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BECOMING FAMILIAR WITH *ABOUT CAMPUS*

Overview of *About Campus's* content and style

About Campus is a bimonthly magazine for those who want to thoughtfully examine the issues, policies, and practices that influence the learning experiences of college students. Even though *About Campus* is sponsored by ACPA – College Student Educators International, it addresses an audience that goes well beyond student affairs to include all those on campus (administrators, faculty, and staff) who are concerned with student learning. To speak effectively to such a broad array of people and to draw them into a discussion of the issues that affect student learning, we encourage authors to use strategies such as the following:

- a) frame issues quickly and effectively to attract readers' attention;
- b) develop ideas and present information clearly and dynamically; and
- c) reveal implications of the work for a wide range of educational

contexts.

In essence, we are looking for articles that share important discoveries and insights into what makes campuses good places for students to learn and what can be done to make campuses more effective learning environments. Please keep this focus in mind as you craft your article.

Also, please keep in mind that *About Campus* is not an academic journal. We are looking for writing that will actively reach out to and capture the interest of a broad higher education audience. Thus, the *About Campus* writing style includes such elements as rich description, character and plot development, and dialogue. The content, while grounded in theory, is communicated in accessible and jargon-free language.

The managing editor's must-remember tips for writing for *About Campus*

1. Each article is about student learning.
2. Authors have something original, timely, and interesting to report.
3. Each article discusses a topic of general interest to a broad audience of educators including administrators, faculty, and staff. Likewise, each article speaks to a broad audience by using jargon-free and inclusive language (i.e., an article does not contain phrases such as *holistic learning* or *metacognition* that only a select group of the educational community will understand). For example, even if an article is specifically about classroom teaching, the authors don't assume that the reader is a classroom teacher.
4. Authors write in an engaging and sophisticated style. Readers "meet" the authors and the subjects of the stories, but the stories are not too chit-chatty or unnecessarily autobiographical. Also, authors take a stand on how to advance our shared agenda of "enriching the student learning experience."
5. Each article obviously relies on a thorough understanding of current literature but does not include or sound like a traditional literature review. Technical or discipline-specific terms are used only when necessary; when such terms are used, they are clearly defined.
6. The article is not hyperbolic or overstated; it is what it is and solves what it solves (no world hunger remedies allowed).

The departments that appear in *About Campus*

- **Features**—Features provide an in depth look at issues in a range of areas affecting undergraduate education. They draw upon current literature to offer appropriate background for the issue (although they do not include a traditional literature review), present results of new research, and explore new perspectives. Each feature approaches a timely topic from an original angle and shows how the topic affects student learning in a variety of contexts (i.e., out-of-class and in-class settings). In addition, each feature presents the outcomes that have and haven't been achieved and outlines the paths toward better practice (with acknowledgement of the obstacles that may need to be overcome).
 - Length: 3000, 3600, 4200, or 4800 words.
 - Editor: Marcia Baxter Magolda, Miami University, aboutcampus@muohio.edu
Accepting submissions until June 1, 2008

Jean Henscheid, University of Idaho, aboutcampus@uidaho.edu
Accepting submissions after June 1, 2008

- **In Practice**—In Practice articles profile innovative campus practices that foster student learning. Describing best practices in a college or university setting, each article describes the purpose, context, and players involved in implementing the practice; uses assessment data to report the learning outcomes of the practice; and includes implementation challenges and strategies to address them. Articles offer readers key insights to help them adapt this practice to multiple contexts.
 - Length: 1200, 1800, or 2400 words.
 - Editor: Laura M. Haas, James Madison University
haaslm@jmu.edu

- **Assessment Matters**—Assessment Matters articles examine one of the most essential but also most challenging issues involved in successful educational practice: how to determine whether students are learning what we as educators want them to learn. These articles profile state-of-the-art assessment practices that are accessible to a wide audience and useful in a variety of contexts. Each article should provide readers with practical ideas and principles about using assessment as a tool to inform their everyday work to enhance student learning.
 - Length: 1200, 1800, or 2400 words.
 - Editor: Susan Kahn, Indiana University-Purdue University Indianapolis
skahn@iupui.edu

- **Campus Commons**—Campus Commons articles are personal narratives that model how educators work with students in various contexts. These stories shed light on the special issues and challenges faced by those who live and work on our campuses — students, faculty, and staff alike. Stories can range from the humorous to the heartbreaking and everything in between. These articles can examine personal experiences, campus events, every day life events or special

moments. Ultimately, Campus Commons submissions should inspire readers to think in new ways about students and student learning.

- Length: 1200, 1800, or 2400 words.
 - Editor: Deb McCarthy, University of Texas, Austin
dmccarthy@mail.utexas.edu
- **Media Montage**—These articles synthesize multiple media resources that educators can use in college and university settings to enhance student learning. For example, articles may offer suggestions on reading or viewing resources for use in new student summer reading programs, review professional development resources, or highlight media resources that have recently had a high impact on enhancing student learning. Through the synthesis, readers should gain an understanding of how multiple media resources compare and contrast and how to creatively use various genres of media to enhance student learning. Due to the unique nature of this department, consultation with the department editor is required prior to submission.
- Length: 2400, 3000, or 3600 words.
 - Editor: Stephen John Quaye, The University of Maryland
sjquaye@umd.edu
- **Bottom Line**—Bottom Line articles are strong persuasive essays that bring readers' attention to a particular issue or challenge facing higher education. Authors clearly state their position, draw upon evidence as necessary to make their case, and show how the issue or challenge affects student learning. In addition, authors provide solutions or courses of action to address the issue or challenge they present. These articles should call readers to action and help them consider how the issue or challenge affects their own practice.
- Length: 1200 or 1800 words.
 - Editor: Brianne MacEachran, Miami University
maceacbm@muohio.edu

Note: For general inquiries, please contact the editorial team at aboutcampus@uidaho.edu

Word Counts: The word counts include the title, author biographic information, manuscript text, and references. Please note that the word counts listed for each type of article are NOT ranges; they are specific lengths necessary to meet layout requirements.

CONCEPTUALIZING & DEVELOPING A MANUSCRIPT

Finding an idea

- General tips
- Talk to new and different people. Pay attention to issues about student learning that surface amid casual conversation.
 - Keep your eyes open. Look for connections between your observations and your professional interests.
 - Spend time among specific student subcultures (e.g., by attending campus events, student organization meetings, and so

forth). Think about the relevance your work has for these various groups of students.

- Move beyond topics. Topics can be a place to start, but topics are not story ideas. Story ideas take a topic and mold it to fit a certain niche and resonate with a certain audience.
- Guiding questions
 - What do you and your colleagues discuss during informal meetings, in class with students, or at professional conferences that relates to student learning?
 - What issues related to student learning keep you up at night? What innovations make you get out of bed in the morning?
 - What practices and policies at your institution do you want to share with others?
 - What recent articles have you read? Does your idea overlap with any of them? If so, how is your idea different or what gap does it fill?

Hooking the reader & Writing the “so what” paragraph

- A hook: According to Robert Nash, author of *Liberating Scholarly Writing: The Power of Personal Narrative*, “A hook is a special device, a lure, that will draw your readers into your narrative and keep them there” (2004, p. 58).¹ Nash explains that elements such as genuine dialogue, memorable characters, elegant writing, and critical incidents can serve as hooks.
- A “so what” paragraph: This paragraph usually follows the lead and tells readers what lessons or insights the article holds. The “so what” paragraph serves as a promise. The rest of the manuscript needs to fulfill the promise.
 - Imagine that you told a colleague about your story idea and he or she asked, “So what? How is that relevant to my work as an educator?” or “How will that help me enhance student learning?” How would you respond?
 - Example of a “so what” paragraph
In “Cultivating the Craft of Interdependence: Collaborative Learning and the College Curriculum,” Kenneth Bruffee writes:
May we learn collaboratively? What does this student’s question tell us? That she’s a bit naive? Probably. Most of the college professors you and I know would be flattered that students were getting together outside class to talk over what they’re studying in the course. But this student’s question may also tell us something else. Maybe colleges haven’t entirely succeeded yet in convincing students that

¹ Nash, R. J. (2004). *Liberating scholarly writing: The power of personal narrative*. New York: Teachers College Press.

collaborative learning is a Good Thing. And maybe we haven't quite convinced ourselves. (2003, p. 18)²

Choosing a structure

Unlike most academic journal articles—which follow a standard structure of Introduction, Literature Review, Methods, Results, Discussion, Limitations, and Future Directions—*About Campus* articles use more literary-like structures and organization techniques to guide readers from start to finish.

- Basic elements of structure
 - Focus: provides a key idea for the mind to concentrate on
 - Transitions: create action and links between events, concepts, moments, and thoughts
 - Through line: guides readers along the arc of the story so that they arrive satisfactorily at the end; prevents readers from becoming disoriented as they move from section to section
- Some options for organization
 - Chronological: shows a linear process or, in other words, a start to a finish; works well for In Practice articles that describe the development of an innovation or program as well as other articles that involve history or “a day in the life of” scenarios
 - Simple-to-complex: illustrates how a struggle or issue grows; works well for Feature articles that address big-picture issues and Campus Commons articles that deal with personal struggles.
 - Problem-to-solution: presents a problem along with a way out of it; works well for Bottom Line articles that issue a call to action.
 - Mystery: uses suspense to build the action; works well for Campus Commons articles that contain twists and turns.
 - Compare and contrast: shows “this” aligned with “that” or “this” as opposed to “that”; works well for articles that discuss trends.
 - Spatial: focuses on location and moves readers from place to place as the story unfolds; works well for articles that illustrate an issue within the context of multiple settings (either on one campus or several campuses).
 - Scenic: depicts discrete scenes separated by breaks or other devices; works well for articles that explore an issue from numerous angles.
 - Parallel narratives: tells stories that follow separate but related courses; works well for articles that present two or more perspectives.
 - Variable distance: moves the reader in and out of the action; works well for articles that integrate action and reflection.
 - Foreshadowing: offers hints, teases, and promises; works well for introductory sections intended to give readers just a glimpse of what lies ahead.

² Bruffee, K. (2003, January-February). Cultivating the craft of interdependence: Collaborative learning and the college curriculum. *About Campus*, 7(6), 17-23.

- **Flashbacks:** mixes up the timeline; works well for articles that discuss past events.

ATTENDING TO THE TECHNICAL DETAILS

Unpublishable Material

- **Epigraphs.** These are short quotations used to open an article. Our title page layouts do not permit opening quotations.
- **Poetry.** We do not publish original poetry either as stand-alone poems or as part of an article. Authors may quote from previously published poems, provided that they follow copyright regulations.
- **Figures.** We include figures only when essential information or concepts cannot be adequately explained in words.

Language Usage

- When using proper names — whether of individuals or institutions — please double check them for accuracy.

Language Usage (cont.)

- Avoid passive constructions (Example: For a long time, *it has been accepted* that); use the active voice as much as possible (Example: For a long time, *educators have accepted* that).
- Use first person, singular and plural (e.g., *I* and *we*) where appropriate.
- Use a person's full name the first time she or he is mentioned.
- Avoid sexist language such as *spokesmen*, *chairmen*, and *man* in the generic sense. Substitute *spokesperson*, *chair*, *individuals* or *people*, and so on. Do NOT use *he/she* or *s/he* and avoid *he or she*, which is awkward. Instead, use the plural as much as possible (Example: *students ... they* rather than *the student ... he or she ...*).

Reference Citations in the Text

It is important that you pay special attention to our in-text reference style because it is different than APA style! Like other magazines that publish serious nonfiction for a general audience, we ask authors to be selective in their use of references and to identify fully all references within the text of the article. Using an academic reference style can interfere with authors' success in reaching out to a broad audience. It can encourage attention to details that may not be important to people outside of the authors' particular field. Also, because an academic reference style does not require authors to offer a context for a reference, it puts at a disadvantage those readers who are unfamiliar with particular sources or who may not have the time or interest to seek out the listed sources to understand how they fit into a certain argument. Please integrate reference information for specific facts and sources of direct quotes into the text, as shown in the examples below.

Examples of how to integrate references into the text of an article:

- As Ernest Boyer explains in *Campus Life*, “American higher education is, by almost any measure, a remarkable success. In recent decades, new campuses have been built, enrollments have exploded, and today, many of our research centers are ranked world class. Still, with all of our achievements, there are tensions just below the surface and nowhere are the strains of change more apparent than in campus life” (p. 1).
- In a recent article of the *Journal of College Student Development*, Patricia King and I describe how this integrated perspective can be applied to learning.
- As Jean Henscheid states on her web site, “Half of all students are above average.” [Note: If a web-based document does not have page numbers, simply include the author’s name and the title of the site in the sentence.]

Reference List

Even though *About Campus* is not an academic journal and we do not take a scholarly approach to references in the text, we do want to make certain that readers can locate those sources that authors identify. For this reason, we provide reference lists at the end of articles and we ask authors to be thorough and provide all the essential details outlined below. Please use APA style for the reference list.

- For published works and online articles, please provide full title, complete author’s name, publisher and publisher location, date of publication, and page numbers where appropriate.
- For websites, please provide the author’s name, article or document title, publication date [or “n.d.” for no date], web address, and access date.
- For speeches and presentations, please provide as much information as possible, including (where appropriate) date, place, context, title, and full name of author.
- For personal correspondence such as letters, e-mails, and phone conversations, integrate the date and form of correspondence into the text but do not include personal correspondence sources in the reference list.

Examples of reference list entries:

- **Book:** Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates, a. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.
- **Chapter in an Edited Book:** Kegan, R. (2000). What "form" transforms? A constructive-developmental approach to transformative learning. In J. Mezirow (Ed.), *Learning as transformation: Critical perspectives on a theory in progress* (pp. 35-69). San Francisco: Jossey-Bass.

- **Journal Article:** King, P., & Baxter Magolda, M. (1996). A developmental perspective on learning. *Journal of College Student Development, 37*(2), 163-173.
- **Personal Correspondence:** “According to an e-mail from Jean Henscheid, managing editor of *About Campus*, that I received on Feb. 12, 2005, 50% of college students are above average.” No entry in reference list.
- **Web site:** ACPA [author]. “About Campus” [title of article or web page]. Retrieved March 8, 2005, from http://www.myacpa.org/pub_ac.cfm.

Permissions

In most instances, authors may quote words, tables, figures, and other material as long as it is accurate and appropriately credited. However, depending on the source, length, and nature of a quotation, permission from the copyright holder may be needed. Authors are responsible for getting written permission in these instances and supplying copies of letters of permission when they submit a manuscript. We need a signed letter from the copyright holder indicating the material being used and giving permission to use it. To help authors understand when to seek permission, we offer the general guidelines below:

- **What does NOT require permission:**
 - a. Any work published before 1906
 - b. Most federal government publications
 - c. Any quotation from nonfiction of fewer than 300 words or less than one to two percent of the total word count of the work, whichever is less, provided that it is: i) clearly presented as a quotation; ii) not taken out of context; iii) NOT used as an epigraph; iv) full credit is given; or v) not “qualitatively substantial,” that is, it does not go to the heart of the work or quote from the most moving or interesting parts.
- **What DOES require permission:**
 - a. Any table, checklist, or other list taken entirely from another source.
 - b. Quotations from nonfiction in excess of 300 words or one to two percent of the total, whichever is less.
 - c. Quotations of any length from a work of fiction. This includes all poetry.
 - d. A paraphrase of more than 300 words from nonfiction whose wording and sequence of ideas are similar to the original (permission is required for both single long quotations and multiple quotations from a single work that add up to more than 300 words).
 - e. Quotations of any length from information publications including speeches, position papers, corporate in-house documents,

- mission statements, questionnaires, or unpublished dissertations.
- f. Quotations from personal letters and documents (the recipient owns the letter, but the copyright is retained by the author).

Note about permissions: There may be many times when paraphrasing an author’s ideas would be as effective as a direct quote and would relieve you of the obligation to get permission (except in the case of item 2f above), so you may want to consider this option.

SUBMITTING A MANUSCRIPT FOR REVIEW

Formatting

- Type the manuscript in 12-point Times New Roman font. Do not vary font size or style for titles, subheadings, or any special text. Also, do not include running headers. This is important, as special formatting can cause problems in e-mail transmission.
- Use hard returns only to end a paragraph or section. At all other times, allow your word processing program to break lines automatically.
- Prepare the title page of your draft to include the following:
 - a. Word count (which includes the title, author biographic information, manuscript text, and references). Please put the word count in the top, left-hand corner of the title page.
 - b. Title of the manuscript.
 - c. Full names, titles, mailing addresses, phone numbers, and e-mail addresses of all authors.
 - d. Short bios (40 words or fewer) of all the authors, including current affiliation.
 - e. Name of the department to which you are submitting your article for consideration (e.g. In Practice, Feature, etc.).

TITLE PAGE EXAMPLE
Word Count.

Title of Manuscript

Author’s Name
Affiliation
Mailing Address
Phone Number
E-mail Address

Brief Bio:

Name of Department to
which you are submitting

Working with the Editorial Team

- E-mail your manuscript to the appropriate department editor by the arranged due date (if applicable).
- A member of the editorial team will review and provide feedback on your manuscript. *Note:* We review manuscripts as quickly as possible. Because our editorial team is small, it may take six to eight weeks for an editor to respond to your manuscript.
- Department editors and authors will correspond until they agree the manuscript is at a final draft stage; most manuscripts will go through several rounds of revision.

- Once an article is ready for publication, it becomes a part of our warehouse of articles from which we choose when we put together issues of the magazine. The Executive Editor will notify you when your article has been accepted for publication.
- When an article is slated for a particular issue, we ask authors to sign a *copyright transfer agreement* (see below). The *About Campus* editorial assistant will notify you when your article has been slated and will mail the copyright transfer agreement to you. It must be signed and returned in order for the article to be published.
- The managing editor will make necessary changes in the article (including its title) for clarity, length, and conformity to style. You will be sent an edited version of your article for a brief review prior to its publication.

Copyright Transfer Agreement Information

Below are key rights we ask authors to assign to us. Please read this information carefully and make sure you feel comfortable with the rights as outlined. If you have any questions or concerns about this, please contact Bob Rosenberg at rrosenbe@wiley.com

1. You have supplied an original manuscript for inclusion in an issue of the magazine.
2. You agree that the manuscript you have furnished is original and prepared especially for the magazine; that it has not been and is not being registered for copyright and/or published elsewhere; and that you will not release it for any purpose prior to publication of the magazine issue in which it is scheduled to appear.
3. You guarantee that your work does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter, and you agree to hold the Jossey-Bass Inc. as Publisher harmless against any claim that may be incurred involving such matters.
4. You grant the editor and the office of the publisher the right to make changes in the article (including its title) for clarity, brevity, and conformity to style. You will be contacted about your contribution before it is set in type only if substantive changes, which the editor will determine, are made in the editing process. You will not receive proofs; the publisher and editor will be responsible for all proofreading of the article.
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Copyright Transfer Agreement Information (cont.)

6. If, for any reason, the article is not published, you are free to use your manuscript for any purpose you desire.

7. In appreciation for your contribution to About Campus, Jossey-Bass will send you ten (10) complimentary copies of the magazine issue in which your article appears and a complimentary one-year subscription to the magazine. If you prefer, you may use this subscription benefit to introduce a friend or colleague to About Campus by providing an alternate name and mailing address on the form that accompanies this Letter of Agreement.
8. You will keep the editor informed of any change in your address that may take place between now and your receipt of the materials from Jossey-Bass.

MANUSCRIPT CHECKLIST

To ensure prompt review of your manuscript, please check to make sure that your manuscript meets all of the following criteria before you submit it to *About Campus*. Refer to the Author Guidelines information above for a more thorough explanation of each item.

Cover Page

- Is the word count (including the title, text of the manuscript, references, and author biographic information) indicated in the top left-hand corner?
- Are the full names, titles, addresses, phone numbers, and e-mail addresses of all authors included?
- Are brief (40 words or fewer) bios of all authors provided?
- Is a working title provided? Is the working title 12 words or fewer? Does it fit the style and tone of the manuscript?
- Is the name of the department to which you are submitting the manuscript indicated?

Content

- Is the topic appropriate for the department to which you are submitting the manuscript?
- Is the topic of relevance and interest to a wide range of readers including student affairs professionals, faculty, and administrators?
- Does the introduction frame the issues quickly and effectively to attract readers' attention? Does it include a hook and a "so what" paragraph?
- Does the manuscript develop ideas and present information in a clear and engaging manner?
- Does the manuscript use straightforward, jargon-free language? Are necessary abbreviations explained?
- Does the manuscript include transitions that help illustrate the relationship between various issues, topics, and information?

Style & Formatting

- Does the manuscript meet the length requirement? Does it contain only text and no figures, epigraphs, or poetry?

Guidelines 13

- Is 12-point Times New Roman used throughout the manuscript without special formatting for headings or other elements?
- Have all proper names (such as those of individuals and institutions) been double-checked for accurate spelling?

- Are individuals' first names used the first time they are mentioned in the manuscript?

References & Permissions

- Are the sources of facts, figures, and direct quotes appropriately cited? Are page numbers included for direct quotes?
- Is each reference fully identified within the text of the manuscript?
- Does the reference list follow the format specified in the "Author Guidelines"?
- Does any material require permission to use? If so, have you obtained written permission from the copyright holder for the material(s)?