Developing an Online Student Anthology

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BACKGROUND
As the Division of Management approached its 10th year as part of the School of Medicine, we realized our students were producing valuable work in their courses, materials that can contribute to the body of knowledge in healthcare management. Students enrolled in business-focused programs do not often think about publishing their work, even when they publish as part of their professional role as a physician, nurse, or researcher. Moreover, opportunities to publish are less numerous than in traditional academic fields.

Thus, the idea of an online anthology emerged. Originally conceived as a collection of student essays from the organizational ethics course to be housed on the Division’s website, the OHSU Library provided education, guidance, and support to develop a fully-functioning online anthology through the Library’s Digital Commons institutional repository, which currently houses OHSU theses and dissertations, scholarly research, and historical health science archival materials.

OHSU Digital Commons publishing provides students a place to make their work publicly available, lends institutional credibility, and ensures their contributions are preserved as part of OHSU’s institutional memory. Their work is discoverable via internet search engines, and visits to each work is monitored by the OHSU Library. Additionally, each article was assigned metadata, including essay descriptive tags, a DOI, and published with a Creative Commons license, allowing others to share and build upon the work while attributing the student author.

GOALS & OBJECTIVES
Students:
1. Means to share their work publically online
2. Have their work archived with the Library
3. Experience a publication process

Division & Library:
1. Showcase Division’s programs via student work
2. Begin developing a process that was replicable by other programs, thus encouraging other anthologies of student work
3. Disseminate student work as part of an open access publication

METHODS

Anthology Set-up
- Professional look: Hired a designer to create templates and graphics.
- Discoverable: Worked with the Library’s Repository Librarian and Systems and Metadata Specialist to comply with Digital Commons module technical specifications for templating and digital file and metadata archiving (can find it via web search).
- Creative Commons: Worked with the Library’s Scholarly Communications Librarian to apply Creative Commons CC-BY licensing to make papers openly available for access and reuse. Students retain copyright.

Editorial process
- Students actively involved: Review editorial remarks and provide requested changes at each of the three editorial stations: faculty, editor-in-chief, galley. Papers needed minor adjustments to be readable by a general audience.
- Round 1 - Faculty review: Faculty review papers for appropriateness and general copy and line editing. Most often the content expert editor was the course instructor. Faculty who participate receive “editor” credit for that issue.
- Round 2 - Editor review: Each paper is reviewed by the editor-in-chief for more general readability and additional copy and line editing. The editor-in-chief also serves as the project manager and liaison with the Library team.
- Round 3 - Galley proof: The editor-in-chief or delegate formats the papers using the designed template. Students receive a galley to approve.

Issue Set-up Online
- The Library sets Digital Commons up for anthology catalogs each piece, creates a DOI so papers have a persistent URL for citation, and uploads them into Digital Commons. Staffing support included the Library’s Repository Librarian and Systems and Metadata Specialist

IMPACT & EFFECTIVENESS
Based on our initial goals and objectives, the Anthology has been successful:
- In the first six month of publication, the anthology received over 900 downloads.
- Faculty across all programs are nominating student work -- the top 1 or 2 papers in their courses, which range from policy courses to project management courses.
- Students are sharing their publications by listing them on their resume and linking them to their LinkedIn profile.
- Students are beginning to self-nominate, and approach course assignments with an eye toward publication.
- By presenting this model, we hope additional programs will develop their own anthologies.

LOOKING FORWARD
- Provide development opportunities to students and alumni by involving them as reviewers and editors.
- Promote the Library’s services and support for Creative Commons Licensing, scholarly publishing, and discoverability.
- Expand distribution of the Anthology through a marketing and communications plan.
- Promote the strategic and sustainable expansion of the Library’s services to advance student scholarship using Digital Commons and to maintain a digital archive of student anthologies.