



IN THIS ISSUE

Meet the new Library director...3

Can you step in the same river twice?...4

An era ends, and its legacy...7

The Library Annual Report... 8

The Six-word Story Contest winners...12

The Library's a happening place...15

CNBC comes to the Library...16

Archive treasure: ACC's first brochure...18

Plan B: check out a Kindle...20

Disabilities get a helping hand in the Library...21

A library relic not ready for retirement...22

Students getting published...24

ACC Library

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New kid on the block — er, in the stacks
Library director Tom Phillips settles into his new position.

Meet the new director

From professor to library director — a passionate return to Colorado in a new role

Teaching theology, then switching to managing a community college library -- that would seem like an improbable and unlikely career shift. But Tom Phillips, new ACC Library and Learning Commons director, has apparently made the transition smoothly and in fine style.

Observing him interact with everyone in the Library, hearing him handle the mundane details as well as the grander plans of the Library's operation at staff meetings, one would think he has been at the helm of libraries all his life, not the Professor of New Testament that he has been for a good number of years.

If he feels comfortable as a transplant to Colorado who just a few months ago was in sunny San Diego lecturing about the subtleties of Biblical interpretation, it may be in part because he is no stranger to this state. Tom had taught for several years at Colorado Christian University (where, incidentally, his Library director predecessor, Malcolm Brantz, had migrated from).

Tom, who has written, edited, or contributed to a long list of books, not to mention a slew of scholarly articles, is definitely in his element. Not bad for a farm boy from Indiana.

It was just this last year, when successful academics sit on their laurels and enjoy the long, comfortable ride, that Tom decided his love for books and the world of scholarly information should take a different turn. He enrolled in Drexel University's highly-ranked library school program, earning a library and information science degree, adding to his other two other master's and a doctorate. (The Bible says you cannot be a slave to two masters, but doesn't say anything about three!)

Tom has a strong commitment to continuing the Library's rapid movement towards the digital 21st century, the maximization of services through the continued development of the Learning Commons, and empowering students for school and beyond with information literacy.

He's a welcome addition to ACC.

Can you step in the same river twice?

by Tom Phillips,
Library Director

The ancient Greek philosopher, Heraclitus, famously claimed that you can't step into the same river twice. Since rivers are dynamic, moving systems, Heraclitus reasoned, a person inevitably steps into a different river every time that he or she steps in a river. For Heraclitus, the only constant was change.

Although I don't know if change is inevitable in all things, Heraclitus accurately described the world of contemporary librarianship. *It's a world of constant change.* With the vast expansion of digital technologies, libraries have been forced to completely rethink how they meet their patrons' information and learning needs. Back when ACC and its library were first being conceived in the 1960s, the printing press was still the dominant information technology. In fact, when NASA first landed a man on the moon in 1969, the total memory of



their computer system was 16 kilobytes. Today, my almost outdated iPhone has 16 gigabytes of memory. That's one million times more computer memory in my pocket than in NASA's first lunar expedition!

One way to think about the changes in the dynamic, fast moving world of academic libraries is to think about two big retail chains—Best Buy and the Apple Store. These two stores have a lot in common; both sell electronics

directly to the public and both have folks walking around in blue polo shirts. However, the similarities fade away as soon as one looks beyond the blue polos. On the one hand, Best Buy has rows and rows of stuff stacked up on tall shelves. Customers are expected to stroll through the store, find what they need, and then leave with their purchases. The employees are typically congregated either around the cash registers or in the “back room.” The Apple Store, on the other hand, has almost no towering shelves, squeaky carts or narrow aisles. Instead, the Apple Store has wide open spaces with groups of people clustered around tables. The customers are encouraged to sit down, discover and learn. The employees are scattered throughout the store, mingling with the customers.

The academic library of the past looked a lot like Best Buy, a glorified book warehouse. The place was loaded with stacks and stacks of books; the librarians were typically congregated behind the circulation desks or working away in back room offices. The academic library of the future will look a lot more like the Apple Store. The prod-



The academic library of the past looked a lot like Best Buy, a glorified book warehouse.

ucts, various forms of information, will be largely invisible—just ones and zeroes somewhere in the cloud; the librarians will be walking around talking with patrons and interacting with technology. What does all of this mean locally at ACC? The Learning Commons (what most folks still call “the Library”) is undergoing a digital transformation.

For example, if you took astronomy and got hooked on looking at the skies, you might come into the Library to look at *Ad Astra*, a leading astronomy magazine. (The title is Latin and means “To the Stars.”) Traditionally, you had to come


to the Library, grab the magazine off the rack and then sit in the Library to read it. (Magazines can’t be checked out of the library.) For the last several years, *Ad Astra* and thousands of other periodicals, have been available to students, faculty and staff online through the ProQuest database. After logging in with their user ID and password, Library patrons have been able to read the journal from any location with Internet access.

For a while, in the early days of digitization, libraries and library users regarded such digital access as a supplement to the printed access in the li-

brary. More recently, a growing number of libraries have begun to doubt the wisdom of maintaining two copies of the same resource—one in print and one in digital form.

We at ACC are always looking for ways to keep tuition costs as low as possible, while still providing the best possible education. Because of this commitment to low cost, high quality education, we work very hard to trim our expenses as much as possible without sacrificing our services. In keeping with these commitments, our Library staff cancelled the print subscription to *Ad Astra* (and many other periodicals).

So, if you are a reader of *Ad Astra*, first congratulations. It's a cool magazine. Second, you still have access to the magazine—and all the back issues—on the Web through our ProQuest database. Third, by eliminating the duplication between our print and digital versions of this magazine, we saved \$55 per year. If you are more of a global thinker, we saved nearly \$10,000 by dropping our print subscriptions to several magazines like *Ad Astra*. That's about \$4 savings per student. And



As a side benefit of our shift to digital access, we are creating more space for active and cooperative learning—like in the Apple Store.

we achieved these savings without reducing the availability of resources to any student, faculty or staff member. But be assured, we still have access to all our cancelled magazines—except that access is digital and is available to library users in the Library, in their classrooms, at home, on Mount Evans and everywhere else with Internet connections.

Our reasoning for these cancellations was clear. We wanted to save money. Our digital access to these periodicals is more broadly available to our users and is significantly less expensive to the institution. Therefore, we choose digital access over print access. As a side benefit of our shift to digital access, we are creating more space for active and cooperative learning—like in the Apple Store. However, we'll talk about our repurposing of space in later newsletters...even more change there.

Of course, as always, if you need help finding or using any Library resource—digital or otherwise, just ask. We get paid to answer your questions.

A director retires: the end of an era and its legacy

When Malcolm Brantz took over as Learning Resource Center director twelve years ago, the Library itself was brand new, a proud new addition to the College. Previously the Library was a few cramped rooms that dared call itself a library.

Personnel, technology, and services were very different then. It's amazing how things change in just a decade.

The Library's reference and instruction librarians were full-time and had faculty status. The CARL system was the Library's online catalog system. The Library had a microfilm collection of newspaper and magazine articles.

The Library was melded to the Media Center on the first floor, where eLearning is now. Malcolm was head of not just the Library, but also the Media Center, and later, also the Open Computer Lab. The Media Center was where students would obtain video tapes and audiocassettes of lectures and lessons. The tapes were available on a rental basis. Much of the activity of the Media Center was duplicating tapes to meet the demands of classes. In addition, there was a video production studio for creating video lectures and other projects.



Reminiscing at the May retirement reception for Malcolm and other ACC retirees. Malcolm shares some light moments with Colleen Weeks of the English Department and Writing Center. Malcolm tells us now that he is enjoying his retirement, which starts every day at 5:30 with a long walk with his dog, Thomas.

During Malcolm's tenure most of these features of the Learning Resource Center disappeared or evolved into what is now, including the metamorphosis into a Learning Commons, where College services, such as the Writing Center, have physically blended into the Library space.

The Annual Report

Our Annual Report is a capsule summary, with statistics, of the changes and goings-on in the ACC Library and Learning Commons during the past year.

As much of society is data-driven, so is the Library: figures help define the Library and measure its performance.



Another eventful year of change for the Library

“Out with the old, in with the new,” while sounding cliched, truly sums up the big changes in the Library and Learning Commons this last academic year better most other years.

Long-time staff members have departed. Thousands of print books have been “weeded” out of the collection. Thousands of new e-books have been added. Shifting of books has changed the space and look of the second floor, with more room for study. And still more changes are in the offing...

Staff

After 12 years, director Malcolm Brantz retired this summer, with Thomas Phillips stepping into his shoes. Technical services librarian Justin Sewell has left after a five-year stint. After 26 years, library assistant Lynette Harris has retired.

Collections

After peaking at almost 53,000 print books in 2009, the hard copy collection has continued its decline to nearly 39,000 volumes. For the first time, the number of e-books exceeds print books, a sign of the digital revolution’s fruition.

Library & Learning Commons statistics

Academic year 2011-2012
(June 1, 2011 to May 31, 2012)

STATISTICAL CATEGORY	2010-11 academic year	2011-12 academic year	% change
LIBRARY HOLDINGS			
print books	43,021	38,961	-9.4%
e-books	10,679	40,412	278.4%
print periodicals	223	223	0
VHS/DVD	1,579	1,648	4.4%
audio materials	940	934	-0.6%
CIRCULATION			
stacks (print & audio books, CDs...)	7,374	7,477	1.4%
renewals	2,467	2,766	12.1%
reserves	7,659	6,963	-9.1%
VHS/DVD	437	392	-10.3%
Kindles	180	211	17.2%
iPads	51	207	305.8%
laptops	1,507	1,430	-5.1%
TOTAL CIRCULATION	19,675	19,446	-1.2%
reference questions (includes technical and directional)	5,657	5,891	5.7%
Ask Academic service	200 hours	200 hours	0

Technology

The Library continues to keep pace with the presentation of resources in digital and electronic form. This provides flexibility for all students and learners, including the growing number of students taking online courses.

In addition to databases for articles, the Library has a growing collection of e-books, audio books, iPads, and Kindles. Recently the Library installed on selected computers the Snap&Read text-reading software for the visually impaired (see our separate article).

Service hours

The Library's Sunday hours have been eliminated. Librarian hours have also decreased.

Circulation and usage

Overall use of the Library and its collections and services continues to grow. As expected, the use of online resources and electronic devices has expanded. E-book searches have jumped over 1000 percent. Library database use has climbed over 50 percent.

While online learning is on the upswing, in-person use of the Library is still growing. The gate count (number of times patrons have entered the Li-

STATISTICAL CATEGORY	2010-11 academic year	2011-12 academic year	% change
DATABASE searches			
ProQuest	53,103	46,243	-12.9%
EBSCOhost	333,029	543,516	63.2%
InfoTrac AOF	18,987	27,703	45.9%
NewsBank	10,382	7,186	-30.8%
Credo Reference	6,609	14,994	126.8%
TOTAL DATABASE USE	416,029	639,642	51.5%
e-book searches (ebrary & EBSCOhost)	3,105	37,340	1102.6%
information literacy instruction classes	117	159	35.9%
study room use (hours)	4,782	6,052	26.6%
hours open per week	72 hours	68	-5.6%
gate count	172,703	180,748	4.7%
INTERLIBRARY LOAN			
borrowing requests	186	146	-21.5%
items borrowed	155	95	-38.7%
lending requests	1,581	1,319	-16.6%
items lent	711	659	-7.3%

brary) has increased almost 5 percent from last year. Circulation of books and other materials from the stacks of the Library have increased slightly over last year. Circulation of Kindles and iPads have increased dramatically. Use of the Library's study rooms has gone up over 26 percent.

The number of information literacy instruction sessions by librarians (both in the Library computer lab and in classrooms on the main campus and in Parker) have jumped 36 percent.

Noteworthy downturns

“Negative” has a bad connotation, but not all negative stats (the red numbers in the data tables) mean “bad” or a regressing to a worse state. Some negatives are actually good.

For example, here are some “good” negatives. A decrease in Library laptop checkouts probably means more students are owning their own laptops and tablets — certainly a good thing.

A decrease in the use of a particular database just means another database is gaining more popularity relative to other databases (as overall database usage shows a substantial increase).

Interlibrary loan activity (the lending and borrowing

of books and articles between patrons of various libraries, including ACC) decreases reflect the shrinking of print materials in many libraries and the greater reliance on more easily accessible online resources.



Congratulations to the six-word story **WINNERS**

The overall winner received a \$50 gift card to the ACC Bookstore.

The winners from each category each won a \$5 Starbucks gift card.

Winners of the 2012 Six-Word Story Contest, sponsored by the ACC Library

Overall winner: Mark Schall
Humor: Manijeh Badiozamani
Open: Matt Murphy
Interpersonal: Traci Trumble
America: Orlando Halpern

A big thanks to judges
Lisa Grabowski,
Leah Rogin-Roper
and Erica Hastert

Six-word story

winners

Saw Dad's
genitals?
Was only
five!

—Manijeh
Badiozamani



Wrecked car. Broken bottles.
Innocent death.



—Mark Schall

Homeless alleyways
transformed into collegiate
halls.

—Sharon Slifka

Six-word story **winners**

Possessions scattered,
lives destroyed —
tornado's aftermath.

—Traci Trumble



**Bursts of color multiply,
spring begins.**

—Orlando Halpern



**Once upon a time...
the end.**

—Matt Murphy

The Library's a happening place

What do ACC faculty authors, a physicist, mortuary science, and CNBC have in common?

They all have made an impactful, personal presence in the Library.

The Library's place as more than just a storehouse of resources and services becomes apparent when hosting appearances by vibrant members of the ACC community.

Experience and wisdom about the crafts of writing and publishing, with some readings, were shared recently by published ACC writers Eric Bromfelt, Allison Hagood, Josie Mills, Leah Rogin-Roper, Chris Ransick and Kathy Winograd.

Less than two weeks later, nationally prominent author and speaker Dr. Karl Giberson made an appearance in the Library, conducting a dialogue on science and religion.

Sandwiched in between, CNBC cameras and crews used the Library as a venue to interview ACC mortuary science coordinator Martha Thayer about just one of many of the College's exciting academic programs.

Writers
Studio



Dr. Kathryn Winograd, Coordinator of the Writers Studio, has frequently provided the Library with scintillating writers' events for the public.

Lights, cameras, action in the Library: *CNBC comes to ACC*

Not your typical day in the Library.

The crew is here early, just as the Library opens. Who are these people?

Techies, far away from their New Jersey home base, lug in unfamiliar-looking equipment. They waste no time setting up cameras, lights, stands and screens. The producer also is there, directing traffic.

Does the Library have a couple of identical tall chairs for the interviewer and interviewee? Is there another printer that patrons can use—this one's too loud and will interfere with the interview.

After the equipment is set up and tested, there's nothing to do but wait for the interviewee—ACC's coordinator of the mortuary science program, Martha Thayer—who is scheduled to come in a bit later.

Interviewer Tyler Mathisen spends the entire time oblivious to all activity around him, sitting comfortably on the periphery, his head buried in a newspaper.

Finally Martha shows up. Sitting in the two chairs, the two principals of the interview warm up.



Here's what we'll be doing. Relax. Here are some tips to do a great interview. Okay, we're almost ready. Oh, yes, before we start, we'll have to apply the makeup.



Lights, cameras, action in the Library: *CNBC comes to ACC*

ACC's mortuary science program is in the spotlight

Mortuary science is more than alive and well — it's a hot career field. While the economy may seem to be at death's door, education for the funeral business is at a throbbing peak.

ACC's mortuary science program is the only one of its kind in Colorado, and a leader nationally, with online students from coast to coast.

CNBC, the satellite and cable business news channel, came to ACC to do a story about this vital academic field.

What better venue for an interview than the Library?



The interview is about ready to begin. ACC's Martha Thayer and CNBC's Tyler Mathisen.

A real treasure from the Library's archives

1966 brochure for ACC's first year offers a fascinating look at then and now

ACC's first president invites prospective students to the "exciting experience of being a pacesetter—a member of the initial class in a pioneering institution, the first comprehensive public community junior college in the greater Denver area."

The College was first located at 5900 S. Curtice in Littleton in the West Elementary School building. Crawford's first office was in a corner grocery store.

The Fall 1966 semester saw Dr. Crawford and 23 faculty members welcoming the first class of 550 full- and part-time students.

The brochure touts the offering of "vocational and technical specialties" in such areas as "secretarial science, merchandising, office management, and technologies such as engineering and electronics."

How much, or should we say, how little, was tuition back then for that historic Fall 1966 semester? Try \$60 per quarter hour. And for part-time and evening students, a meager \$6 per quarter hour.

In 1970, after only four years of operation, Arapahoe Junior College (as ACC was called then) was honored with membership in the North Central Association of Colleges and Secondary Schools, the quickest accreditation at that time for any junior college.

An Invitation . . .



I invite college-bound students to join Arapahoe Junior College's first class - opening fall, 1966!

They are assured not only of an unusually fine education, but also of the exciting experience of being a pacesetter - a member of the initial class in a pioneering institution, the first comprehensive public community junior college in the greater Denver area.

The residents of the Littleton area are to be congratulated on their initiative in joining the more than five hundred American communities which have developed public junior colleges, so that students may live at home while taking (1) the first two years of university-parallel study; (2) occupational education directed toward immediate employment; or (3) continuing education on an evening or part-time basis.

President Allan Crawford
Arapahoe Junior College
5900 South Curtice
Littleton, Colorado 80120





Your best friend The ACC Library

Move over, Rover. With all due respect, we believe the Library is the student's and instructor's best friend.

Our friendly, loyal staff lends iPads, Kindles, laptops. We have e-books, audiobooks, CDs and lots more.

We provide research assistance and library research classes.

Students love our quiet computer lab and study rooms (and instructors love the lab to reserve for their classes).

For staff, we have data projectors and laptops for out-of-library use.

We fetch you lots of resources, services, support and unconditional love (wag wag).



Plan B: check out a Library Kindle

First, at the risk of stating the obvious: did you know the ACC Library has e-books? Believe it or not, a recent Pew poll showed that more than half of Americans didn't know libraries have e-books.

Of course, we know that loyal ACC readers of this newsletter are above average and very sophisticated, so we'd be shocked if you didn't know we have e-books on our Library page, as well as Kindles.

So let's move on. You've had your sights on a book to read, but ACC and your local library don't have it. Or it's checked out. Or, even worse, it's a bestseller with a mile-long waiting list at every library.

Have you thought of trying Plan B? You could check out a Kindle at the ACC Library, then request the Library to add that title to the Kindle, done in just a day or two. What a concept!

Or here's another scenario: vacation time. Did you ever wish you could put a ton of books in your suitcase, then leisurely browse and pick a book that struck your fancy? Well, with a Kindle, think of it as a ton of books in your suitcase.

The ACC Kindle library is full of books of every kind to make those dull moments in the airport or the plane fly by pleasantly and quickly, and to also be enjoyed at your destination.



Disabilities get a helping hand in the Library

The Library helps everyone with all needs with technology and personal assistance

Disabilities come in many forms and manifestations. Some—like hearing or visually impaired—may be more obvious. While others, such as learning disabilities, autism and Asperger's, are less visible, but just as real.

The Library welcomes all patrons with all abilities, disabilities and special needs. The Library's goal is to make its collections and services equally available to everyone, to maximize the student learning experience in every possible way.

New assistive technology at the Library computer workstations

The Library has recently installed the Snap&Read screen reader software application on its computers. Snap&Read is a form of assistive technology (AT) that is useful for those who are blind, visually impaired, or learning disabled. This software reads any text on-screen aloud in quality male and female voices with a simple one-button toolbar. (This software replaces JAWS, which the Library no longer uses.)

These Library computers are equipped with Snap&Read: #12 (behind the Reference Desk), and computers #5, 6, 7, and 9 outside the instruction lab.




Library databases and collections

Did you know that the EBSOhost Academic Search Premier article database has an audio option that reads the articles in three different accents (American, British, Australian)?

The Library also has audio books in its collection (searchable in the online catalog with the subject heading *audiobooks*).

Library staff assistance

The Library staff are available at all times to assist anyone with a disability, whether for finding information or research strategies instruction. When requesting a Library information literacy instruction session for a class, instructors are asked to indicate if any students in their class have a disability requiring assistance.



A library relic not ready for retirement

About typewriters, computers, and writing style

Behold this solitary remnant at the Library of a bygone era: the typewriter. (In case you're curious, it's one of those large, clunky-looking electric ones, an IBM Wheelwriter by Lexmark.)

It's out-survived other relics of the past at the Library such as microfilm, video and cassette tapes, and the card catalog. (Will we be saying the same thing about print books in the near future? That's a whole topic in itself.)

It sits next to a row of computers, sort of an oddball among its high-tech brethren.

It's about the last anachronism left standing, er, sitting, so to speak.

Dad, what's a typewriter?

It's what Andy Rooney owned until he died.

Who's Andy Rooney?

Never mind.

Typewriters actually do have a practical use, unless you're a collector of celebrities' typewriters. They're great for doing envelopes and filling out forms (do they still have those forms with carbon copies?). Not everyone uses online forms. Not every form is available to be filled out online.

Maybe that's why we still have a typewriter at the ACC Library.

Yes, instead of computers, there are still some writers who use typewriters, just as some writers still use yellow legal pads (admittedly a dying breed of writers).

Once a patron asked if we had a user manual for our typewriter. We couldn't find one. At the time it didn't occur to us to look online, where

most user manuals are available for free.

Interestingly, a Web search reveals that at least a fair number of libraries still have a typewriter for public use. Even Harvard has a typewriter -- in the computer lab of the law library. But, in contrast, the Berkley Public Library in Michigan, in its FAQs, states, "Note that the library DOES NOT have typewriters."

Writing style has not fully adapted to the post-typewriter age

There are still some of us old-timers around who formerly used typewriters, believe it or not. One way you can easily detect these old codgers is when they type text with a computer, they put in two spaces after a period. But even today's students do that. According to some techno-revisionists, that's a no-no in the post-typewriter age. So is underlining words for emphasis (one contention is that underlining should only be used in some advertising copy headlines for special effects, or to mark hyperlinks). And not knowing how to make an "em" dash. And so on. What made sense using a typewriter doesn't hold using a word processor.

Robin Williams, the computer typographic style

guru, has published the classic and award-winning *The PC is Not a Typewriter* and *The Mac is Not a Typewriter*, which explain the fine points of these differences of using a word processor properly in the age of desktop publishing. Even though it is an old book with some outdated computer information, instructors should consider using it in their classes. It is an essential resource for everyone who uses a word processor.

Following the advice of these Williams books will help make you look like a savvy, sophisticated writer, and will help you not betray yourself as a dinosaur from the past or style-challenged and amateurish. There are several, shortened PDF version of these principles available on the Web, including [this one](#) by Maricopa Community Colleges.

Yes, these tips are indispensable and important for everyone who cares about how they look in print. Whoops! On second thought, these tips are *indispensable and important* for everyone who cares about how they look in print.

P.S. There is an interesting library [blog](#) from 2007 about typewriters and libraries.

A woman with dark hair, wearing a light blue button-down shirt, is seated at a dark desk in a bright room with large windows. She is looking at a laptop screen and has her hands on the keyboard. A white mug is on the desk next to the laptop. The background shows a view of green trees outside the window.

Students getting published

*ACC faculty say they get student papers worthy of publication.
Now here's how to reap that talent...*

It's been said that research is not complete until it is published.

If you should ask an ACC faculty member if they've been the recipient of student papers that are worthy of publication, the answer is, invariably, yes.

That's good. But it's bad that these student papers will never be seen by anyone else other than the instructor and possibly fellow classmates. What a shame, you say. Wouldn't it be great to be able to offer a student the intangible educational benefits of being published and that added motivation to work a little harder with the possibility of adding the shine of publication to their work?

But there is some good news. There are places where an undergraduate college student can get published, receiving that extra feather in their cap for doing an exceptional job. Yes, now students with valuable ideas manifested in scholarly and even journalistic works are able to share them with the wider world.

A few larger universities do offer undergraduate student journals as a venue for student papers. That's good. But it's bad that there are not more such journals on the college level. And what's also bad is that most of these undergraduate journals are exclusively for the students enrolled in that institution. (A list of undergraduate journals is at the Council of Undergraduate Research [site](#)).

The move toward establishing undergraduate journals has been slow and late. Part of the problem has been a prejudice against such a type of publication, as not being a "real journal." Part of it has been an ignorance and lack of acknowledgement of the value of undergraduate scholarship and the peer-reviewed publishing experience. In the area of science, this neglect is seen as each

year thousands of undergraduates engaging in research through independent study projects, senior theses, and summer research programs go unrecognized.

Until relatively recently, there were no venues for undergraduate researchers at colleges that did not have their own journals, and so most undergraduate research remained even more grossly invisible. But, thanks in great part to the Internet, more journals have sprung up that are open to all undergraduates. With the Internet students now have a global platform to showcase their works.

Listed here are a few of the notable exceptions of peer-reviewed journals that accept works from undergraduates from any school. A number of these journals are multidisciplinary, accepting papers in all subject areas, and some accept journalistic news, feature articles, opinion pieces and reflective essays. These publications are peer-reviewed and "open access," which means their refereed content is freely available for reading on their websites. Unlike some open access journals, these publications do not charge any fees for being published. It is usually required that

submitted articles have a statement by a sponsoring faculty advisor who has read and critiqued the article.



Peer-reviewed undergraduate journals accepting works from any college student

The [Council on Undergraduate Research](#) has a listing of undergraduate journals with links. Most are restricted to students of the institutions, but you will find some that are open to all students.

Some “open submissions” journals:

[Agora Journal for Undergraduate Scholarly Papers](#)

Specializes in literary essays about the classic “great books” of the world, with submissions accepted from individual or institutional members of the Association of Core Texts and Courses (ACTC).

[Imponderabilia](#)

Based in the UK, “a multidisciplinary student journal, a platform to share and exchange ideas,

criticisms and reflections on anything anthropological (in the widest sense of the word — on anything related to culture and society).”

[Journal of Student Research](#)

Stands out in that “students aspiring to publish will receive scholarly feedback once their submission is reviewed. These feedbacks will not only help authors identify areas of improvement to their submission, but help them better understand the process in order to be successful at publication.” Another strong feature of this publication is the collaborative environment it provides for allowing readers to comment on the article and being able to communicate by e-mail with the authors. A Google Analytics account allows authors to track the readership and traffic of their published articles.

[Journal of Undergraduate Research and Scholarly Excellence](#) (JUR)

One of the notable exceptions to the restrictive type of undergraduate publication is at Colorado State University. Unlike most other undergraduate journals, JUR, which is published twice yearly, is run entirely by students. Graduate students and faculty evaluate the submitted research, making it a peer-reviewed journal. More than half the submissions have come from outside of CSU, from around the world. In addition

to original scholarly articles in all disciplines, the journal accepts journalistic writing and artwork.

Journal of Young Investigators (JYI)

One of the pioneering undergraduate journals, with its first publication in 1998. JYI publishes on a monthly basis original undergraduate research and literature review articles in the natural sciences, mathematics, engineering, and in some of the social sciences such as psychology and history of science. Some journalistic articles are also accepted. Articles may be submitted up to one year after graduation, providing the research was done as an undergraduate.

The Oswald Review

Accepts undergraduate submissions in the discipline of English. Produced by the English Department, University of South Carolina Aiken.

Pittsburg Undergraduate Review (PUR)

“The purpose of the *Pittsburg Undergraduate Review* is to advance innovative undergraduate scholarship. *PUR* aims to bring research to the forefront of undergraduate awareness and to further intellectual innovations and pursuits, thereby energizing the academic community. *PUR* is a multidisciplinary journal that accepts papers from around the world.”

Reinvention: a Journal of Undergraduate Research

“Reinvention is an online, peer-reviewed journal dedicated to the publication of high-quality undergraduate student research. The journal welcomes academic articles from all disciplinary areas and accepts submissions from students worldwide. The journal is produced, edited and managed by students and staff at the University of Warwick and Oxford Brookes University.”

Student Pulse

Not peer-reviewed, but editor-reviewed, *Student Pulse* was formed because of the scarcity of publishing venues for undergraduates, that there is not enough room to publish all good works by students. *Student Pulse* also accepts submissions from graduate students and recent graduates.

Undergraduate Journal of Service Learning and Community-Based Research

“This publication is a refereed, multi-disciplinary, online undergraduate research journal open to all undergraduate students in the US and across the globe. The journal is dedicated to publishing the intellectual and reflective work by undergraduates on service learning, community-based research, and all related curriculum- and/or research-based public community engagement activities.”

Undergraduate Research Journal for the Human Sciences

Published annually online by the Undergraduate Research Community (URC).

Colorado topics and issues for scholarly and journalistic writing

Colorado Issues Journal (COjournal)

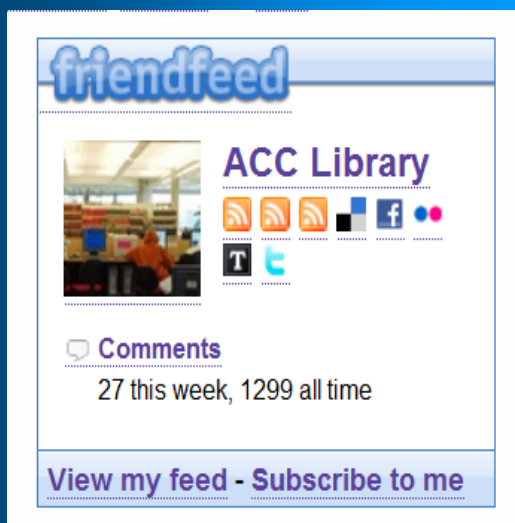
Not peer-reviewed, is open to all students whose work is Colorado-focused. COjournal was created by ACC librarian Ed Sadowski to provide a greater voice and platform for students to engage in Colorado topics. The scholarly literature suggests that writing about local issues is a more effective way for students to learn information literacy skills. COjournal hopes to help encourage more student involvement in scholarly and journalistic writing about local issues.

Undergraduate journals accepting journalistic writing

- > **Colorado Issues Journal (COjournal)**
- > **Journal of Undergraduate Research and Scholarly Excellence (JUR)**
- > **Journal of Young Investigators (JYI)**
- > **Undergraduate Journal of Service Learning and Community-Based Research**

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Thomas E. Phillips, Director

Editing/Writing/Design:

Ed Sadowski, Librarian

ed.sadowski@arapahoe.edu

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The eagle-eye proofreading team

Tom Phillips, Lisa Grabowski, Ann Priestman

design



photography



writing

editing



by **Ed Sadowski**