



What is a Peer-Reviewed Journal?

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Peer-Reviewed Journals

What	A JOURNAL is a periodical that: <ul style="list-style-type: none">▪ publishes articles, essays, or research papers▪ has content subject to a peer-review process▪ includes bibliography and detailed footnotes or endnotes.
Why	<ul style="list-style-type: none">▪ to advance scholarship or critical dialogue in a field of study for academic audience
Authors	<ul style="list-style-type: none">▪ academic researchers and scholars
Publishers	<ul style="list-style-type: none">▪ universities, academic organizations or scholarly presses

What is the Peer-Review Process?

Before any article is published, it must be read and approved by a board of scholars who decide whether it is worthy of being included in a scholarly journal

How do I know if it's a Journal?

Check the first few pages of the periodical to see:

- if it is published by a university or academic organization OR
- if there is an **advisory board** listed OR
- if the submission guidelines for articles describe the peer-review process OR
- ask a librarian or a faculty member

Examples

Aurora, History of Photography, Journal of Aesthetics and Art Criticism, October, PAJ



National Museum of American Art

Is it Peer-Reviewed?

- published by a gallery NOT a university/academic organization
- editorial board listed NOT an advisory board
- although there is an “editorial statement,” there is no advisory board and, thus, no peer-review process

x NO

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Smithsonian Studies in American Art is a biannual periodical on the arts in America. Fine arts are the journal's primary focus, but its scope encompasses all aspects of the nation's visual heritage, including decorative arts and crafts, architecture and landscape design, film and video, commercial and graphic design. Through an interdisciplinary approach, the publication provides an understanding not only of specific artists and art objects, but also of the cultural factors that have shaped American art from colonial to contemporary times. Manuscripts relating to Smithsonian collections are welcomed, but submissions need not be limited to the institution's holdings. Editorial preference will be given to articles that combine sound scholarship with thought-provoking new interpretations or new avenues of research.

Authors interested in submitting manuscripts should contact Migs Grove, editor, *Smithsonian Studies in American Art*, National Museum of American Art, Smithsonian Institution, Washington, D.C. 20560. Manuscripts should be ten to fifteen pages in length (double-spaced) and conform to the University of Chicago Press's *Manual of Style*. If illustrated, 8-by-10-inch glossy photographs should be included. The museum cannot guarantee publication of every article submitted, but whenever possible it will make every effort to work with the author toward that goal.

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Journal of Design History

Volume 11 Number 1 1998

SPECIAL ISSUE: CRAFT, MODERNISM AND MODERNITY

OXFORD UNIVERSITY PRESS

Is it Peer-Reviewed?

- published by an academic organization
- editorial and advisory boards listed; all are associated with academic institutions
- includes editorial policy and submission guidelines

✓ YES

JOURNAL OF DESIGN HISTORY

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Editorial Policy

The *Journal of Design History* plays an active role in the development of design history by publishing new research, by providing a forum for dialogue and debate, and by addressing current issues of interest.

The *Journal* aims to help consolidate design history as a distinct discipline but it is not narrowly specialist in content or sectarian in tone. The widespread recognition of the cultural significance and economic importance of design provides a broad base on which to build and the *Journal* seeks to promote links with other disciplines exploring material culture, such as anthropology, architectural history, art history, business history, craft history, cultural studies, design management studies, economic and social history, history of science and technology, and sociology.

The *Journal* carries regular book reviews; it also publishes surveys of resources for design history and reports on education initiatives in the field. From time to time the *Journal* publishes 'special' issues devoted to particular areas, periods or themes. *Journal* articles are indexed in the *Bibliography of the History of Art (BHA)*.

The *Journal* welcomes contributions from scholars of all nationalities and from those working in other disciplines, such as anthropology, history of technology, and economic history, whose subjects of study overlap at significant points with those of design historians. The editors seek to encourage contributions on design in pre-industrial periods in non-European societies, as well as on hitherto neglected or unfamiliar areas and topics. The views expressed are those of the authors.

Note: The *Journal* is the journal of the Design History Society, which was founded in 1977 to promote the study of the subject. The Society organizes study days and other events; it holds an annual conference and publishes a quarterly *Newsletter*. The Society has members throughout the world.

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first page

ACADEMIC Leader

JANUARY 2005
VOLUME 21, NUMBER 1

THE NEWSLETTER FOR ACADEMIC DEANS AND DEPARTMENT CHAIRS

Department Seeks and Finds New Opportunities

Where do you see your department in five years? It's a question that has inspired many a perfunctory report culminating in few tangible results beyond the report itself — but not in the case of case of Rowan University's department of composition and rhetoric.

The department, which was formerly known as the college writing depart-

ment created a B.A. in writing arts and an M.A. in writing.

The department's growth and refinement did not end there.

When the college of engineering came on board in 1997 (after a \$100-million gift in 1992), Rowan got involved with the new college immediately because the dean wanted to graduate "truly literate engineers."

school teachers blame the grade schools and college teachers blame the high schools — we decided it was an unproductive path so we started a series of workshops where we met with high school teachers and talked about what the problems we had in common, Rowan says.

Rowan and her colleagues are constantly looking for new opportunities. She thinks it's important that the department define itself rather than have someone else define it. When we started our transformation, the administration

"I'm always on the lookout for ways in which my faculty can serve. I do it partly for our program, but I also do it for the faculty."

ment, is one of five in the New Jersey university's department of communication. Until 1999 it was a "service department" without a major and known primarily for its first-year writing program. In 1997, the administration asked the department to do a five-year plan, a task the department took very seriously. "I think that while the freshman writing program was and is extremely important to us, our faculty also felt that we were able to offer other services to the university and the community as well. We were in a college in which every other department had a major, and it seemed to us, to be taken seriously we also needed to have that kind of stake," says Janice Rowan, chair of the department of composition and rhetoric.

In addition, there were several new faculty members who wanted a more interesting career path than what was in place. Based on the five-year plan, the

"I volunteered to be on the committee that assessed general education courses, served on the hiring committee, and a few

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In This Issue

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Is it Peer-Reviewed?

- Although there is an advisory board listed, the newsletter is published by "Magna Publications, Inc." NOT an academic organization
- does NOT include editorial policy nor submission guidelines
- articles are short, provide news-related information and do NOT have footnotes/endnotes

x NO

ACADEMIC Leader

The Newsletter for Academic Deans and Department Chairs

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Faculty Development

Web-Based Technology Improves Faculty Development

Faculty learning communities provide opportunities for faculty to get together to discuss similar interests and improve their teaching and learning practices. In the past 15 years, they have become more formalized through the work of Milton Cox and others as well as through use of Web-based technologies to connect faculty in new ways.

Web-based technologies can enhance faculty learning communities by providing faculty with more ways to communicate and by providing a collection of internal and external online resources, says Pamela Sherer, associate professor of management at Providence College.

Sherer, who helps faculty establish and maintain technology-enhanced learning communities, says that by using listservs, threaded discussions, chat, Webcasts, and portals, technology-enhanced faculty learning communities can bring faculty together across campus as well as from other institutions. Sherer sees a wide range of possibilities for the use of Web-based technologies in faculty learning communities.

For example, an interdisciplinary group of faculty interested in discussing the teaching of statistics in various disciplines might use the technologies to

- take an online course together on the teaching of statistics
- collectively or individually download trial versions of new software and talk about it
- participate in listservs and chat rooms with colleague from other institutions
- write a joint article for an online newsletter
- serve as a group of experts for other colleagues.

Web-based technologies also can make visible the work of these communities to a wider audience than the

work of faculty who meet only face to face, which can be helpful for other faculty members. It also can let administrators know the kinds of activities the group is engaged in and the progress they are making, which can be helpful in seeking funding.

Creating and maintaining technology-enhanced FLCs

Establishing technology-enhanced learning communities is becoming easier to do as more faculty members become familiar with Web-based technology and institutions develop the infrastructure to support this technology.

Faculty learning communities should be a group of six to 16 people, Sherer says. They can be members of a cohort such as junior or mid-career faculty, or they may be faculty members brought together for a particular topic such as multicultural course transformation, problem-based learning, the capstone experience, teaching writing, teaching and learning in a lab setting, teaching a foreign language, or teaching and learning in large classes.

These communities may exist for a short time and have clear goals such as development of a published report or article or they may continue indefinitely with new members sustaining the efforts and bringing new ideas to add to a growing list of best practices that can be made available to others.

"Most faculty learning communities emerge out of an on-campus faculty development program with a person or persons helping to maintain them over time. That's where I think a faculty development person can help," Sherer says.

Faculty developers and department chairs can be instrumental in generat-

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