said that the Library had paid for installation for three journals, one of which (not a student journal) was started in 2014. The University makes an annual payment of £1,600. It has paid for access to support.
- OJS was chosen because it includes a production system and a reviewing system. Other platforms are essentially just like blogs (e.g., WordPress, which has been used to publish a student journal at Edinburgh).
- Academic B, School of Arts, Languages and Cultures, Manchester, had given a training session to Frances Pinter and two other colleagues at MUP.

- She said that the manual needed upgrading to be more comprehensive.
- On the Toolkit, Librarian, Manchester, said that she thought it needed to be dressed up with commercial applications to make it look glossier and more like a brochure.

Telephone interview with Student A, Medical School, Manchester, 15th July 2015[42]

- Student A said that the MMS journal had been conceived as part of a discussion between himself and Faculty at the Medical School and Frances Pinter about Open Access. He'd said he wanted to 'start off a new journal'.
- MUP had advised him not to use Eprints.
- He said that the MMS journal team was not ready to upload anything to the OJS platform yet, though they could perhaps help with some 'dummy' material for the workshop.
- He thought that the manual needed a 'serious upgrade'.
- He was proud of the fact that a system had been set up that allowed students to do some of the reviewing, and keen to ensure that they also got feedback on their critiques.

Telephone interview with Academic D, School of Arts, Languages and Cultures, Manchester, 16th July 2015

- Academic A recommended that Academic D should be contacted for more ideas about what to publish.
- She said that she ran two courses which might produce journal articles, one on Phonetics, which teaches students how to conduct basic analysis using skills learned in class, and one on Cognitive Research Analysis, which is a Level 2 course mostly taken by second year students.
- She said that some of her students had already published their work, including a final year student who took the Level 2 class last year.
- In most years there is a wide range of ability among the students, which is reflected in the projects they choose. Some are very basic, some reflect the students' high ability. Every year a few students produce some good quality research.
- She said that Academic B and Academic E, both School of Arts, Languages and Cultures, Manchester, have students doing the kind of research that could result in a journal article.
- Academic D said that she would be interested in getting involved in the journal, although she is on research leave until Semester 2 of the current academic year. In general, she is very interested in research-led publishing.
- She said that all researchers need guidance in how to publish, especially an understanding of how to make data publicly available. Otherwise there is a risk of misuse of these data.

[42] These notes supplement the presentation that Student A gave on 30th June, the Powerpoint version of which is included in the zip file.

- A bid for some funding for taking the journal forward would help, and would be more likely to ensure staff involvement. Academics would be unlikely to want to devote time to the 'administrative-type tasks' associated with journals publishing.

Telephone interview with Manchester University Press 1, 12th August 2015

[Manchester University Press 1 also participated in many e-mail exchanges and set up access for Consultant 2 and Linda Bennett to Manchester's OJS platform.]

- The MMS journal was set up before the SOAR project began. It has yet to publish its first issue.
- The first issue was planned for spring 2015 and then postponed until autumn 2015. It will probably be published in January 2016.
- The OJS system won't be used for the first issue, but the students will try to use it for the second issue. [Note from LB: from the workshop, my understanding is that the students may use OJS to carry out some of the tasks associated with the first issue. However, it was not used for the reviewing process or to communicate with authors.]
- Simon Bains had been involved in setting up other OA journals and was keen to do this at Manchester. Two have now been set up. One is the MMS journal. The other, run by an academic, is called the James Baldwin Review. It is published through MUP and involves one academic based at Manchester and two at Northwestern University (USA). She said that she thought this journal had good aims, but needs resources.
- Manchester University Press 1 said that the student journal needs different kinds of support from the academic journal.

Telephone interview with Manager, Directorate for the Student Experience, and Research Office, Manchester, 23rd September 2015

The Teaching and Learning Manager supplied documentation about the Learning through Research project and also tried to help to obtain students for the in-depth interviews.

- The Teaching and Learning Manager said that the Learning through Research project was about how to embed a culture of research skills among undergraduates. It plays on Manchester's research background strengths.
- Research is Goal 1 of 20/20 Vision. What does this mean for undergraduates? How can research skills be brought very early into the undergraduate curriculum?
- The idea of Learning through Research is that it is embedded into the whole degree. There was therefore recognition that the concept needed to be promoted in as many ways as possible.
- There have been small successful bids for funding made by members of staff to promote specific areas of research. For example, Academic E, School of Arts, Languages and Cultures, Manchester, has made a linguistic map of the UK identifying different names for bread rolls in different regions, in collaboration with student researchers. Such work is

often outside the curriculum. The challenge then is how to publish / disseminate it. It's also necessary to understand the extent to which the students were involved.

- The focus of Learning through Research is less about the end product and more about how students arrived at it. They learn how to cope with 'dead ends' and not knowing the question as well as not knowing the answer, so that they can cope with such issues when they carry out their more thorough final-year projects. It's about a process, not an outcome.
- Learning through Research is about the Manchester learning experience, so it is hoped that all the schools have engaged with it. It is part of the refreshed teaching and learning 20/20 initiative. Some schools have been more explicit than others about it, and developed more support materials. To take the journal project forward, it would be useful to know who is doing what and whether there's any best practice to learn from.
- It's about equipping students with skills: not just 'what I've done', but also 'what I've learned'.
- A useful exercise for students might be to contrast two articles from different journals, critique the way they are written and how they might be improved.

In-depth telephone interview with postgraduate student in the Faculty of Life Sciences, 2nd October 2015

This student won an award as a result of some work done through the Learning through Research initiative.

- I have published already, but in Maths. Generally articles in the Life Sciences are presented in a different way from articles in other subjects. Would-be authors need training how to do this. I did a placement year in the USA, where I was taught how to format data, process images and obtain the correct resolutions, etc. [Manchester] University does help with this kind of preparation, but not enough. I used guidelines for the article that won the award. Guidelines are useful.
- I'd mostly want online guidelines, including any specific formatting requests for that particular journal. A basic Word document would work for all the general stuff, plus specific information: for example, if you use an expression for a particular protein, you'd have to send raw data and an image to prevent unfair manipulation. Then also you'd have to plot data on graphs. I'd expect the journal to ask for as high res an image as possible. You'd have to say whether you wanted it in colour or black and white (journals charge more for colour). You'd expect to know the specific length of article they wanted. The journal I wrote for was Open Access (similar to PLoS One). I didn't get any direct advice (i.e., from an individual) at the time. I've received it since at conferences.
- I haven't been a reviewer. I might be asked to be one when I'm doing my post-doc. I'd be interested in doing reviewing now: it could help me to further interest in my subject. I'm not sure if I would submit to a student journal, partly on grounds of quality but mainly because it would preclude me from submitting to a professional journal. And my data are not my own: they are collectively owned. In my field, you can't write a paper using just your own data.

And the others who collected the data might not want it to appear in a student journal. I'd be happy to edit or review for a student journal, but not write for it. I would be interested in helping other students in this way and could give contacts who would give advice.

- A student just starting out would need all the forms of support you mention, in as many formats as possible. What format you like depends on personal preference. The Toolkit seems very comprehensive for editors, though I didn't read it, I just skimmed through. It's a good starting point. You'd need a similar document for writers.
- An online resource would be useful for authors as well as editors.
- The article I told you about took a couple of months. The preparation was done mainly at the placement university and it probably took me one month to write after I got back. The data were generated over the year. There were 30 pages of figures. Preparing the figures also took about one month.
- I'd be able to giver 2 – 4 hours a week to helping students who wanted to set up a student journal. I'm not very flexible, though, because I do experiments and I have allotted times in the lab.
- I think I'd be OK with coping with the group dynamics of a student editorial board. There would be meetings and the disadvantages of discussion in meeting is that there are always differing opinions. I'd expect to be met halfway. Then there would be the issues of keeping everyone to the time schedule and fitting in with each other's deadlines. Co-ordinating everyone by e-mail can be quite difficult, so I think meetings would be better, despite the social dynamics. I've had to work with some difficult people. There are always ways round disagreements, but both sides have to agree. I think a lot of it would be down to having an equitable distribution of the work. You can get more things done in a group that works well than individually. Even having two people working on the same thing and giving each other feedback is useful – e.g., for the editorial board.
- I think that the benefits of a student journal for me personally would be helping other students. For undergraduates, it could be getting published early in your career (perhaps after a summer project).
- The university would need to help authors. I wouldn't be interested in getting involved with the software: I'd want someone else to do that. I'd only be interested in reviewing if the journal were in a field affiliated to mine. I would expect a student journal to operate the same rigorous reviewing process as a conventional journal.
- The main obstacle as I see and have already said is that you don't own all the data in my field, it's jointly owned with colleagues; and all of us will want to publish in the highest level journal possible. In some cases, the data may belong to the University.
- I don't think it should be too multi-disciplinary. That would make it neither here nor there. The articles might not all be of the same standard. No academic or even undergraduate would want material from a journal in Medicine that also deals with the Humanities.
- I would like to help, but I'm not sure how useful I could be, because I think you best bet would perhaps be to concentrate on the Humanities. Grant funders might not recognise a journal like this.

In-depth telephone interview with third year Linguistics student, 5th October 2015

- I haven't myself had work published, but I've worked on a few pieces that have been published, via a project that gave students funding to get research experience by collaborating with academics.
- The academics I worked with helped me, not so much in terms of getting my work published, but by helping me to acquire proper skills: skills you don't get in class. This was very useful and also quite a good way of getting to know the lecturers. Linguistics lecturers are very proactive.
- Mentoring would be really helpful. However much you read, having someone there to talk it through or give pointers is fabulous. I'd like a basic fact sheet describing the journal submission, review and acceptance process.
- I'm more interested in writing than editing, but I know a lot of Linguistics students who would be interested in getting involved in the full mechanics of journals publishing.
- Students would need support in all areas of the work. Learning how to use OJS seems to be necessary for someone who has no experience in it. The Library should run workshops on writing and reviewing. There are some people out there [in Manchester] doing it. Collaboration with the medical students would be useful.
- Because Linguistics is only a three year course, you'd have a very fast turnover of editors, unless you started with second years. I don't think learning logs could supply material for research. Dissertations could, but they're probably too long: you'd need advice on how to cut them down. Some essays written in the second and third years are 'hard core stuff' and shorter than dissertations.
- Publishing short 'flash' pieces and opinion pieces in the student journal sounds interesting. In Linguistics, I think you could ask academics to write short pieces on the work they're doing and perhaps include a few pointers of what they've found out so far.
- Across the thirty-odd semester weeks of the academic year, I'd be uncomfortable about committing more than 5 hours per week to a student journal. And this would have to depend on deadlines for my academic work. Students who want to go into publishing might be prepared to commit more time than this.
- I think it would be good to have someone from the University staff to head up the journal, but it would be a lot to ask of someone. It would have to be someone with a good knowledge of the field, someone who could say 'yes, this idea is a good one for a publication' or 'this idea is completely ridiculous'. You'd need that person to mediate if there were problems with group dynamics.
- I think one of the main benefits I've received from what I've done is working with academics, finding out what they all do and how the publishing process works. A lot of students would really enjoy getting published early: it wouldn't be the same as getting published in a mainstream journal, but it would still be good, and help with CVs. I can think of a few people who'd like to work on an editorial board. Because the journal would be student-led, this would be quite impressive.
- My main concern would be the time commitment. If the editor were in the third year of a three year course, they'd have to spend time not only working on the journal but also

handing over to the next editor, and there'd be your academic work to do as well – unless there was a plan to train the next people in some other way or start off with second years.

- I wouldn't mind if the journal didn't focus on a single subject: multi-disciplinary is very good for our department. It could be combined with English Language, for example. It would be more difficult to work out if it could combine with something like Psychology, but I suppose it could include multi-disciplinary articles as well as ones devoted to a specific topic.
- I'm very interested in the idea. I'd like to get involved and so, I'm sure, would loads of others.

In-depth telephone interview with third year Geochemistry student, 6th October 2015

- I haven't published properly, but I've been asked to write articles in journal format to prepare for tutorials.
- It wasn't part of Learning through Research. It was just part of the tutorial programme, to help Year 2 students to understand the process and show us how to read journal articles, structure our writing, etc. We were given advice from our tutor in the form of handouts. We went through some journals ourselves and gave feedback on what we read. I think you'd need more help if you were actually working on a journal yourself. The idea would be to have an informal mentoring programme with a researcher (there are plenty in the University) to guide you. Some decent printed resources would also help. As an author, my questions would be mostly about format: how to write an abstract, an introduction and a conclusion. They're similar, but serve subtly different purposes and I'd want to know how best to tackle them.
- I'd mostly want to write for the journal. I'm interested in an academic career. However, I'd also be interested in reviewing, because this is also important for a career in science. I wouldn't be interested in editorial work or running the platform.
- I'd be prepared to commit 2 – 4 hours per week, depending on what sort of week I was having. Certain weeks are more busy for me than others. If it was one of my more intense weeks, on the whole I think I'd manage on that basis. If it was related to my project work, I'd want to do it.
- Group work does present problems. You can't be prepared for the difficulties you might encounter, but if it was set up within the department I'd expect the most motivated students to get involved.
- It should be run by students with an academic liaison committee and mentors, but they shouldn't exercise rigid control.
- I'd want to do it to further my career. For all scientists, the ability to communicate science in a lucid way is a big part of the job.
- I wouldn't want to work too much with other disciplines. I'd want it to be roughly faculty-specific. In this I'd include Life Sciences and Earth Sciences. I'd be happy to work with people with similar but not the same interests.

- It would need to be well set up and run in order for the students to have the motivation to do it. A good amount of guidance would be needed. Mentoring is ideal: you wouldn't want to disappoint your mentor.
- I think it should be neither too wide nor too narrow in scope. I think it's a brilliant idea. I'd like to get involved.

Interview with Academic C, School of Earth, Environmental and Atmospheric Sciences, Manchester 6th October 2015

- I couldn't be more supportive of getting students to publish, but having started an electronic journal ourselves, I know it is very time-intensive.
- Students would need to invest a lot of time and they'd turn over every year.
- If I were to look at the investment of my own time versus the time given by my colleagues to work with students to help them submit to a peer-reviewed journal, I'd say it would be more satisfying to help them contribute to a 'real' journal. If the purpose of the journal is just to advertise student projects, you could create a portal.
- I wouldn't give a project to a student unless I thought the outcome was publishable, and that applies to every dissertation student I've had for the last twenty years. But most don't put in the effort.
- It is both a strength and a weakness of the UK Higher Education system that you have to do a dissertation, but not everyone is capable of doing the research. Even the best dissertations I receive are weeks and months away from being publishable. And if they were got up to scratch – perhaps with help from MUP – they wouldn't be able to publish elsewhere.
- When will they invest the time? The publishable projects are carried out in the second year. It would take weeks and months after that to produce something in a publishable state and then 6 months to one year to get it through the review process.
- I've encouraged the best of my third year Meteorology students to work hard to produce something publishable, but none has ever published unless I've taken the lead and revised, formatted, etc. the article. Students have other priorities.
- Graduates say they're willing to publish, but even then I've always had to do the bulk of the work. When in the academic year is all this going to happen? It's a question of time.

Appendix M: The Toolkit

Guide for journal editors

Contents

Why be an editor?

Being a journal editor can be hard work, enjoyable, frustrating, fascinating aggravating and enlightening – frequently all at the same time. Editors have a vital role to play in the publication and dissemination of scholarly research – they ensure the quality and integrity of their discipline by selecting the best articles to publish and helping authors to improve their papers. To be a journal editor is to take responsibility for representing your discipline – selecting articles which add to the body of knowledge and ensuring that only good quality research is disseminated. As a personal benefit, it will ensure that you are constantly kept at the leading edge of your discipline, and being able to read about new studies in advance of publication is a privilege that few are allowed. Being an editor can also put you in contact with the leading thinkers in your field, whether as authors, reviewers and other editors.

The qualities needed for an editor (in addition to subject knowledge) are good judgement, organisation and decisiveness. If you have these then not only will you benefit the journal that you manage, but you will also benefit hugely from the experience. Being an editor can be a good career move.

The journal process from submission to publication: overview

What happens during the life of an article?

Articles are written for a variety of reasons, but most authors have two main purposes: (1) to tell people about their research, and (2) to build their career. Publishing in the right journal will enhance their reputation as other people read, cite and refer to the authors and their research. Equally, publication of research helps to build and support future studies. It is important for editors to understand what drives authors, so they can ensure that their journal performs the functions that authors want and need: publication, dissemination and building of reputation. Editors also need to ensure that they provide the right services: timely and constructive review and comment, and quality production and publication.

The steps an article will (or should) take are as follows (note that this is a summary – the detail is provided in the appropriate sections below).

- Before submission:
    - Some authors will make pre-submission queries – asking if you might be interested in their article. You should make sure that you never promise to publish, but tell them whether their proposal sounds interesting or not.
    - You may also commission articles – perhaps you've heard someone speaking on an interesting topic, or you know someone who has some interesting research that you would like to publish. Again, make sure that you do not promise to publish (because they may write something terrible), but equally you must be positive (otherwise you would not be asking them).
- Submission – editorial first check:

- A quick check of the article should be done to confirm that it is worth considering – so you can immediately reject totally unsuitable articles.
- Also check that all elements have been supplied – figures and tables if they are mentioned in the text, references, author details, etc. – if not, you need to get these before you move onto the next step.

- Selection and invitation of reviewers (see also the section below):
  - The editor needs to identify suitable specialists who can evaluate the article and provide advice to the editor about its suitability for publication. The number that you invite is determined by the journal, but usually two reviewers are used.
  - Note that some articles may not be reviewed – e.g. letters to the editor.
  - Note also that if you have invited someone to write an article, you should still review it – even the top specialists can make mistakes.
  - Reviewers should be invited (usually by email), given the title of the article and an abstract or summary, and the date by which you would like the review returned. Do not give them the authors' names at this point (if using a single blind peer review system).
  - If the reviewers agree to review the article, send it to them.
- Reviewing and decision-making (see also the section below):
  - You may need to chase and remind reviewers to send in reviews.
  - Check what the reviewers say, and also read and comment on the article yourself – remember that the reviewers are providing (specialist) advice, but it is the editor who makes the final decision and takes responsibility for this.
  - The editorial/publishing decision and any useful comments from the reviewers should be sent to the authors.
  - The decision may be: (1) accept, (2) reject, (3) accept if revised/corrected or (4) reject but welcome resubmission after extensive revision.
  - You should provide the authors with the reason for your decision.
- After acceptance:
  - After an article has been accepted it moves into production.
  - Some journals work on a **flow system**.

    Each article enters and moves through production as it is ready.
  - Some journals work on a **bulk system**.

    The editor collects all articles for an issue, and only when they are all in and accepted do they move into production. (This is similar to the way in which most books are produced.)
- Production (see also the section below):
  - Copyediting: articles need to be read and corrected to ensure they are in the house style (spellings, references, etc.). They also need to be read carefully to ensure they really make sense and nothing is missing. Sometimes queries arise at this point that need to be answered by the authors.
  - Typesetting: when an article is ready it is set into the house design style.

    - Proofing: authors should be sent a copy of their articles to check – mistakes can happen during copyediting and typesetting. The editor should also see the typeset articles and check them to avoid any errors.
    - Correction: when an author has returned their proof any corrections should be collated with those noted by the editor.
- Final proofs and issue collation:
    - In a bulk journal all the issue articles will be collected together and sent for correction together – as an issue.
    - In a bulk journal the proofs will already be paginated and in the correct order. At the final issue stage the additional pages will be added (e.g. author guidelines, editorial lists, adverts, etc.) for final checking.
    - In a flow journal each article is sent for final correction and when corrections have been done the articles can be called 'held for press' – ready for issue selection at a later date. At this point they may be uploaded onto the website as an ahead-of-print article.
    - In a flow journal the articles are selected for publication in an issue at the schedule date: the editor selects and orders the articles they want to put into an issue, tells the production editor and is sent a final issue, paginated, proof with table of contents and extra pages (e.g. author guidelines, editorial lists, adverts, etc.) for final checking.
- Publication: once the final corrections have been made the typesetter will generate the files needed for:
    - online publication (to be sent to the website managers)
    - print publication (to be sent to the printers).
- Post-publication:
    - The editor should alert the authors that their article will be published and encourage them to promote it (see the separate resource on this).
    - The editor should email all the reviewers (of the accepted articles) to thank them and say that the articles they reviewed will be published.
    - The editor should liaise with the journal's marketing contact to make sure that notifications are sent out – email alerts, Tweets, social bookmarking, etc.– to tell people that the new issue has been published. Some notifications are better received (and only allowed) if sent by the editor, others can be sent by MUP.

Editorial responsibilities

As the journal editor you have responsibilities that must be taken seriously:

- To authors:
    - To treat their submissions in confidence (do not talk about them outside the editorial board and publisher until after publication).
    - To be timely in your communication and work – not to delay anything without good reason.
    - To communicate clearly and reasonably – ensure that you are clear about anything that you ask them to do (e.g. revisions to the manuscript) and that you do not make unreasonable demands.
    - To be polite and professional at all times.
- To reviewers:
    - To send them only articles that are worth considering – you should not waste their time on an article that you know you will reject, for example.
    - To make reasonable requests – the amount of time you give them and the type of feedback you require.
    - To treat their communications as confidential – so if they provide confidential information you do not reveal this (e.g. comments about an article that are for your eyes only).
- To the publisher:
    - To avoid bringing the journal into disrepute by publishing bad quality articles, slandering the journal in public, behaving unethically or working inefficiently and delaying publication.
- To the editorial board:
    - To treat their opinions and viewpoints with respect, to make reasonable demands of their time.
- To readers:
    - To ensure that you publish to the highest standard and that you exercise good quality control so they can trust the journal.

As a journal editor you must always be polite and professional and show good judgement. You need to take advice and defer to the judgement of specialists, but you must also be decisive and firm when you make decisions. And finally, you need to be able to reconsider a decision if the circumstances require this.

Editorial boards

Who are they?

Supporting the editor will be an editorial board (perhaps you have an advisory board, a section editors board and a general board – journals differ). Editorial boards usually comprise specialists in the subject discipline.

What do they do?

This varies between journals. Some journals use their editorial boards as their core reviewers. Others sometimes ask them to review but rely on them to provide advice on the direction and coverage of the journal – providing advice about changes and suggestions for how to develop the journal.

Several journals have a smaller group of editors (sometimes called deputy editors, associate editors, advisory editors, section editors etc.) that provide more hands-on help to the editor. Frequently they will be allocated specific articles to manage through the reviewing process, only involving the editor at the final decision stage. Frequently journals with this system have regular meetings of this group to discuss articles submitted and reviewed and to make decisions by consensus rather than leaving it to the editor alone.

Making the most of your editorial board

In many journals the editorial board members are hardly involved with the journal, but this can be a waste of resources. In addition to using the editorial board as a valuable pool of reviewers they can also provide the following services to the journal:

- Recommending potential authors who can be commissioned to write for the journal.
- Advising the publisher about conferences and meetings where the journal can be promoted.
- Providing information about changes in the discipline and suggesting new avenues for the journal to cover.
- Writing articles, editorials, letters, etc. for the journal.
- Persuading colleagues to write and submit their work to the journal.

The managing editor

Some journals have a managing editor. This person works as an assistant to the editor, maintaining the reviewer database, sending out reviewer invitations, liaising with authors, doing the first check on submissions, etc. This position ranges from a junior administrator to a senior position with some responsibility for editorial judgements. If you have a managing editor you should be working very closely with them – sometimes on a daily basis – to ensure the smooth running of the journal. However not all journals have a managing editor – smaller ones rarely do. If there is no managing editor then the administration of the journal (reviewer-database updates, liaising with authors, etc.) falls to the editor.

Peer review

Peer review is one of the cornerstones of quality scholarly journals. Readers trust journals that peer review far more than other resources that are not peer reviewed (see CIBER report 2013. Trust and authority in scholarly communications in the light of the digital transition http://ciber-research.eu/download/20140115-Trust_Final_Report.pdf).

However, before you send for review, when an article is first received you should give it an initial check to ensure that it is worth considering – you do not want to waste the time of reviewers.

Guidelines – what do you want reviewers to do?

Before you ask anyone to review something for you, you must know what it is you want them to look for. Several journals provide detailed guidance for their reviewers – but many do not.

It is worth looking at the guidelines for ethical behaviour given by the Committee on Publication Ethics (COPE) – although this doesn't state clearly what journals should ask reviewers to look for, it does provide excellent guidance on how they should behave when asked to review: http://publicationethics.org/files/Peer%20review%20guidelines.pdf

Of particular importance is that you must clearly explain to reviewers what the aims and scope of your journal are – what do you want to publish and for whom are you publishing it? This will help reviewers to advise you whether an article is suitable.

Different disciplines may want their reviewers to look for slightly different things. For example, a medical journal may particularly want the reviewers to check the ethics of the underlying research, whereas an English literature journal may want the reviewer to particularly focus on the cohesiveness of the article argument. However there are many similarities between journals and you should always ask your reviewers to check these key issues:

- Has the author done sufficient research to support the article (i.e. have they used the right sources, have they made it clear that they have a detailed knowledge of the topic)?
- Are the arguments made clear and well structured (i.e. is there a logic to the argument and do the authors make their points clearly)?
- Does the article add to the body of knowledge (you do not want to simply repeat what is already known in the area)?
- Is the subject of interest to your core readership?
- Should you publish this article or not?

You may also ask for more detailed comments:

- Is the title suitable for the article?

- Does the abstract correctly represent the article and is it well written?
- Would the article benefit from more or fewer figures/tables?

You will also ask the reviewers if they wish to make any comments specifically for the authors – some reviewers may have specific questions about the manuscript for the authors to answer.

And finally, you should ask the reviewer if they have any confidential comments to make to you, the editor. These are sometimes concerns about the way the research has been done or has been written up, but are not suitable to be directed at the author. These comments may be useful to you, and you may want to incorporate them into your comments back to the author, but remember you should only send the author comments that are useful and relevant – do not be tempted to send complaints to them.

Finding and choosing reviewers

How do you find suitable reviewers? You can ask authors to suggest people, but be careful of this because they are unlikely to suggest someone who will be critical. You may have access to a database of people with their areas of expertise identified – this is a great resource and can help you to find the right people easily. You can also check out other publications to find who is publishing in this area, and contact them. You can ask your editorial board – and of course you can use your editorial board to review. Finally, you may find suitable people in the references of the article in question.

Double-blind, single-blind and other types of review

The identities of reviewers may, or may not, be revealed to the authors. Likewise the identities of the authors may be concealed from the reviewers. If the identities are kept hidden this is called 'blinding'.

You should be aware of the different systems for blinded and open review, as you may be asked about them by authors and reviewers. There are four basic systems for blinding reviews in current use:

- Double blind – neither the authors nor the reviewers know each other's identity (used by the majority of MUP journals):
    - Advantage: there can be no bias on the part of the reviewer against the author, and they will feel free to say what they want.
    - Disadvantage: not knowing the author may hamper evaluation of the article, and the reviewer may be rude and unhelpful if they know that the author will not know who they are.
- Single bind – the reviewer knows the identity of the author, but the author does not know the identity of the reviewer (used by about a third of MUP journals):
    - Advantage: the reviewer will be helped by knowing the identity of the author (because they may know their other works and their reputation), and will be free to make comments knowing that their own identity will be kept secret.
    - Disadvantage: the reviewer may be biased by the identity of the author (either in awe of them, or disliking them) and may be rude and unhelpful if they know that the author will not know who they are.

- Open – both identities are made known to each other:
    - Advantage: there is transparency between authors and reviewers, and reviewers may be more helpful because they know the author will be given their names.
    - Disadvantage: reviewers may be biased by the identity of the author, and equally may not feel able to be totally honest if the author is somebody senior.
- Public – both identities are made known to each other and the reviews are published alongside the article:
    - Advantage: as above, plus the readers will be able to read the comments made about the article.
    - Disadvantage: as above, and comments made may be unhelpful out of context and may no longer be relevant to the finished article.

The reviewing process

After identifying the reviewers you want to check the article, you should follow these steps:

- Invite the reviewers – give them the title and abstract of the article and the time when you want the review returned:
    - If they agree, send the article plus the review form (if you use one).
    - If they do not agree, you need to find someone else.
    - Some editors ask many more reviewers than they need, because so many say no, and then go with the first two or three (depending on the journal) who accept.
- When it is close to the date you wanted the reviews returned, email a reminder to the reviewers:
    - … you may need to send further reminders …
- If a review is not returned:
    - You need to decide how much extra time you are willing to give the reviewer.
    - After this time you should email them, thank them, and say that you are no longer expecting a review.
    - And then you need to find alternative reviewers and invite them.

Making decisions

One of the key duties of a journal editor is to decide what to publish, and when an article is ready to publish. Sometimes this is straightforward, but often it can be more complicated.

Responding to reviewer comments and recommendations

The reviewers will have made some comments and a recommendation. Your job is to judge whether you accept their recommendation or not. Although they are specialists and their recommendation must be seriously considered, there may be times when you disagree with them and when you think they have misunderstood the article. As editor it is within your right to overrule their recommendations, but make sure you have a good reason to do this.

Another common problem is that one reviewer will say one thing, and the other will contradict them. This is where your own judgement is so important. You (or the allocated section or associate editor) must always read the article and make your own decision. You should then compare this with those of the reviewers. Where two reviewers have conflicting comments you need to adjudicate – and only if you cannot should you send to another reviewer for clarification.

Equally, you may not agree with all the suggestions made by the reviewers – one may ask for changes that you think are unnecessary, or that you think are actually wrong. Again, you must make a decision – but ensure that you have a good reason for your decision.

What decisions can you make?

After the article has been reviewed you should choose between the following four decisions:

- Accept with no changes:
    - This is relatively uncommon (most articles need some corrections).
- Accept with changes:
    - The article needs some changes, but if they are made satisfactorily then you would be happy to accept the article.
- Reject but invite a resubmission after substantial changes:
    - The article needs substantial changes, but you would welcome a resubmission from the authors after revision – the resubmission will be treated as a new article.
- Reject no resubmission:
    - The article is considered unsuitable for publication in the journal – usually because of problems with the research, or because you feel that it does not add anything to the body of knowledge.

Note that if you 'accept with changes' you should instruct the authors to indicate where they have made changes, and where they have addressed the suggestions made by reviewers and by you. In some cases you can judge whether they have properly addressed any problems and make a decision (to accept, or ask for further changes). Sometimes, however, the changes are sufficiently important, or sufficiently great, to warrant sending the article out for review again – perhaps to just one reviewer, and perhaps to the same reviewers who saw the original manuscript so they know what changes were asked for and can judge if the author has made them satisfactorily.

What happens when an author disagrees?

Authors will not necessarily agree with the changes that the reviewers and you have requested. Sometimes they will be right to resist making these changes. You should allow authors to make a case for leaving parts of their article as originally submitted, and make a judgement whether you agree with them or not. It is possible that you and the reviewers made a mistake, or misunderstood what the author was saying. Always allow for errors.

Appeals – when authors disagree with a rejection

When you reject an article it is good practice to tell the author why you are rejecting it, and if possible to make suggestions for what they could do next. If you think there are other journals more suitable for the article, it is helpful to suggest these. If you think there are flaws within the research you should tell authors this – to help them with their next research project.

However, sometimes the authors will disagree with you, and you should allow them to make a case for their article to be accepted – to make an appeal. You should have a policy for how you will deal with appeals. Usually the article will be handled by a different editor who will look at the reviewer and editor comments and make a judgement – whether to reconsider the article or not. It is usual for authors to have only one chance of appealing.

Ethical problems

Ethical problems occur frequently in some journals and rarely in others. Fortunately there are internationally accepted guidelines and codes of practice that can be used to help when something happens.

The Committee on Publication Ethics provides several useful resources:

- COPE Guidelines for editors and reviewers: http://publicationethics.org/resources/guidelines
- COPE flowcharts – what to do when a problem happens: http://publicationethics.org/resources/flowcharts

All authors are expected to adhere to international ethical standards. These include ensuring that their research conforms to institutional and international standards with regard to confidentiality, data protection, plagiarism and rights, and that they have not fabricated any information. You should always refer to the MUP Journals Publication Ethics Statement: http://www.manchesteruniversitypress.co.uk/MUP_Journals_Ethics_Statement.pdf

Author problems

Authorship can be a problem – authors being missed off lists, added without their knowledge or appearing in the wrong order. Any such problems must be sorted out by the authors themselves, although they frequently try and involve the editor. If any such problem happens, you should instruct authors to sort it out, and hold the article (do not publish it) until they do.

There are guidelines as to the criteria for authorship. These come from the ICMJE (International Committee of Medical Journal Editors – but they are not only for medical journals). If you have any problems with claims over authorship, direct authors to use these criteria: http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html

Example authorship problem

Journal X had accepted an article and scheduled it for publication. It was considered an important article and was going to be fast-tracked into the next issue. Mr Y contacted the editor to say that he should be included as an author. The corresponding author separately contacted the editor to say that Mr Y might be in touch, and that he was not suitable to be an author. The editor wanted to publish the article, but could not ignore the problem. Therefore she wrote separately to each of the named authors and required them to assert that their contribution agreed with the ICMJE guidelines and that they were not aware of any author not listed who should be included. She also required the corresponding author to give a reason why Mr Y had been excluded. When all authors had responded, and none had identified a missing author, and the corresponding author had given reasons why Mr Y was not included, the editor decided to go ahead with the article without changing the author list. She then

emailed the corresponding author and Mr Y to tell them of her decision, and that if Mr Y was able to justify inclusion (and this would require a letter from his institution) he would be added as an erratum.

Plagiarism

Plagiarism is the theft of someone's ideas and passing them off as your own. For example translating an article into English, putting your own name on it as author and submitting it to a journal. This is highly unethical, and something that is treated extremely seriously by academic and research institutions. People can lose their jobs over this.

There is an overlap between plagiarism and copyright infringement (see below), but the rule is that if anything is re-used in an article (a quotation, a figure, etc.) then it must be cited – full attribution to the original publication must be given.

How do you know if something is plagiarised? You have to rely on the honesty of authors – and fortunately most of them are honest. If you (or the reviewers) suspect something (tell-tale signs are a paragraph of text written in a different style, or a figure that appears scanned), then you should investigate.

The simplest way to investigate text is to copy it into Google and see if anything is found. Unfortunately with figures there is no such system; if you suspect anything you need to ask the authors, and you have to rely on their answers. Similarly, if you think the article has been translated you cannot search for the original text, and have to rely on asking the authors.

Your institution may have access to iThenticate (often used to detect student plagiarism) and you may be able to use this to check any articles that you are suspicious of.

To learn more about this topic, download and read the papers issued by iThenticate: http://www.ithenticate.com/resources/papers

Plagiarism is very serious, and if you find evidence of it you should immediately reject the article and write to the authors to explain that you have discovered the plagiarism and tell them of the seriousness of their offence.

Privacy

Submissions remain confidential until they have been published, and the editors and reviewers have a duty of confidentiality to keep details of the article and the authors private. Reviewers should be reminded of this, and all members of the editorial board must also be aware of this duty.

Research ethics

All research must be undertaken ethically – this means respecting the rights of humans and animals, and in some areas there are strict guidelines about this. If you are concerned that an article you are considering reports unethical research you are within your rights to ask the authors to prove they

had ethical approval, or that the research met ethical guidelines. If they cannot provide this then you are within your rights to reject the article.

Conflict of interest

Sometimes the authors, reviewers or even the editors have a conflict of interest. If an author, for example, has been funded to do a piece of research by a commercial company, then this should be declared in the article. If a reviewer, for example, is asked to review an article written by a colleague or a rival then they should tell the editor and probably not review the article. If the editor receives an article written by a close colleague or a family member, then he or she should not handle the reviewing and acceptance/rejection process as he/she will be biased.

Rights and permissions

Although you don't need to be a legal expert, you do need to grasp the principles of copyright so you can ensure that neither you nor your authors are infringing the law – and so you can answer straightforward queries from authors.

(Note that what follows is a summary of good practice, and not legal advice.)

Copyright – what it is?

Everything that is written, drawn, photographed or recorded is protected by copyright – i.e. the creator is entitled to control who uses and reproduces their work. This means that any author who submits their article to you 'owns' the article and must assign you the rights to publish it.

Copyright protection is international: regardless of where in the world the work was created (or published) it will be respected in all other countries. (Or at least it should be.)

Finally, copyright is enforced by national laws – if somebody infringes copyright they can be sued.

Who owns copyright?

In the first instance the creator (the 'author' here for simplicity) owns copyright in what they create. However if the author creates a work as part of their employment then their employer may own the copyright as part of the author's terms of employment. This usually only happens if authors work for commercial companies – in academia the authors retain their copyright ownership.

The author can then assign (or transfer) copyright ownership to anyone they want. In journal publishing it is common for them to assign copyright to the publisher or the journal owner. The alternative to assigning copyright (or 'ownership') is to grant the publisher exclusive rights to publish their work, but the author retains ownership of copyright. Different MUP journals allow for different agreements.

If the author does not own the copyright in the first place, then they cannot assign it, and you need to have the assignment form signed by the copyright owner.

If the author does not own copyright in a part of their article (e.g. a figure) then they must obtain permission from the copyright owner to use the article – see below.

What if there are multiple authors?

In this case they will usually share copyright ownership, and you need all of them to sign the copyright assignment (or licence to publish) form or have the corresponding author guarantee that they have their co-author's permission to sign the form.

If there is a separate illustrator or photographer, then they will only own copyright for the illustrations or photographs that they have created, and so can only assign rights for these.

Moral rights

All authors have moral rights in their works. In most countries these are governed by law, but in all aspects of publishing respecting moral rights should be considered good practice. There are two that you need to be aware of:

- Attribution: all creators must be acknowledged in the article – so anyone who is truly an author must be credited as such (and anyone who is not truly an author must not be credited as such). Whatever happens to the work the creators should always be associated with their work.
- Integrity: all creators have a right to expect that the publisher will not abuse their work – for example making changes without permission. This means that it is important for you to obtain the authors' approval for any changes that you make to their article.

All publishers (and editors) should respect these two moral rights as good practice

You can read more about moral rights (and other aspects of copyright pertinent to the authors) in a useful handout provided by the UK Society of Authors.
http://www.societyofauthors.org/sites/default/files/Guide%20to%20Copyright%20and%20Moral%20Rights_0.pdf

What can you do with a copyright-protected work?

Anyone can reuse a copyright-protected work for personal reasons – saving on their personal computer, printing out a copy for themselves, etc. However the work cannot be used for public or commercial reasons without permission from the copyright owner. Public use includes posting a copy on a LISTSERV or public website, printing out copies for all your students, re-publishing the item elsewhere, etc.

Online publications are often governed by licences – these allow users additional rights to those allowed by law (i.e. private use), and may allow certain public re-use without obtaining permission. See for example the resource guide on MUP's open access policy.

Permissions

It is quite common for authors to use materials that have already been published elsewhere, or that are owned by a different copyright owner – particularly figures. In this case the authors have a responsibility to obtain permission from the copyright owner to reproduce the work. They should obtain this in writing and confirm to you that they have obtained this (if you suspect that they have not, ask to see evidence). When an item is re-published it should include proper citation to the first publication and also a note of the copyright ownership. Frequently the copyright holder will provide suitable wording to be used in the article – for example:

> Figure 1: photograph of HW Sanderson. Reproduced by kind permission of the Sanderson Trust, all rights reserved.

Or for republishing something from another publication:

> Figure 1: schematic of European involvement in book sales, 2000–05. Smith (2009), reproduced by permission.
>
> (with a full reference in the references list)

Copyright and Open Access

Anything online that is published Open Access is also protected by copyright. The only difference is that the copyright owner has decided to allow users greater rights to reuse their work than 'traditional' publications allow.

If something has been published Open Access it will also have an online licence that says what uses are allowed, and what uses require permission. So for example some Open Access works allow any reuse for any purpose, but others may restrict the use to non-commercial only. The most commonly used standard licences for open access publication are Creative Commons (CC). CC licences allow for reuse of published materials without asking permission – but still respecting copyright ownership and the moral rights of the authors. See the Creative Commons website for more information: http://creativecommons.org/

If an author includes something from an Open Access publication in their work they probably do not need to obtain permission (depending on the licence under which the work is published), but they should indicate that the work was published under an open licence – for example:

> Figure 1: schematic of European involvement in book sales, 2000–05. Smith (2009, published under a CC-BY 3.0 licence).
>
> (with a full reference in the references list)

Copyright and plagiarism

If something is reused without permission, then this is copyright infringement. If something is used without attribution, this is plagiarism. If something is used without permission or attribution, this is

plagiarism and copyright infringement. In practice it is very difficult to steal an idea without replicating the content, so usually something is both plagiarised and a copyright infringement.

Other legal issues

The only other legal issue that you are likely to come across is that of libel – defaming a person or organisation. The defences for libel are truth and public good. Although the author of the work is most at risk, the publisher and the editor are also going to be involved if there is any legal case to answer. Therefore, if you receive anything with content that you think may libel someone, you must consult your production editor for advice – even if the author assures you that what they are saying is true or for the public good.

If any legal problem does arise, it is important for you not to attempt to deal with it alone. You should immediately inform MUP and liaise with them over how it will be managed. It is very easy to make the situation worse when you are trying to help, so always take advice and consultation with MUP.

Production

Once you have accepted an article, you need to be aware of what happens next – so you know what to expect, and you can advise authors if required.

Scheduling

The cornerstone of publishing a journal is the schedule – when must the issue be published, and therefore when must you have the articles ready?

Each year MUP should advise you of the annual schedule. This will tell you when you need to select the issue and may give you other key dates depending on whether your journal works to a flow system or a bulk system (see above).

It is really important that you keep to your schedule. Journal subscribers, readers and authors will expect the journal to be published on time, and if it is late they will start complaining. Another problem with publishing late is that it undermines the trust that people have in a journal, and is likely to make them start to ask questions about its reliability and continuation.

Copyediting

Once you have accepted an article it will be copyedited. This may be done by freelance staff or by the same company who do the typesetting. Copyediting checks the article for consistency, house style, to ensure that all components are present and correct (e.g. references in the text and the reference list, figures cited in the text and provided, etc.), that it makes sense, that there are no spelling or other errors and that it is marked up ready for the typesetters.

The copyeditor may raise some questions for the authors – missing references, for example. Sometimes they will contact the authors directly, sometimes they may come back to the editor and sometimes they will mark the queries for the proof.

Typesetting and proofing

After copyediting the article will be typeset – setting the text into the journal design style, and then sending a proof of the article to the author and (usually) the editor. There may be queries marked on the proof from the copyeditor.

Authors are usually given one to two weeks to reply to the proof. They should not be allowed to re-write the article at this stage, but asked to check that no errors have been introduced during copyediting, and also to do a last-minute check for any errors that have slipped through from the manuscript. As editor you should only allow corrections of things that are actually wrong (although sometimes you may allow a few changes if they clarify the text). Remember that if many changes are made the typesetter will charge extra, so it is financially important to keep any changes to a minimum.

It is usually best to ask authors to send their proofs to the editor, and for the editor to collate the author corrections with his/her own. This way any overlap of correction is avoided, and it also ensures that the editor sees the final corrections being requested.

Issue compilation

In a flow journal each article is copyedited, typeset, proofed and corrected as soon as it is accepted. With most MUP online journals the article will then be published online as an ahead-of-print article. On the date of issue compilation you should select the articles (that have been corrected and are 'held for press', or already published online as an ahead-of-print article) that you want to include in the issue, and tell the production editor which articles, in which order, the issue should be comprised of. The typesetter will then provide a press proof. At this stage (if the articles have already been published online as ahead-of-print articles) you cannot make any changes to the articles, but you should proofread the new materials (e.g. table of contents), and ensure the pagination etc. is all correct.

If the journal works to a bulk system the entire issue will be proofed at one time, corrected at one time and finalised. At the end date there may be additional material added, such as the guide for authors, adverts, notices, call for papers, etc., and you should check that everything is in order, that all corrections have been made properly, and sign off the issue for press.

Print and online publishing

Once you have approved the issue proof the production editor will sign it off and tell the typesetter to send files to the printer (if it is to be printed) and to upload the articles on the website. An article/issue is considered published as soon as it is available online.

If your journal works to a flow system, then each article may be published online in advance of issue selection, as an ahead-of-print article. As soon as these articles are published online they may be considered published (although they will not have page numbers, they can be cited because they will

have a DOI) and no further corrections may be made after this point. When the issue is selected the article will be moved to the appropriate issue section of the website, with page numbers inserted into the PDF.

(DOI: this is a Digital Object Identifier. A DOI is a unique number allocated to an article when it is published. It automatically links to the correct, Version of Record, article online.)

Managing problems

Dealing with problems before publication

If a problem arises before publication it should be dealt with before the article is published – which may mean that the article is 'frozen' until the problem is resolved.

Sometimes the problem is one that the authors have to sort out, and you should not become involved – otherwise you can become the go-between and become embroiled in something that is not your problem. There are some rare cases where an editor has to report an author to their institution, and if you think that something of this magnitude has occurred you should consult with the publisher.

Whilst it is not your personal responsibility to resolve every problem or to ensure that every article is 100% correct and has no ethical problems, you do have a responsibility to perform your duties with 'due diligence'. This means that you should take care to ensure there are no problems, and be on the lookout for them. When a problem arises it is important that you deal with it, and do not ignore it.

How would you handle the following problems?

You are contacted by someone saying that her name should be included as an author on an article that is in production.

- You are contacted by an anonymous person saying that the data of an article under review is fabricated.
- The day after you accept an article you receive a delayed reviewer comment saying that the article is fatally flawed and should not be published.
- You receive an obituary for a famous person recently deceased which says that the person had an alcohol addiction and cheated on his wife.
- The production editor contacts you to say that the author has requested substantial changes at proof – almost rewriting the article.

For many problems the COPE website provides flowcharts that give you a step-by-step methodology for resolving them – see http://publicationethics.org/resources/flowcharts

Whilst there is no standard route for dealing with many problems, you need to treat all problems seriously and record your decisions. For the example problems given above, the following responses are recommended:

- If someone says they should be named as an author your first response should be to ascertain why the person thinks they should be named as an author, and then to contact the corresponding author. Ideally you should pass the problem over to them to resolve (and hold the paper in the meantime). When they have a resolution this should be confirmed by all the named authors of the article.
- Dealing with anonymous 'whistleblowers' can be a problem – they may be troublemakers or may be providing valuable information. Your first response should be to ask them for their identity (stressing that this will be kept confidential by the editor). You need to make a judgement on whether you think their information is valid, and then take the accusation (anonymously) to the author – ask for their opinion and response. You may want to discuss the issue with another of your editorial team or MUP depending on the accusation.
- After you have made a decision any new information should still be taken into account. You should first review the comments from the reviewer (the author may have already answered them), and make a judgement on whether they affect your judgement about the article. You are entitled to change your mind about acceptance (or rejection), but you must always have good reason to do so.
- Although libel laws do not apply when a person is dead (in the UK), angry relatives can sue for damages if the statements are felt to be sufficiently derogatory. However, regardless of the law, any such accusation within an obituary should be treated with extreme caution. It is generally good practice for any such obituary to be read and approved by the family of the deceased, and you should ask the author to do this (and provide evidence of this).
- Substantial changes after an article has been accepted must be approved. It is quite possible that they change the substance of the article, and if so then the article should be treated as a new submission and reviewed again. In this instance you should evaluate the level of changes. If they are justified, but might incur additional correction costs, you should decide if the journal will support them, or ask the author if they are willing to pay. If you think they change the substance of the article you should contact the author and inform him or her that the article requires re-reviewing. It is quite likely that the author will decide to go ahead with the article without correction.

Dealing with problems after publication

If a problem comes to light after publication you should discuss it with MUP. However, as with problems before publication, you should always treat any reported problem seriously and seek to resolve it and not ignore it.

In the first instance you should alert MUP to the problem, and then investigate to determine what – if any – correction should be made.

If the problem is minor (perhaps small typographical mistakes), and does not affect the understanding of the article, then MUP may decide to leave the error, or make the corrections online.

If the problem is larger – perhaps an author's name left off the article, then you should immediately inform MUP, but no correction should be made until you are sure of what is wrong and what should be corrected. Sometimes this may not be simple – for example if there is a dispute between the authors. Sometimes it can take a long time for a problem to be resolved and the right course of action to be determined. See also the MUP guide to *Corrections and retractions*.

Summary – key points

- Be clear about what you want your journal to achieve – what do you want to publish?
- Write clear communications – to authors, reviewers, etc.
- Respond promptly – to enquiries, submissions, problems.
- Take advice – be respectful of your reviewers and editors, and use MUP for advice.
- Be respectful – of authors, copyright, general good practice.
- Be decisive – take advice but be prepared to make decisions.
- Be sympathetic – it is hard to be a rejected author, but don't be so sympathetic that you accept bad articles.
- Be ready to deal with mistakes – your own and those of others.

Gold Leaf

Introduction to OJS

Student Workshop, University of Manchester Library

Manchester, 15 September 2015

Consultant 2, Gold Leaf

What is OJS?

- OJS (Open Journals System) was developed as part of the Open Source project PKP (Public Knowledge Project), which was founded in 1998
- It's a free software for the management, publishing, and indexing of journals and conferences
- Located at 4 universities in the USA and Canada

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What does it do?

- It’s a software that supports editors and reviewers in their workflow of publishing a journal
- It’s a hosting site, too!
- Anyone can improve it – it is truly Open Source

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What can we do with it?

- Each journal can be personalised in the review process, layout, sections etc.
- Online submissions, double-blind review, management of all content
- Email notifications
- …and more features that are not relevant to student-led journals

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Journals hosted by OJS

The reader's experience

Live Demo

Demo Journal

http://journals.sfu.ca/present/index.php/demojournal/issue/view/1

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Workflow in OJS

Workflow and Roles

Roles in OJS

- There are more than 10 roles in OJS, however only 3 are relevant here
  - Author: can submit articles and follow the progress of the article (reviewers are not named)
  - Editor: can manage the whole process and communicate with author and reviewer (and co-editors) through the site
  - Reviewer: can receive review articles and submit changes, and follow the further progress of the articles

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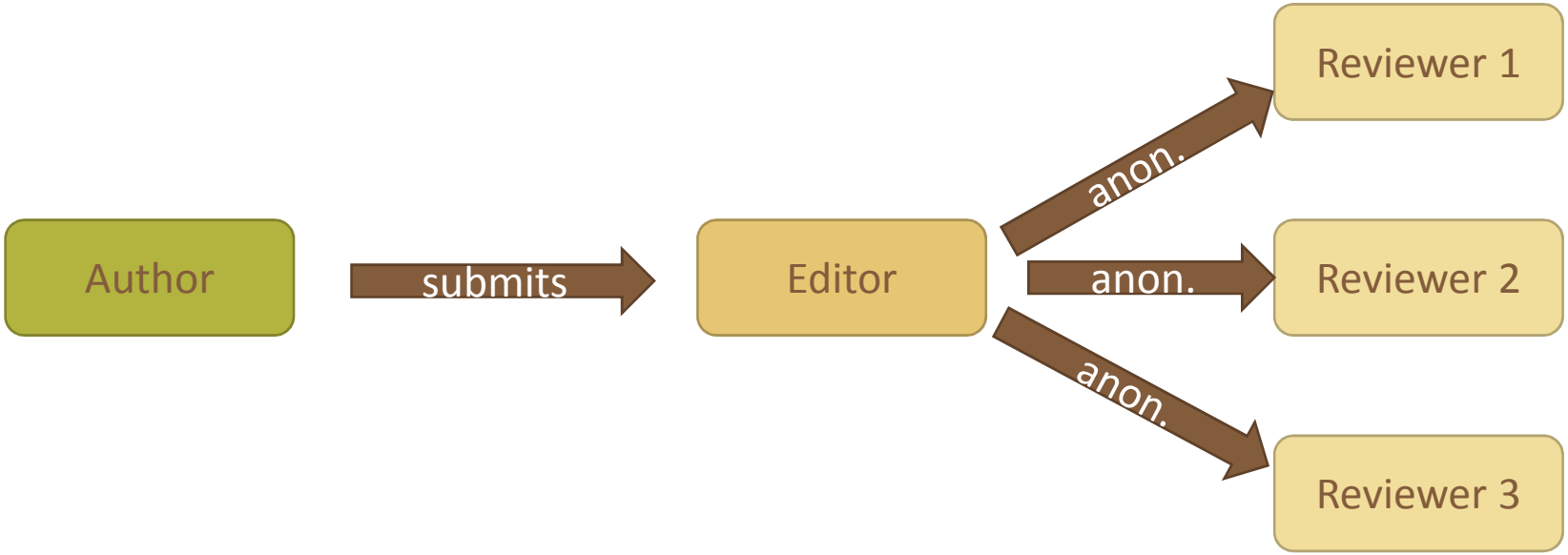
Workflow
review process



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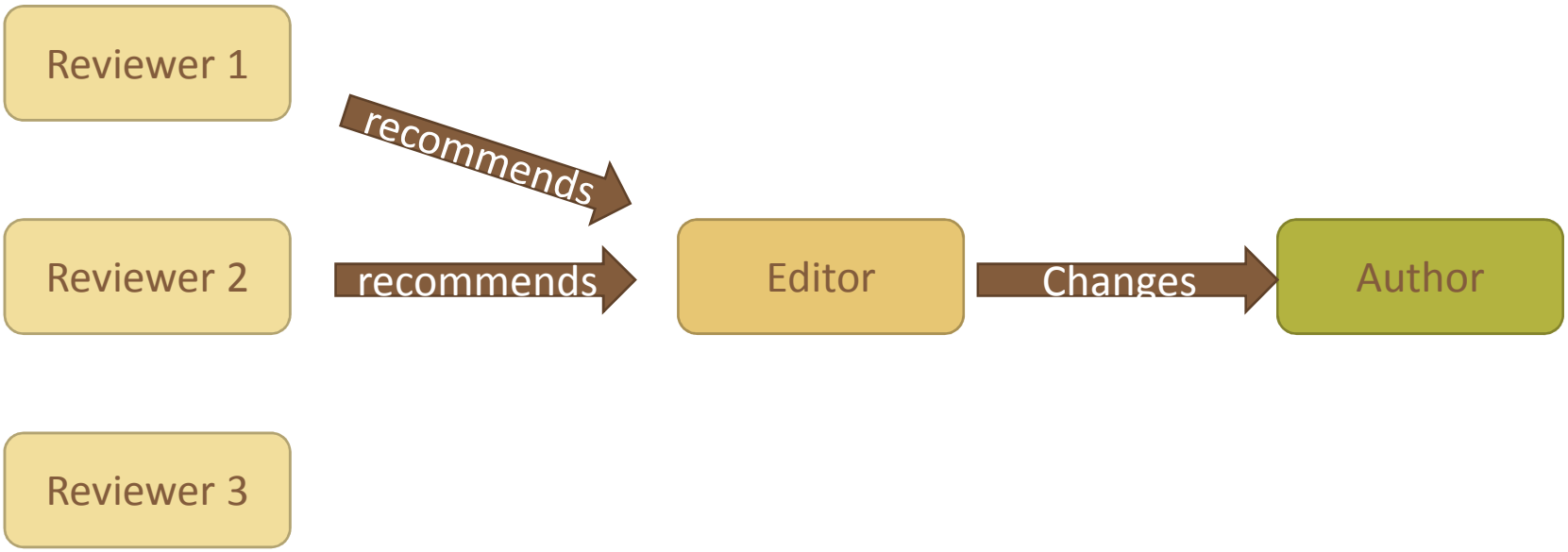
Workflow
review process



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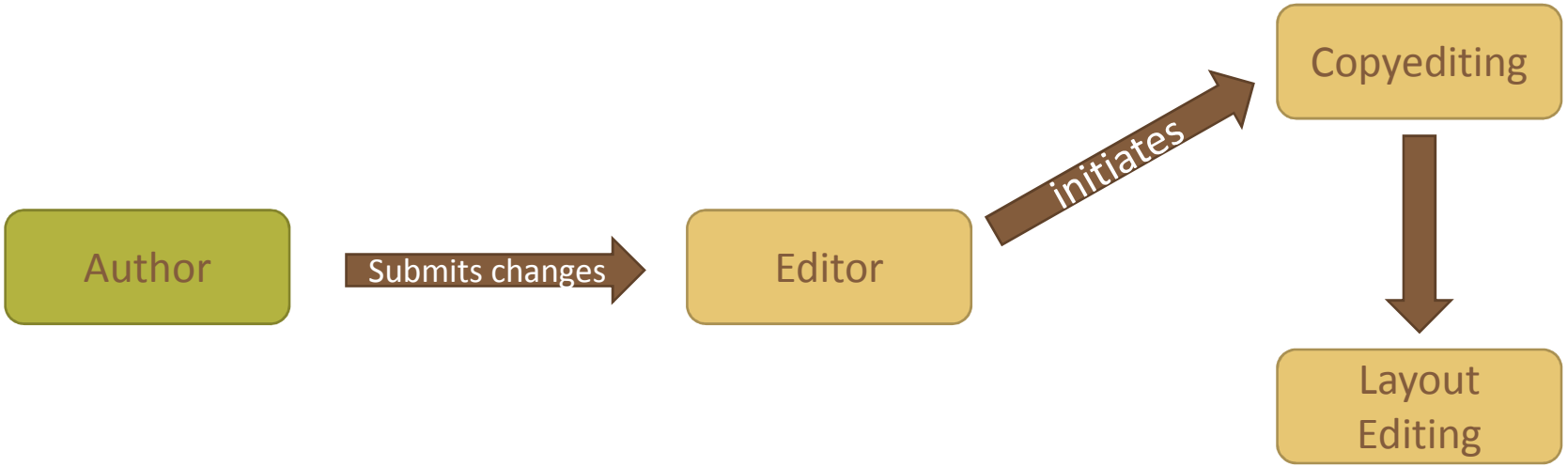
Workflow review process



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Copyediting

- Final spellchecking
- Check for references
- Citations
- Sign-off from author required at the end of this process

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Layout Editing

- Layout of tables, pictures, embedded content
- Creation of final file (usually in PDF)
- Scheduling for publication – allocation of issue

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Using Editorial tools in OJS

The backend – Editors and Reviewers

Live Demo

Sandpit Area

http://journals.sfu.ca/testdrive

Username: admin

Password: testdrive

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Live Demo

MMJ

http://mmj.openlibrary.manchester.ac.uk/

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Training material

"A complete Guide to OJS":

http://pkp.sfu.ca/ojs/docs/userguide/2.3.3/index.html

"OJS in an Hour":

http://pkp.sfu.ca/files/OJSinanHour.pdf

Course videos:
http://pkpschool.sfu.ca

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Thank you very much!

Consultant 2

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[REDACTED]

Visit us on: www.goldleaf.co.uk

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General Overview: Journals Publishing

Student Workshop, University of Manchester Library

Manchester, 15 September 2015

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Why be a Journals Editor?

- Editors have a vital role to play in the publication and dissemination of scholarly research
- To be a journal editor is to take responsibility for representing your discipline
- It will ensure that you are constantly kept at the leading edge of your discipline, and being able to read about new studies in advance of publication
- The qualities needed for an editor (in addition to subject knowledge) are good judgement, organisation and decisiveness

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Who does what?

Author

- Writes the article (sometimes commissioned by the editor)
- Writes an abstract
- Provides keywords for the search
- Provides references
- Provides supplementary material (pictures, graphics, videos etc.)

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Reviewer

- Reviews the article and checks on its suitability for the journal and its academic profoundness

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Editor

- Manages the publication process
- May commission authors
- Deals with pre-submission queries
- Does first quick-checks on suitability and completeness of articles
- Chooses and invites reviewers
- Reviews and makes ultimate decisions
- Collates and publishes issues

Gold Leaf

Section Editor

- Does the same as the Editor, but only for a certain section within a journal (not applicable to student journals)

Gold Leaf

Copyeditor

- Checks for formal errors
- Allocates DOIs
- Checks for correct formatting of references
- Checks for stylistic errors
- First typesetting

Gold Leaf

Layout Editor

- Responsible for Typesetting
- Layout and Design
- Creates final PDF and/or HTML

Gold Leaf

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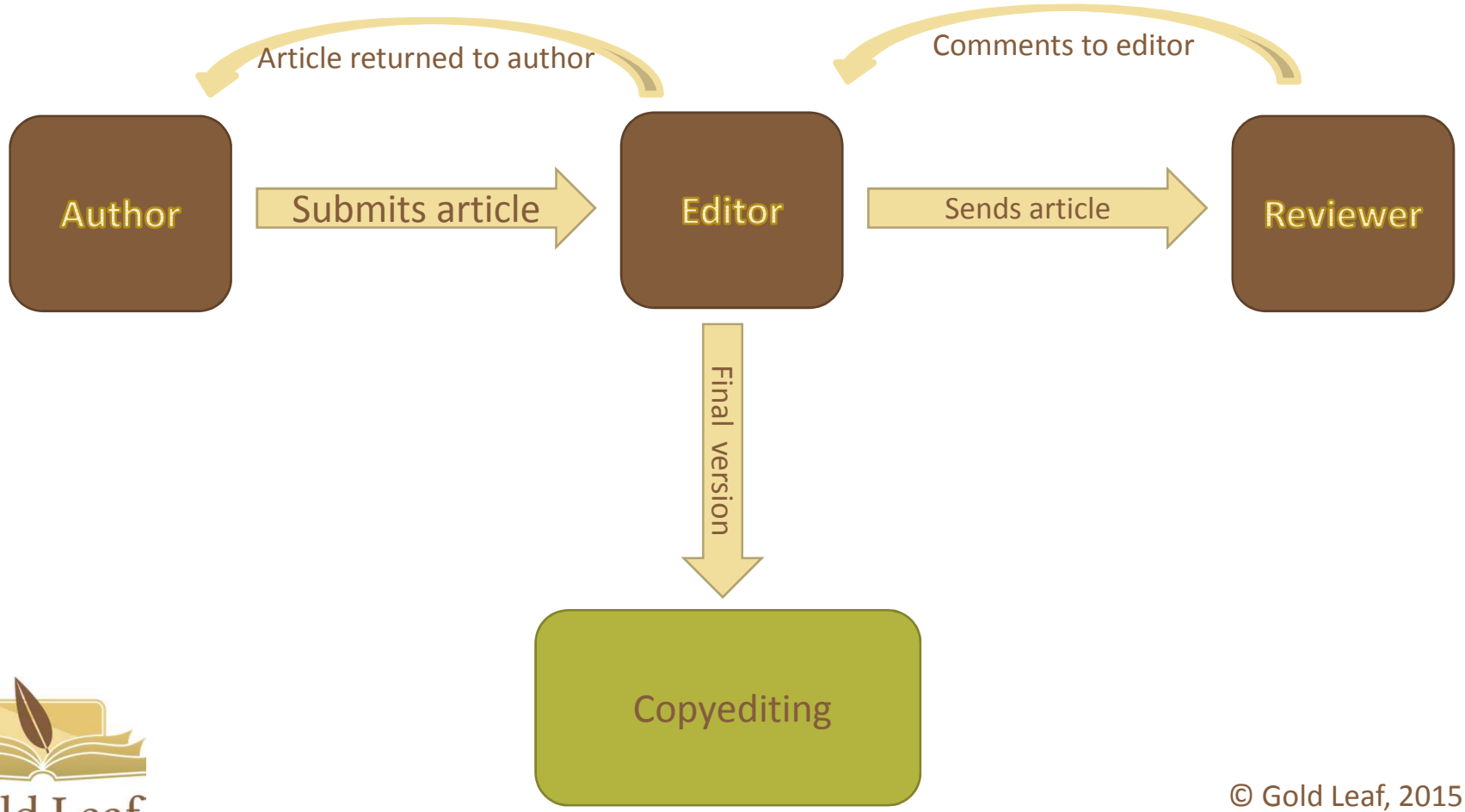
From Submission to publication

The lifecycle of an article

Review process



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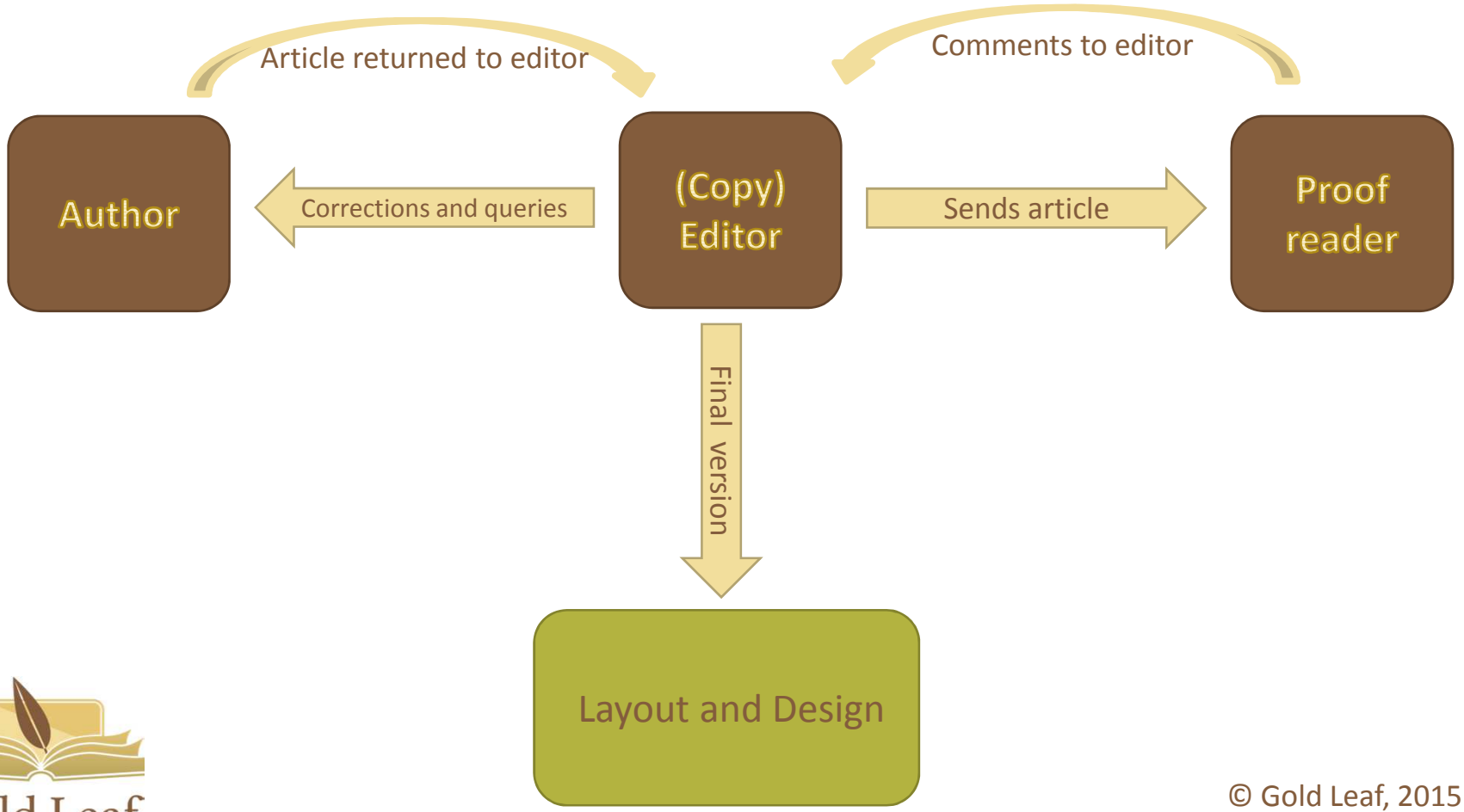

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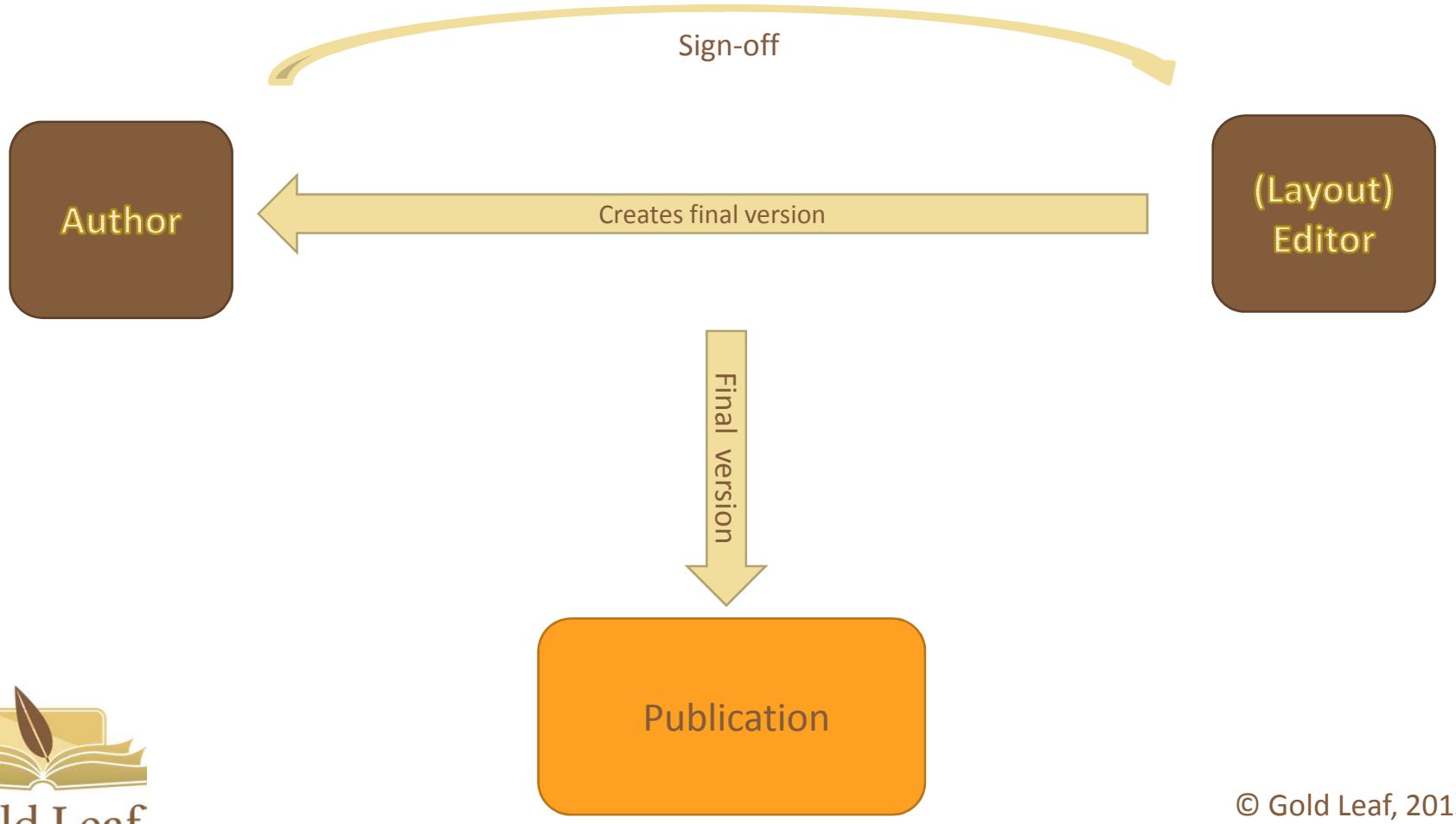
Layout and Design



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Editing of the issue

- Create a ToC
- Write the Editorial
- Metadata added
- DOIs and Page numbering
- Issue added to Repository
- Authors and reviewers are being informed about publication

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Thank you very much!

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Writing for and Publishing Journals

Focus group, 24th September 2015

Linda Bennett, Gold Leaf

What makes a successful journal article?

- Topic appropriate to journal
- Good / comprehensive literature review
- Rigorous, clearly-articulated methodology that can be applied by other researchers
- Accurate / well-argued and clear description of results
- Well-written text that follows the journal's conventions
- Realistically presented conclusions
- Acknowledgements to other authors and permissions to quote from their work if necessary
- Accurate referencing according to the journal's protocols
- Accurate, concise abstract using effective keywords
- Increasingly, separate availability of all research data. There may sometimes be other ancillary materials.

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What does a journals editor do (1)?

- Editors have a vital role to play in the publication and dissemination of scholarly research
- To be a journal editor is to take responsibility for representing your discipline
- It will ensure that you are constantly kept at the leading edge of your discipline, and being able to read about new studies in advance of publication
- The qualities needed for an editor (in addition to subject knowledge) are good judgement, organisation and decisiveness

Gold Leaf

What does a journals editor do (2)?

- Manages the publication process
- May commission authors
- Deals with pre-submission queries
- Does first quick-checks on suitability and completeness of articles
- Chooses and invites reviewers
- Reviews and makes ultimate decisions
- Collates and publishes issues.

Gold Leaf

What does a journals reviewer do?

- Reviews the article and checks on its suitability for the journal and its academic robustness
- Submits a report to the editor, often via a template that offers several choices – e.g., publish / don't publish / major revisions required / minor revisions required
- In academic journals publishing, there are usually three reviews per article.

Gold Leaf

Copyeditor

- Checks for formal errors. In journals publishing, usually also the proof-reader
- May rephrase some sentences; will communicate with author on suggested changes
- Allocates DOIs
- Checks for correct formatting of references
- Checks for stylistic errors
- First typesetting.

Gold Leaf

Layout Editor

- Responsible for typesetting, layout and design
- Creates final PDF (which can be used to produce a print copy if required) and/or HTML
- Usually this is done via a journals platform (Highwire, OJS, BePress). Large publishers create their own platforms.

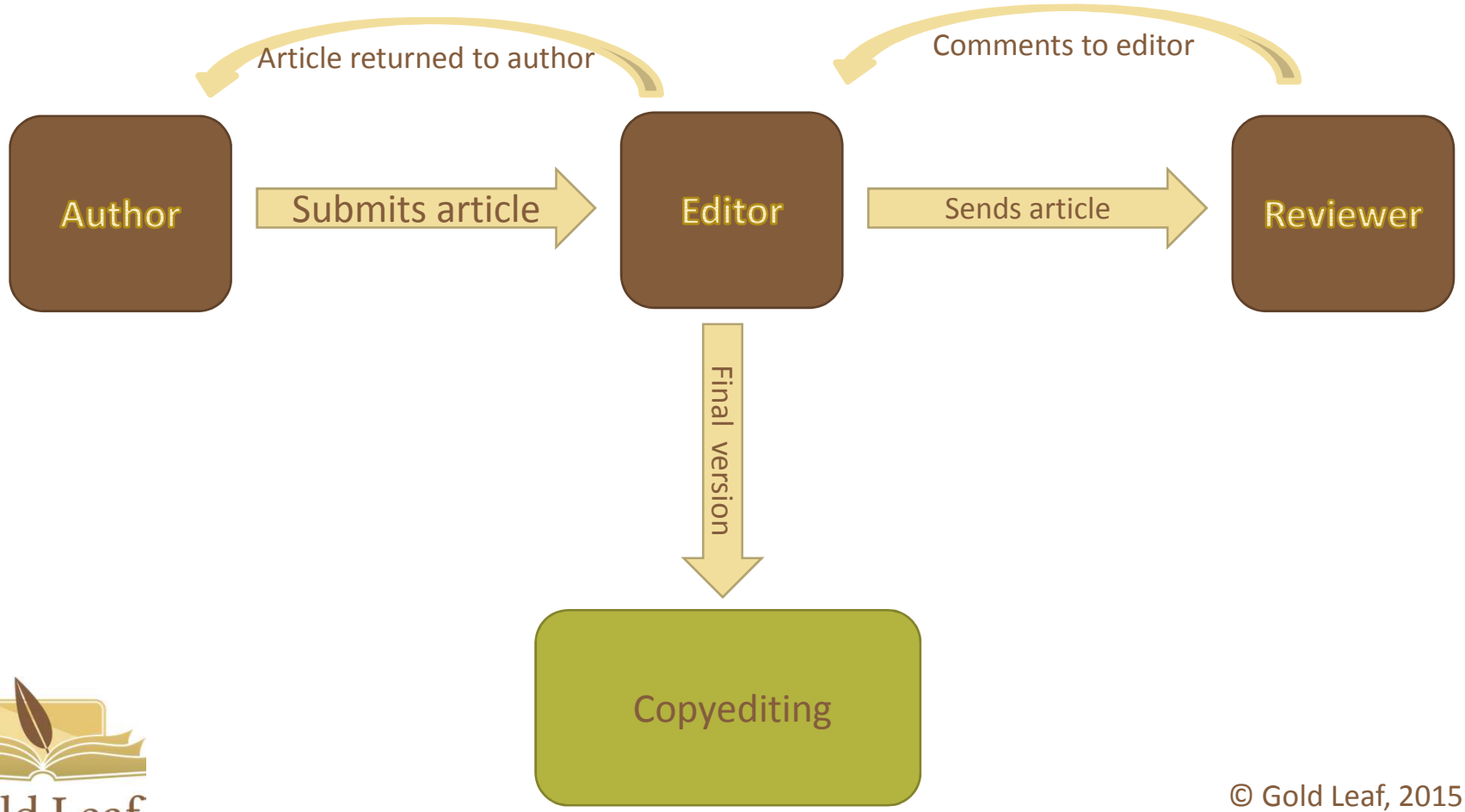
Gold Leaf

Gold Leaf

From Submission to publication

The lifecycle of an article

Review process



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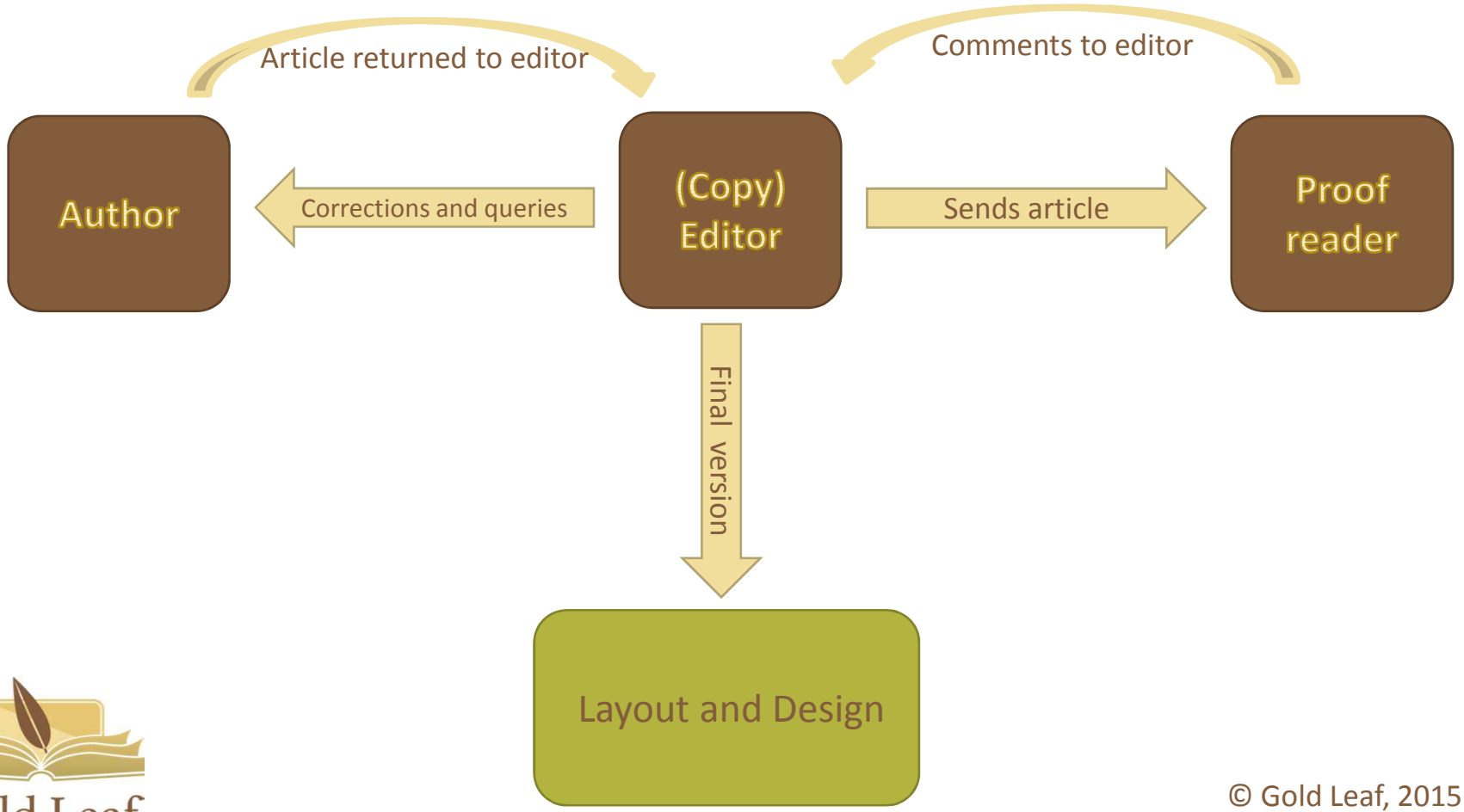

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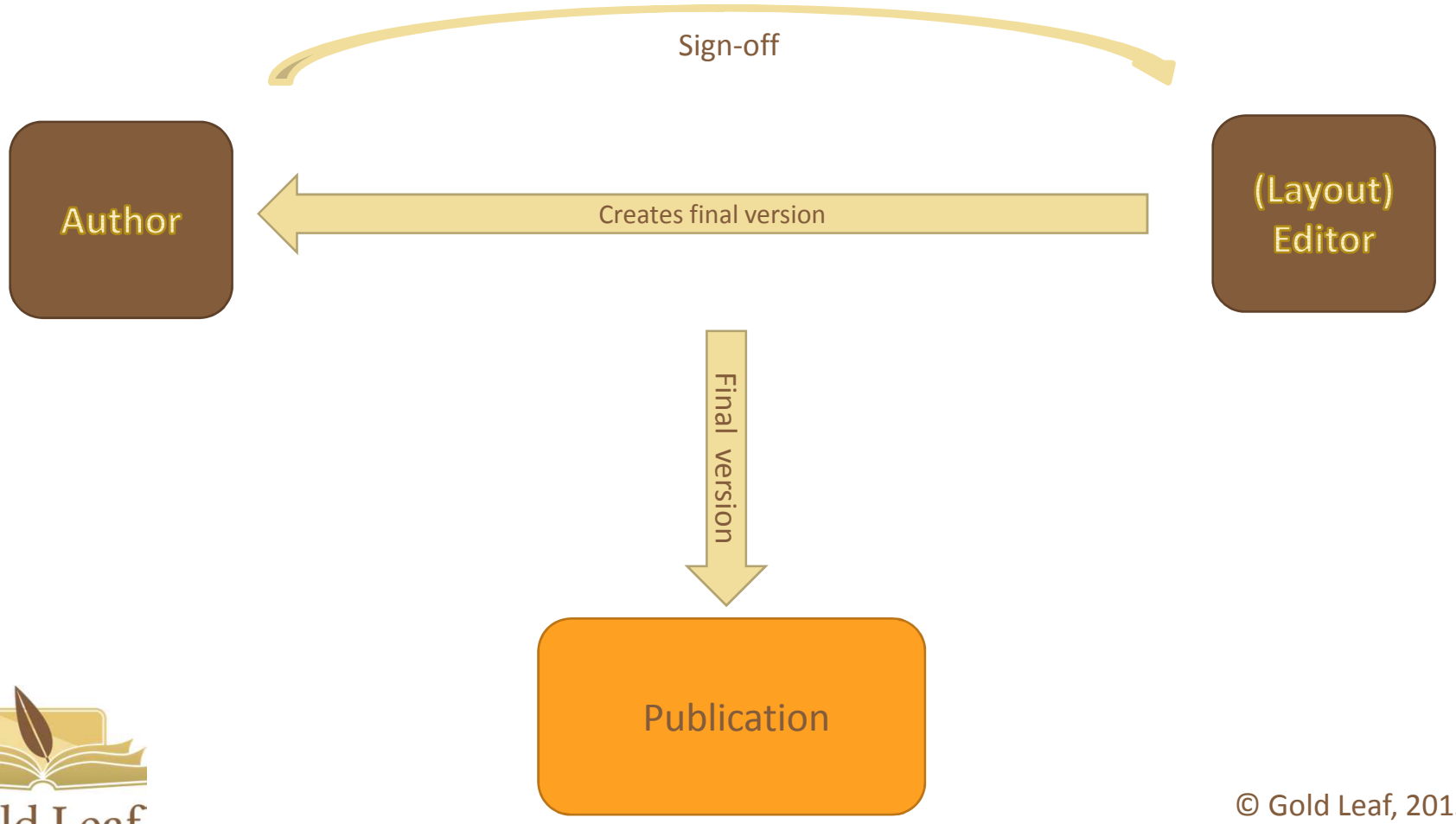

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Editing of the issue

- Create a ToC
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Writing for and Publishing Journals

Focus group, 24th September 2015

Linda Bennett, Gold Leaf

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Digital Commons

Student Workshop, University of Manchester Library

Manchester, 15 September 2015

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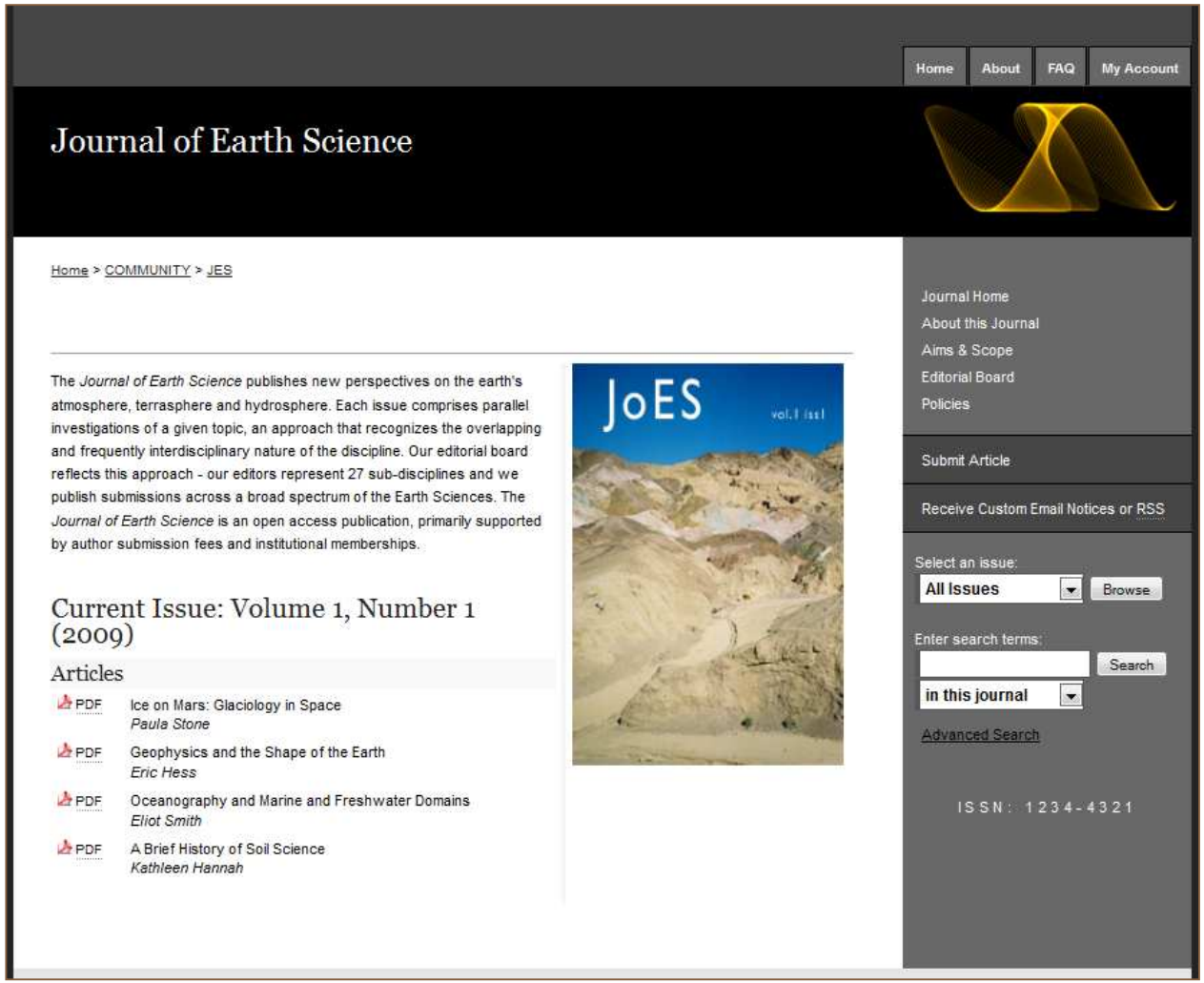

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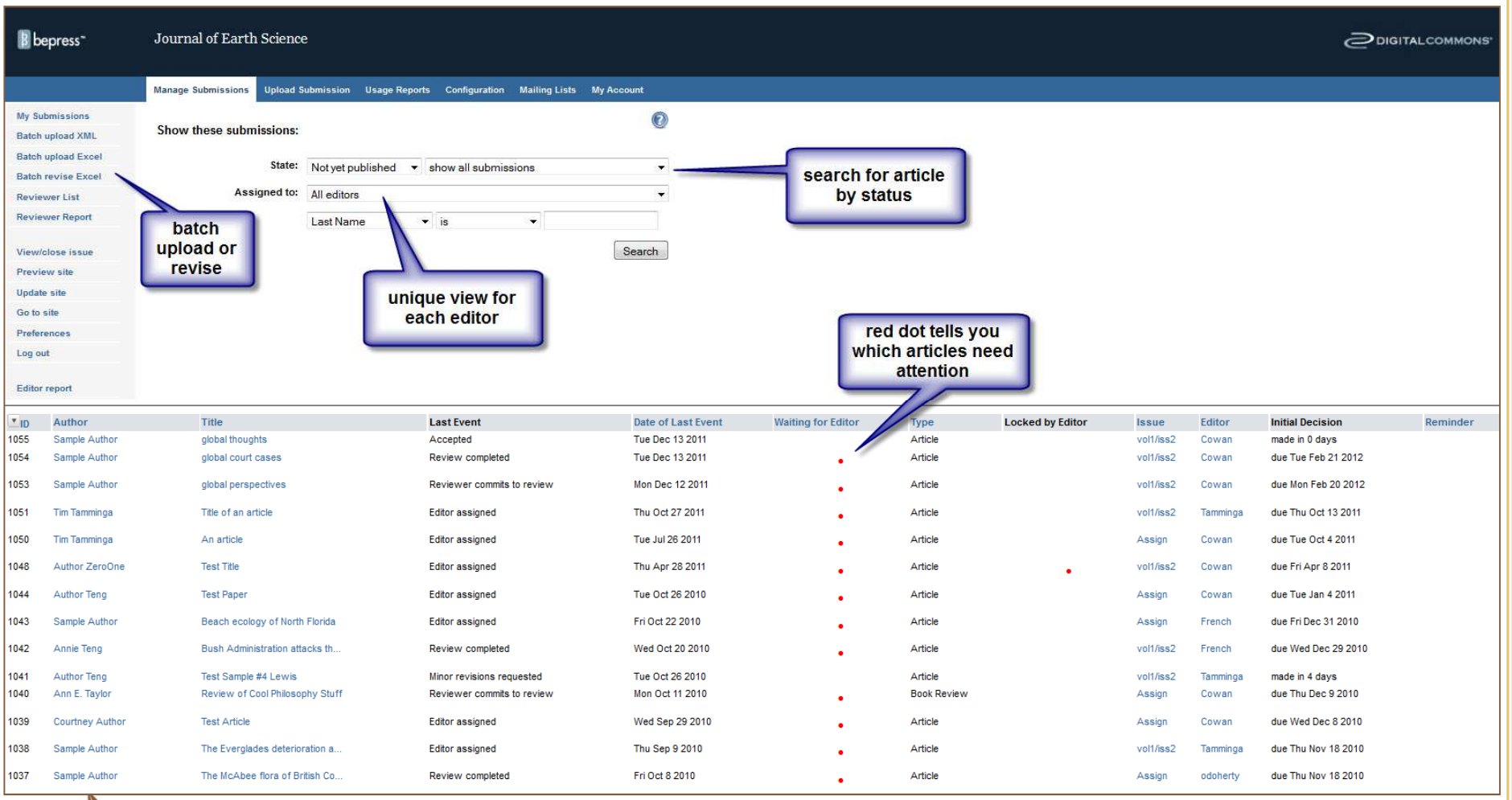

ID	Author	Title	Last Event	Date of Last Event	Waiting for Editor	Type	Locked by Editor	Issue	Editor	Initial Decision	Reminder
1055	Sample Author	global thoughts	Accepted	Tue Dec 13 2011		Article		vol1/iss2	Cowan	made in 0 days	
1054	Sample Author	global court cases	Review completed	Tue Dec 13 2011	•	Article		vol1/iss2	Cowan	due Tue Feb 21 2012	
1053	Sample Author	global perspectives	Reviewer commits to review	Mon Dec 12 2011	•	Article		vol1/iss2	Cowan	due Mon Feb 20 2012	
1051	Tim Tamminga	Title of an article	Editor assigned	Thu Oct 27 2011	•	Article		vol1/iss2	Tamminga	due Thu Oct 13 2011	
1050	Tim Tamminga	An article	Editor assigned	Tue Jul 26 2011	•	Article		Assign	Cowan	due Tue Oct 4 2011	
1048	Author ZeroOne	Test Title	Editor assigned	Thu Apr 28 2011	•	Article	•	vol1/iss2	Cowan	due Fri Apr 8 2011	
1044	Author Teng	Test Paper	Editor assigned	Tue Oct 26 2010	•	Article		Assign	Cowan	due Tue Jan 4 2011	
1043	Sample Author	Beach ecology of North Florida	Editor assigned	Fri Oct 22 2010	•	Article		Assign	French	due Fri Dec 31 2010	
1042	Annie Teng	Bush Administration attacks th...	Review completed	Wed Oct 20 2010	•	Article		vol1/iss2	French	due Wed Dec 29 2010	
1041	Author Teng	Test Sample #4 Lewis	Minor revisions requested	Tue Oct 26 2010		Article		vol1/iss2	Tamminga	made in 4 days	
1040	Ann E. Taylor	Review of Cool Philosophy Stuff	Reviewer commits to review	Mon Oct 11 2010	•	Book Review		Assign	Cowan	due Thu Dec 9 2010	
1039	Courtney Author	Test Article	Editor assigned	Wed Sep 29 2010	•	Article		Assign	Cowan	due Wed Dec 8 2010	
1038	Sample Author	The Everglades deterioration a...	Editor assigned	Thu Sep 9 2010	•	Article		vol1/iss2	Tamminga	due Thu Nov 18 2010	
1037	Sample Author	The McAbee flora of British Co...	Review completed	Fri Oct 8 2010	•	Article		Assign	odoherty	due Thu Nov 18 2010	

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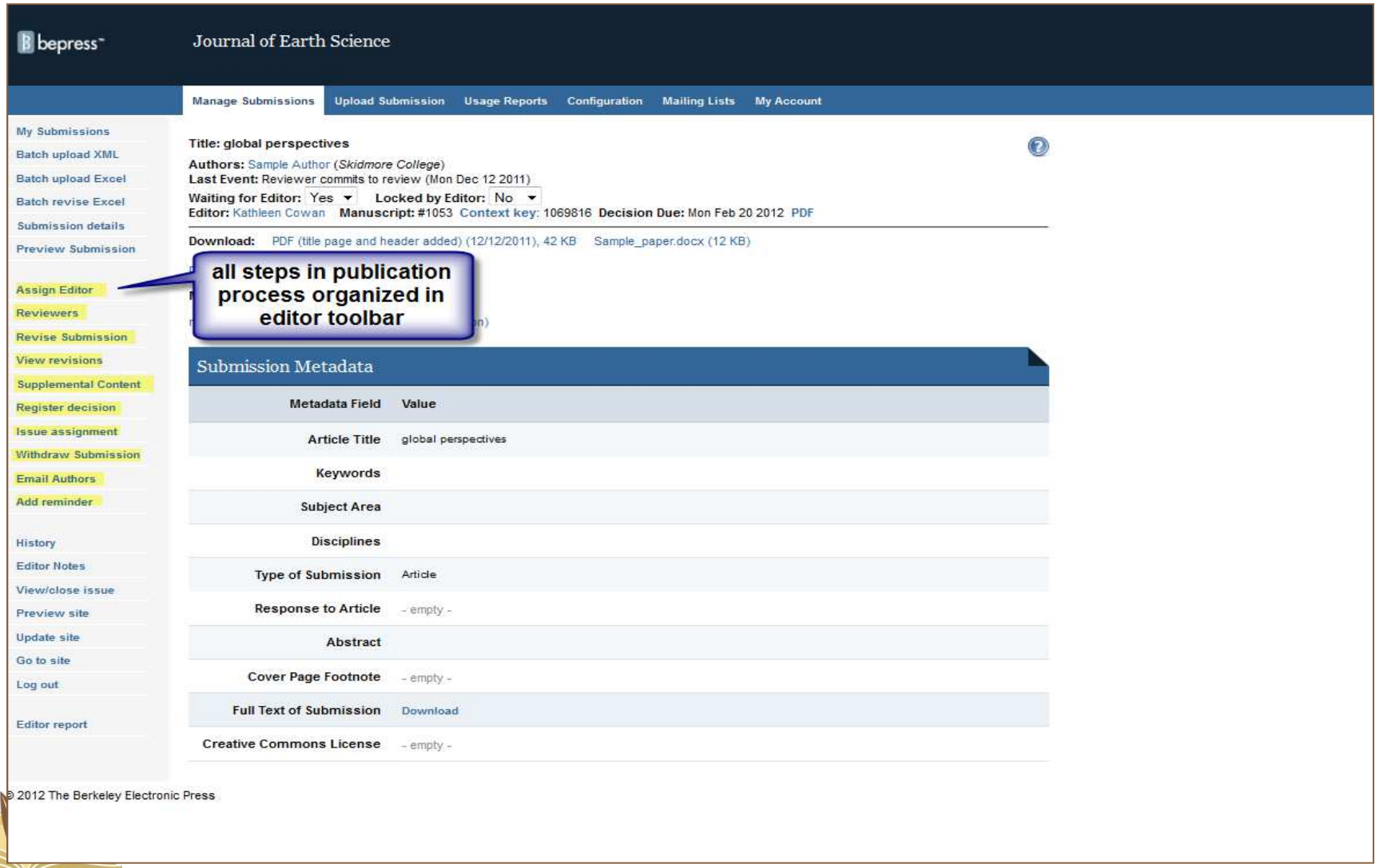

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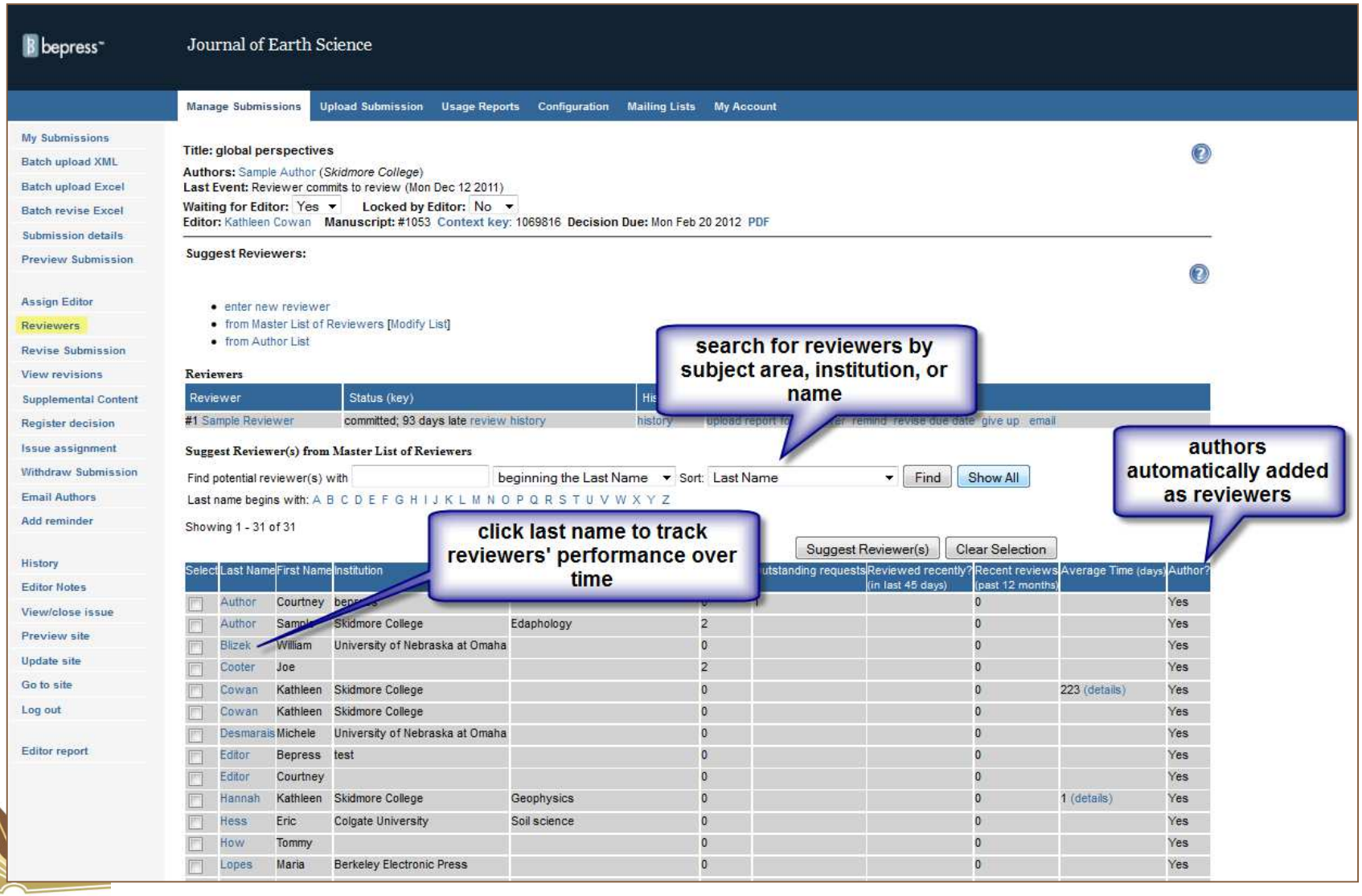

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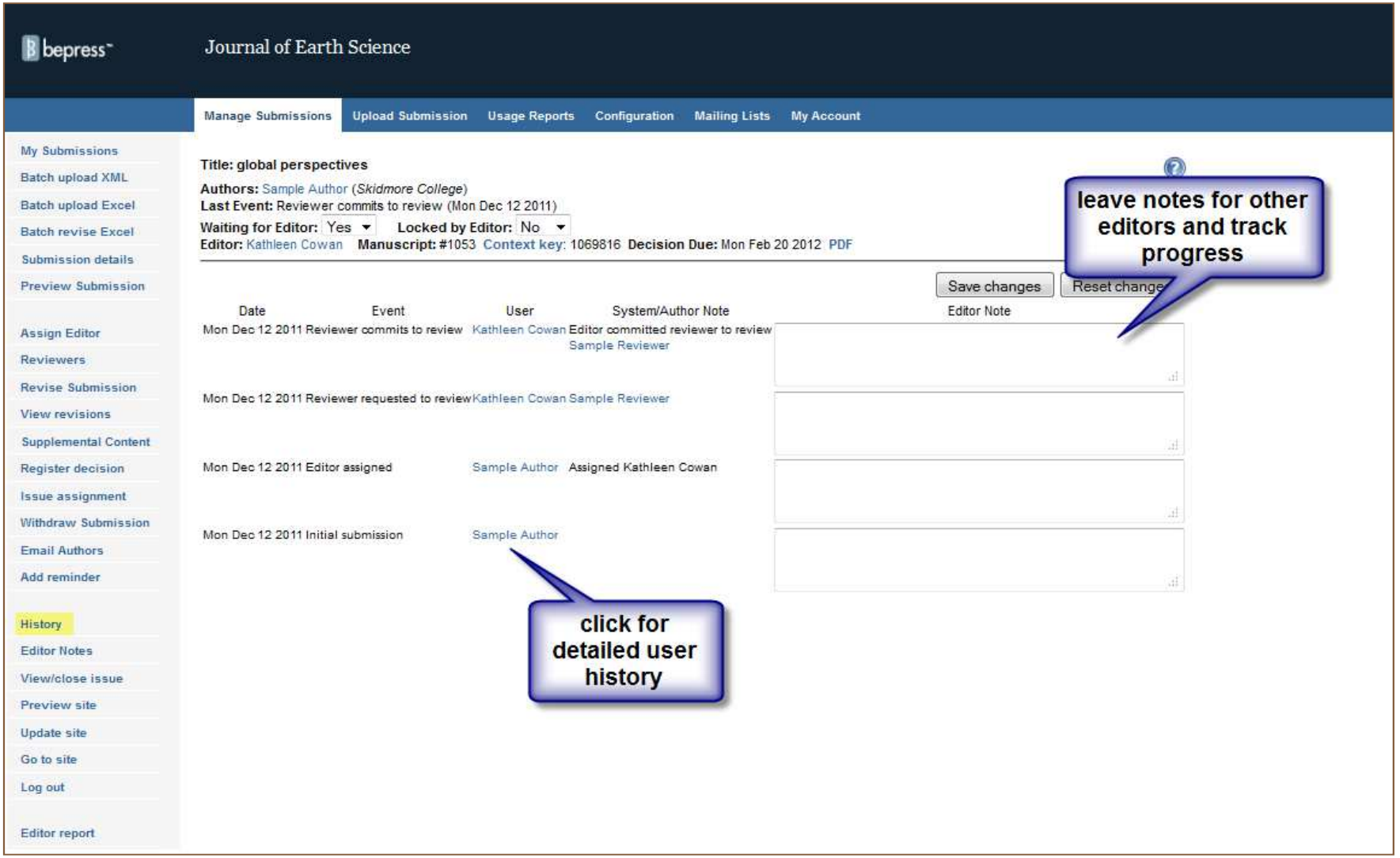
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Last Event: Reviewer commits to review (Mon Dec 12 2011)
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Locked by Editor: No
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Manuscript: #1053
Context key: 1069816
Decision Due: Mon Feb 20 2012
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Sample Reviewer
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Assigned Kathleen Cowan
Mon Dec 12 2011 Initial submission
Sample Author
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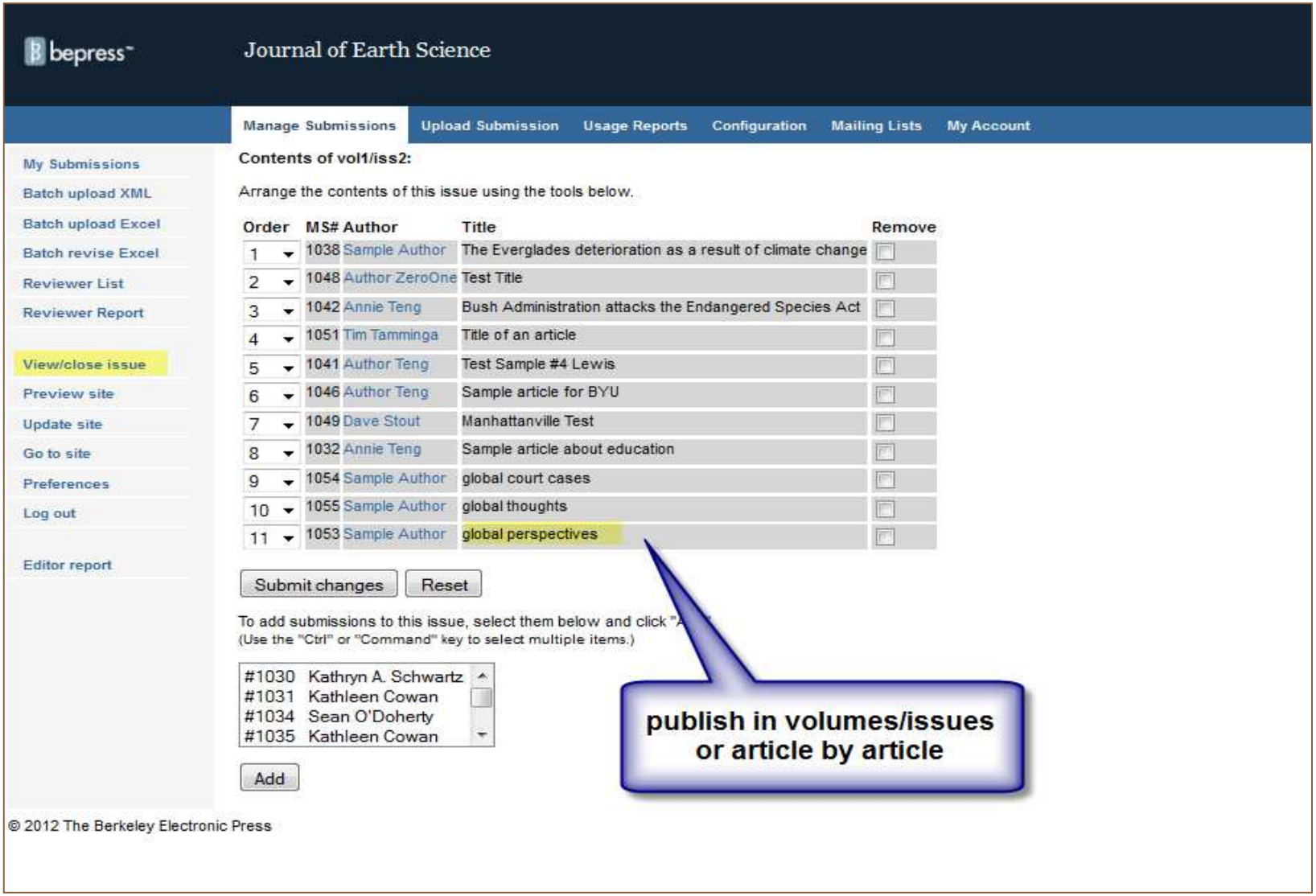
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6 1046 Author Teng Sample article for BYU
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9 1054 Sample Author global court cases
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11 1053 Sample Author global perspectives
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#1034 Sean O'Doherty
#1035 Kathleen Cowan
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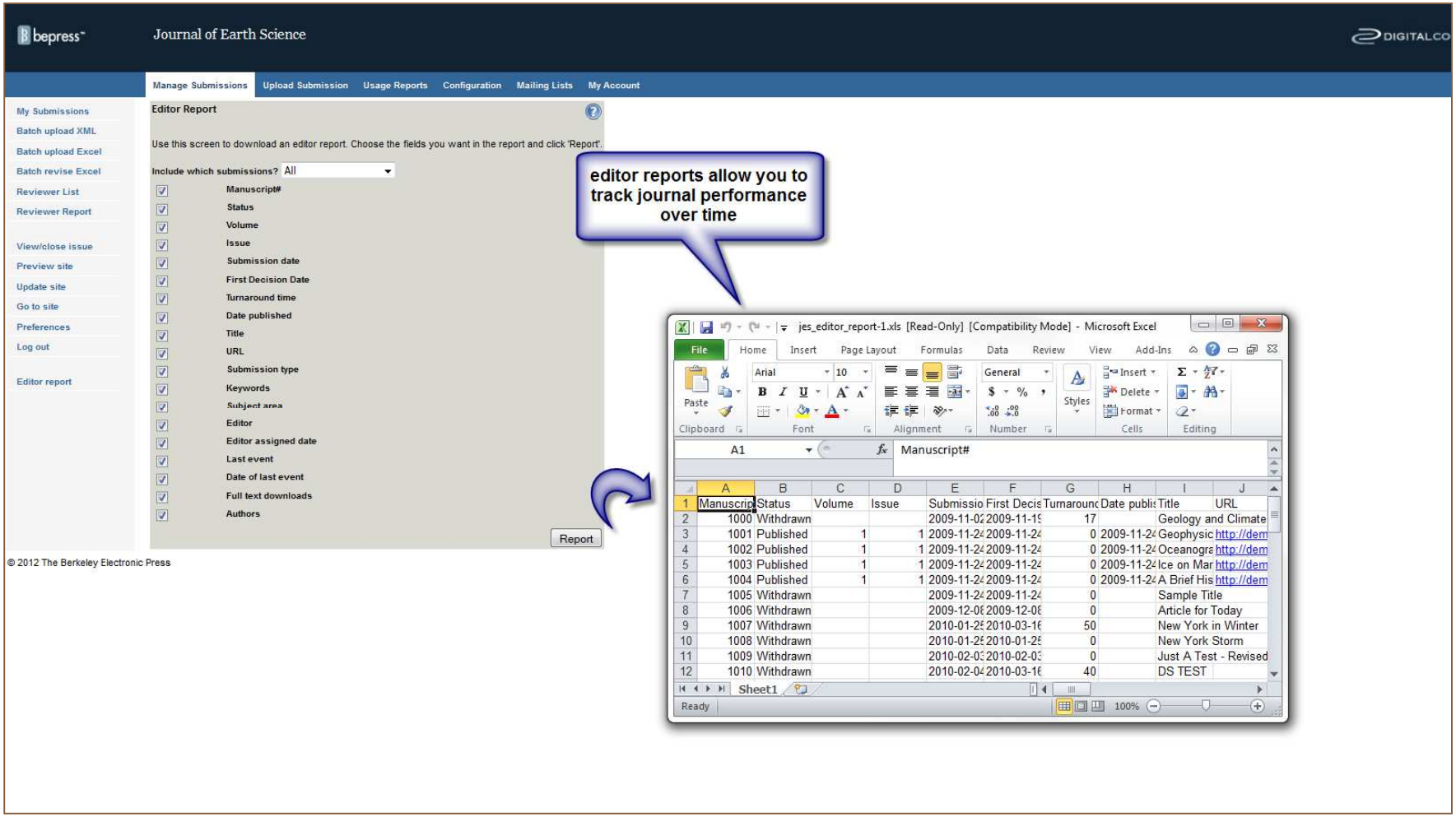

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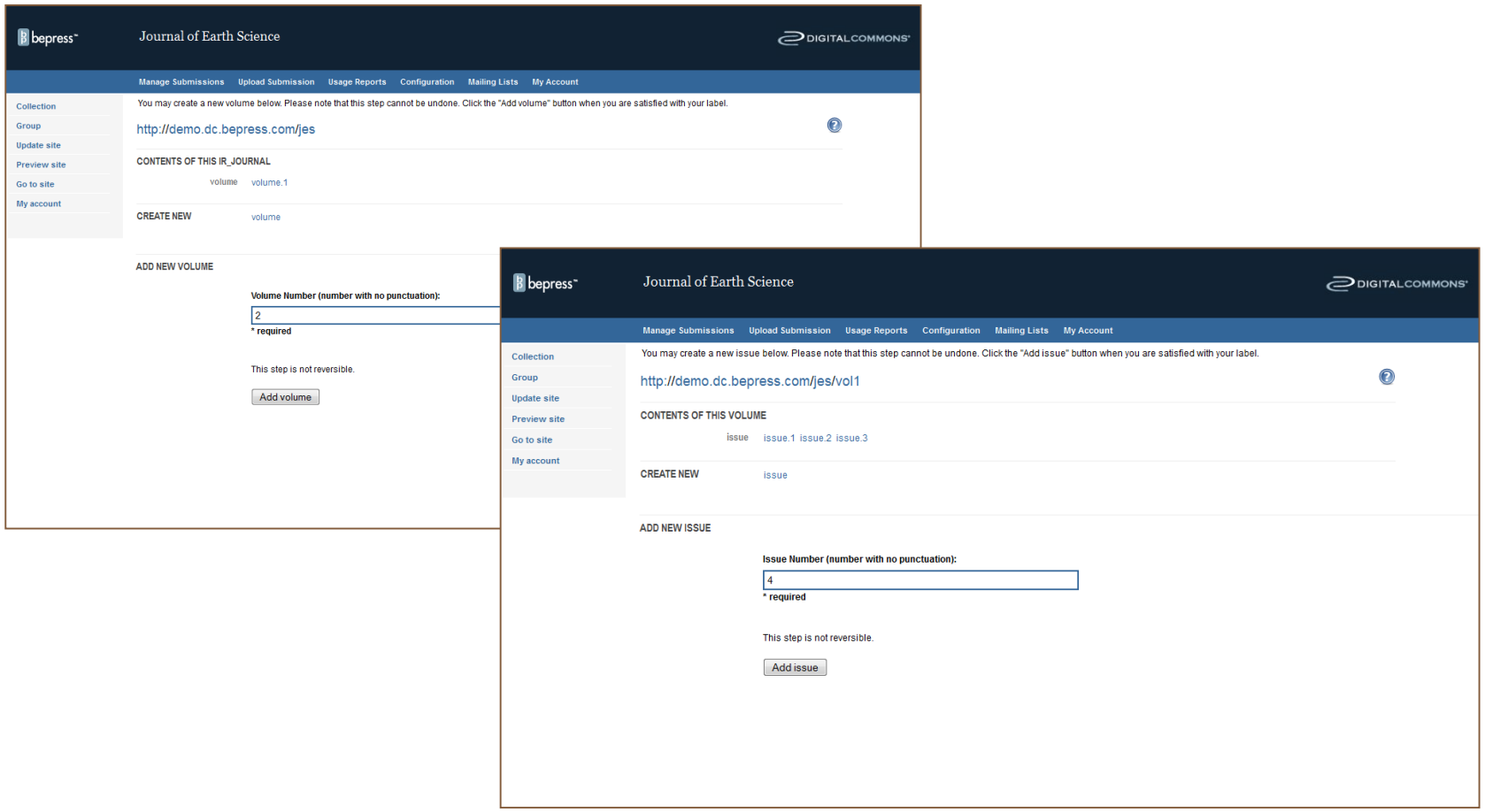

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Exploring Characteristics of Students in Construction Management	13/08/2015	14

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What Determines Urban Chinese Consumers' Choice of Shopping Outlets for Pork?	13/08/2015	12
Evaluation of an Energy-Efficient House in Lafayette, Indiana	13/08/2015	11
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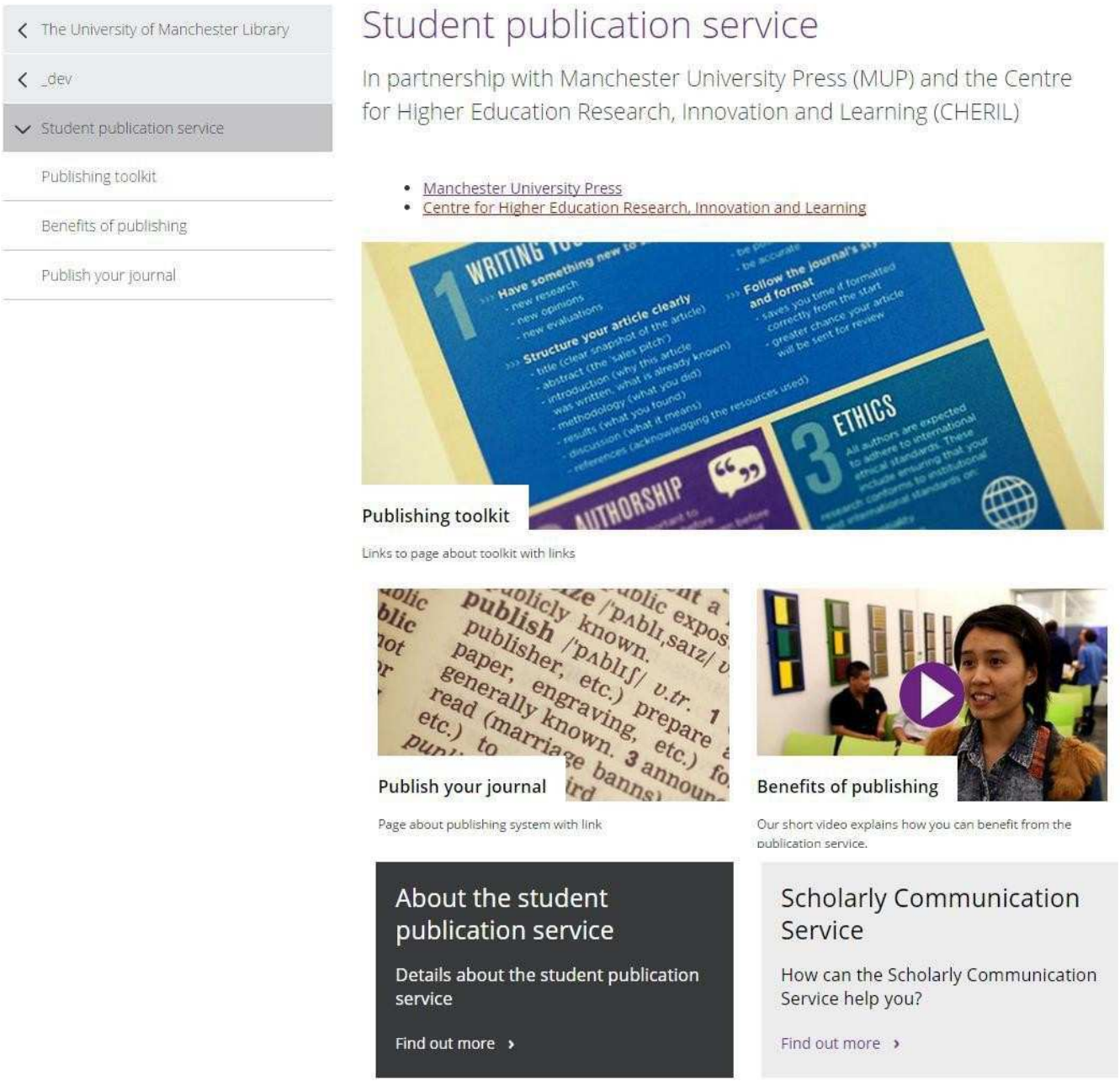
A Larval Exposure to Ionizing Radiation Results in an Increase in Brain Weight in Adult Female Zebrafish, but No Immediate o	13/08/2015	7
Three-Dimensional Quantification of Angiotensin II-Induced Abdominal Aortic Aneurysms Using High-Frequency Ultrasound	13/08/2015	6
TOTAL		902



Appendix E

Prototype student publishing service webpage

MANCHESTER 1824
The University of Manchester

CHERIL Project Funding Cover Sheet

Name:	Simon Bains
School:	University of Manchester Library
Faculty:	
Email:	simon.bains@manchester.ac.uk
Tel. Ext:	64920
Project Title	PuRLS (Publishing and Research Learning for Students)

Brief summary (no more than 100 words):

Building on the outcomes of the CHERIL-funded SOAR project and the establishment of the Manchester Medical School student journal, this project will provide opportunities for students at all levels to become publishers of research and learning material by developing substantial modular training materials (both online and face to face). These materials will be developed from the draft publishing toolkit developed by SOAR. It will test blogging as a way for students to publish and discuss reflections on their learning ('learning logs'). It will also provide student internship opportunities with both Library and Press.

Project Themes/ Keywords

Publishing, Training, Learning through Research and Publishing

Key staff

Simon Bains (Head of Research Services and Deputy Librarian), Frances Pinter (CEO, Manchester University Press), Librarian, Manchester, Manchester University Press 1, Student E, Medical School, Manchester

Total funding requested	**£20,000**

Approval by Head of School or equivalent budget holder

Please include any comments to be considered:

Name: Signature:	Date:

Please submit this form and your project proposal by Friday 4 September 2015 to:
CHERIL@manchester.ac.uk

CHERIL Funding Proposal: PuRLS (Publishing and Research Learning for Students)

The University of Manchester Library and Manchester University Press received CHERIL funding in 2014-15, and this contributed to a student publishing project (Student Open Access Research) which will report in October. SOAR outputs will be an undergraduate journal, a guide to publishing for students, an assessment of interest in publishing amongst our students, and an evaluation of what they need from a publishing system. The project explored the value of student publishing in support of the University's 'Learning through Research' agenda, and as a vehicle through which students can enhance their academic skills and employability.

This proposal anticipates the likely value of these outputs, and requests follow-up funding to respond to what we have learned during the project by creating training materials and providing software. These project outputs will support both taught and research students in developing their publishing expertise and learning about the power of research dissemination. The training will be modular, so that it can provide both a comprehensive course for research students and be used to deliver elements of the process to undergraduates and taught postgraduates. It will also act as a route to market, in that the most enthusiastic and capable students will have opportunity to discuss setting up their own titles, subject to supervisor approval and available funding. In this way, new student journal titles will be set up only where there is real demand and a sustainable business plan. For students with less interest in formal scholarly publishing, a blog-based approach will be provided to give them opportunity to apply publishing skills in an informal way.

The project is *innovative*, in its focus on empowering students through training rather than creating new titles only for the most committed, and this approach will reach many more of our students. It is also a unique offer, to our knowledge, leveraging the skills available in Manchester's Press and Library. It is *strategic* in responding to University objectives 1) to support learning through research and 2) to develop publishing expertise amongst its research students. It will contribute to *pedagogic change* by providing training, support and systems to encourage students to publish reflections on learning, providing them with a showcase and encouraging them to consider their study within the context of an increasingly open higher education environment. It will also offer direct exposure to the issues through an internship. Benefits to students are high in terms of academic and communication skills development, and feedback from the medical students we have worked with has been extremely positive. The Manchester Medical School student journal committee have expressed an interest in contributing to this project and a member will be invited to join the project board (included in 'Key staff', p1).

Project description

The project will deliver the following outputs:

- A student publishing course, comprising modular online and face to face training and including associated software, building on the toolkit developed by the SOAR project, and experience of working with Manchester Medical School students.
- Journal publishing software on which to practice new skills, carefully selected to maximise value to inexperienced authors and editors.
- A pilot blog for publishing learning reflections and other material related to student learning.
- An internship to provide two students with the opportunity to learn by doing, working with both University Press and Library.
- A final project report evaluating the outputs and proposing a way forward for further evaluation and development.

Evaluation

Evaluation will be built in to the project as an integral part of each workpackage. This will include:

- Evaluation and selection of publishing software options.
- An evaluation of training materials by the Library academic development team.
- Consultation with academics on the value of the learning reflections blog service.
- A review of the internship by the host organisations and relevant School.

The final report will bring everything together and make recommendations for any further development of the publishing training service, including an operational plan for ongoing delivery, and inclusion in other relevant programmes, e.g. the 'My Research Essentials' service presently being developed by the Library and other appropriate student-facing skills provision.

Dissemination

Building on connections formed during the SOAR project, the project will disseminate findings to key academic contacts and relevant committees. It will report regularly to the CHERIL Steering Group, and will ensure there is academic representation on the project board. The Library and Press will use their marketing teams to develop dissemination materials and to use all relevant channels to raise awareness. Beyond Manchester, the SOAR project has revealed likely interest amongst the wider community as a result of the unique elements of the project, so there is opportunity to submit papers to library, publishing and student conferences. International attention is possible via the Library Publishing Coalition, which holds its second annual conference in the US in March 2016.

Project timeline

Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Training materials													
Usability testing													
Learning reflections pilot													
Student Internship													
Student publishing service													
Project reporting													

Project costs and funding request

To be met by the Library	Project direction and management (c.5% Grade 9 and 5% grade 7)	£6,400
	Training development (10 days Grade7)	£1,970
	Service development (c.5% Grade 7 and 5% Grade 5)	£4,900
To be met by the Press	Project direction (CEO and senior MUP staff)	£5,000
	Travel and subsistence associated with conference attendance	£2,000
To be met by CHERIL	Student internship (2 x two weeks)	£1,500
	Consultancy (research; design; testing)	£6,000
	Marketing materials	£500
	Staff costs (project officer) (0.25 FTE Grade 6)	£12,000
	Total	£40,270

Funding requested from CHERIL: £20,000