

# *About Campus* Author Guidelines

## **About *About Campus* (please read!)**

*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 the American College Personnel Association, it addresses an audience that goes well beyond student affairs to include all those on campus 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 readers.

We are not looking for “academic articles” as traditionally defined. We are looking for articles, including those from academics, that share important discoveries and insights into what makes campuses good places for students to learn and what can be done to make them more effective learning environments. Please keep this imperative in mind as you craft your article.

## **The kinds of articles that appear in *About Campus***

**Features**—We typically include three features per issue. Features provide an in depth look at issues in a range of areas affecting undergraduate education, offering some background, presenting results of new research, or exploring new perspectives of those who are familiar with the issue either professionally or academically. Length: 2800-5000 words.

Editor: Marcia B. Baxter Magolda, Miami University  
aboutcampus@muohio.edu

**In Practice**—The purpose of In Practice is to profile innovative campus programs that foster student learning. Describing unique or particularly successful programs or services in a college or university setting, each article typically includes practical details of implementation such as staffing and evaluation. We encourage authors to explore the challenges of putting the program in place, the strategies used to address these challenges, and what benefits to students that have been documented. Length: 1200, 1800, or 2400 words.

Editor: Laura M. Haas, James Madison University  
[haaslm@jmu.edu](mailto:haaslm@jmu.edu)

**Assessment Department** – Assessment Department articles profile state-of-the-art assessment practices to promote student learning. Articles describe collaborative campus processes and strategies for assessing student learning at both program and institutional levels. Articles should be rich in details about how to articulate expectations for learning and how to design methods, criteria, and standards of judgment to assess performance on learning expectations. Authors should also include a description of processes and strategies used to analyze and interpret patterns of student performance and to revise practices based on assessment findings to enhance student learning. Descriptions should be detailed enough to

enable readers to adopt or adapt assessment practices for their particular contexts. Length: 1200, 1800, or 2400 words.

Editor: Peggy Maki, Peggy Maki Associates  
[PeggyMaki@aol.com](mailto:PeggyMaki@aol.com)

***Campus Commons***—In this department of About Campus authors can tell their stories and so shed light on the special issues and challenges faced by those who live and work on our campuses—students, faculty, staff alike. Stories can range from the humorous to the heartbreaking and everything in between. They can examine personal experiences, campus events, the mundane or the unusual. Length: 1200, 1800, or 2400 words.

Editor: Lee Burdette Williams, Appalachian State University  
lee@sister.com

***What They're Reading***--This department alerts readers to media that have piqued the interest of higher education professionals and that provide insight into the issues affecting student learning. Books, resource manuals, movies, and videos are discussed in this department. The primary audiences of works reviewed here range from college students to faculty to professional staff to parents. Reviews should go beyond a simple summary of the resource and should highlight how the work can be used by various audiences and what makes the work worth noting. Length: 1200 or 1800 words.

Editor: John Lowery, University of South Carolina  
jlowery@gwm.sc.edu

***Bottom Line***—Bottom Line articles are brief opinion pieces advocating a position on a particular issue, calling readers' attention to a challenge facing higher education, or issuing a call to action. Here authors are called upon to write strong persuasive essays, drawing on evidence as necessary to make their case. Because these articles present a strong, often personal, perspective, it can often be awkward to include more than one author. We ask that authors who are collaborating keep this in mind and make sure that they can comfortably describe all opinions and experiences using the first person plural, "we and us." Length: 1200 or 1800 words

Editor: Marcia B. Baxter Magolda, Miami University  
aboutcampus@muohio.edu

## Manuscript Length

Every issue of About Campus is limited to 32 pages. Therefore, manuscripts that do not meet the word count will need to be edited accordingly. We have very little leeway in this regard. *Please try very hard to meet the guidelines given to you, and remember to include a word count when you submit the first draft of your manuscript, on any revised draft(s), and on the final manuscript. The word count includes the title, manuscript, references, and author biographic information.*

For word count requirements for the various kinds of articles, please see the descriptions above.

## Language and Style

Please keep in mind that *About Campus* is not an academic journal. We are looking for writing that is dynamic, straightforward, and jargon free--writing that will actively reach out to and capture the interest of a broad higher-education audience. Feel free to use the first person when it will improve clarity and to use casual, reader-friendly language. As you move from point to point in your article, please pay special attention to transitions--try as much as possible to help readers see the relationship between various issues, topics, and information you discuss and offer them as many guideposts as you can to help them navigate the discussion you are providing in your article.

In addition to the general guidelines above, we specifically ask that you pay attention to the following:

- When using proper names—whether of individuals or institutions—please double check for accuracy.
- Avoid passive constructions (EXAMPLE: *It has for a long time been accepted that ...*); use the active voice as much as possible (EXAMPLE: *For a long time we in higher education have accepted that ...*).
- Use of the first person, singular and plural, is permissible and encouraged where appropriate.
- Use a person's full name the first time she or he is mentioned.
- Double check every name for accurate spelling.
- 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 very awkward. Instead, use the plural as much as possible (EXAMPLE: *students ... they* rather than *the student ... he or she ...*)

## References in the Text

Please provide reference information in order to substantiate specific facts, figures, and sources of direct quotes, using the following style. Please integrate information about sources into the text, as shown in the examples below. Include page numbers for direct quotes.

***It is important that you pay special attention to our reference 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. We have found that when authors rely on an academic reference style, it can interfere with their success in reaching out to a broad audience. It can encourage attention to details that may not be important to people outside of the author's particular field. Also, because academic reference styles don't require that authors offer a context for a reference, they put 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 the argument the author is making.

#### EXAMPLES:

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.

## Reference Lists

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

- For published works, please provide full title, complete author name, publisher and publisher location, date of publication, and page numbers where appropriate.
- For speeches, personal correspondence, and other informal sources, please provide as much information as possible, including (where appropriate) date, place, context, title, and full name of author.

#### EXAMPLES:

Boyer, E. L. *Campus Life: In Search of Community*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1990.

King, P. M. and Baxter Magolda, M. B., “A Developmental Perspective on Learning,” *Journal of College Student Development*, 1996, 37, 163-173.

Reisman, D., and Jencks, C. “The Viability of the American College.” In N. Sanford (ed.), *The American College: A Psychological and Social Interpretation of Higher Learning*. New York: Wiley, 1996.

## What We Can't Include

*Figures*. We include figures only when essential information or concepts cannot be adequately explained in words. You are welcome to send us figures for our review, but it is rare that we include them.

*Epigraphs.* These are short quotations used to open an article. Our title page layouts do not permit opening quotations. If you feel strongly that some quoted material is vital to the article, then you must find a way to integrate it smoothly into the text.

*Poetry.* We don't publish original poetry either as stand-alone poems or as part of an article. In some cases it might be appropriate for authors to quote from previously published poems, which we do allow, but it is important to follow copyright restrictions when quoting poetry. NOTE: Even publishing small portions of poems requires official permission from the copyright holder and we will need to see evidence of this permission before we will consider including the quotation from a poem in any article.

## Permissions

There are many different kinds of material that require permission to publish from the copyright holder. It is your responsibility to get written permission in these instances and supply copies of letters of permission when you submit your article. There is no standard format for such letters, as they are very simple. We need only a signed letter from the copyright holder, indicating the material you will be using and that you have permission to do so. To help you understand when you need to seek permission, we offer the general guidelines below:

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.

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 (1-2%) 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 1-2 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). You may want to consider this option. Of course, you still need to provide thorough information on the source.

## Submitting and Developing Your Manuscript

All articles for *About Campus* go through a rigorous review and manuscript development process. They are all read closely by multiple members of the editorial team. Virtually every manuscript is revised several times before the final draft is developed. We encourage you to contact any of the editors via e-mail about questions concerning the appropriateness of your topic for a particular department while you are developing your manuscript. Below we give an outline of the process for submission:

- Prepare the title page of your draft to include the following:
  - a. Full names, titles, addresses, phone numbers, e-mail addresses of all authors.
  - b. Short bios of all the authors, including current affiliation.
  - c. The name of the department to which you are submitting your article for consideration (e.g. In Practice, Feature, Bottom Line, etc.).

**These elements must be included before your draft can be reviewed.**

--*Formatting the manuscript.* Manuscripts should be generated in a single font throughout. Do not vary font size or style for titles, headings, or any special text. Use hard returns only to end a paragraph or section. At all other times, allow your word processing program to break lines automatically. PLEASE DO NOT USE SPECIAL FORMATTING FOR HEADINGS AND OTHER ELEMENTS. This is very important, as special formatting can cause problems in e-mail transmission.

--E-mail your manuscript to the appropriate department editor (see above listing) by the arranged due date (due dates are predetermined with solicited manuscripts).

--A member of the editorial team will review and provide feedback on your manuscript. (**IMPORTANT:** We review manuscripts as quickly as possible. Because our editorial team is small, it may take six to eight weeks to respond to your manuscript.)

--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.

--When an article is slated for a particular issue we ask authors to sign a *copyright transfer agreement*. The *About Campus* editorial assistant will mail to you. It must be signed and returned in order for the article to be published.

*About the Copyright Transfer Agreement:* At the end of the guidelines you will find key rights we will ask you to assign to Jossey-Bass if your manuscript is published. Please read this information carefully and make sure that you feel comfortable with the rights as outlined.

## Contact Information

Marcia B. Baxter Magolda  
Executive Editor, *About Campus*  
Distinguished Professor, Educational  
Leadership  
350 McGuffey Hall  
Miami University  
Oxford, OH 45056  
Phone: 513-529-6837  
Fax: 513-529-1729  
Email: aboutcampus@muohio.edu

Jean Henscheid  
Managing Editor, *About Campus*  
Jossey-Bass Inc., Publishers  
Telephone: 208-883-8191  
E-Mail: henscheidj@earthlink.net

Paula Stacey  
Consulting Editor, *About Campus*  
Jossey-Bass Inc., Publishers  
Telephone: (707) 544-5765  
Fax: (707) 544-5306  
(Please, no calls or faxes before 8am and after  
6pm PST)  
E-mail: pstacey@josseybass.com

Revised 5/18/04

Peggy S. Meszaros  
Associate Editor, *About Campus*  
William E. Lavery Professor of Human  
Development  
College of Human Sciences and Education  
200 Wallace Hall  
Blacksburg, Virginia 24061  
Telephone: 540-231-9428  
E-Mail: meszaros@vt.edu

Kari Taylor  
Editorial Assistant, *About Campus*  
350 McGuffey Hall  
Miami University  
Oxford, OH 45056  
Telephone: 513-529-4946  
Fax: 513-529-1729  
E-Mail: aboutcampus@muohio.edu

## Copyright Transfer Agreement Information

Below are key rights we ask authors to assign to us. If you have any questions or concerns about this, please contact consulting editor, Paula Stacey at [pstacey@josseybass.com](mailto:pstacey@josseybass.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.
5. You agree that your contribution will be published, copyrighted, and sold by Jossey-Bass Inc., Publishers, in its own name or any other name throughout the world, in all forms and editions, including electronic editions. Nonetheless, you may copy or reprint your material provided prior written approval is obtained from and proper attribution is made to Jossey-Bass.
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 five (5) 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.